

## Instructional Leadership Style of Secondary Schools' Head and Their Gender-wise Effect on Teachers' Job Performance

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### Abstract

Transformational leadership theory was used for the present study to inspect the relationship of teachers' performance in jobs with instructional leadership style of secondary public schools' heads. Descriptive research design under the quantitative approach was used. This study was conducted by using stratified random sampling technique with the sample of 160 teachers, teaching in secondary public schools of district Larkana. Two tools were used to collect data for the present study. "Instructional Leadership Questionnaire (ILQ)" was used to measure the instructional leadership styles of the head of the institute, while teachers' job performance was measured by using "Teachers' Job Performance Scale (TJPS)". Positive and moderate significant correlation was found between instructional leadership styles of head teachers with the TJP. Result showed that 28% teachers' performance is explained by the institutional heads' instructional leadership style. Panel discussion seminar and conferences at elementary and secondary level are highly recommended.

**Keywords:** Instructional Leadership Style, Transformational Leadership, Teachers' Job Performance, Pakistan.

## 1 Introduction

### 1.1 Background of Study

Schwartz (2017) expressed, “if a school is performing well enough in every aspect, it will be just owing to the instructional leadership of the principal” (p.103). Head of institute who possess the instructional leadership qualities is foremost source of improvement of the teacher’s capability (Kwinda, 2019). Their actions influence the achievement and performance of instructors in multiple modes through their leadership, both gender try their level best to sharpen and improve the teachers’ performance and resultant, school perform well enough as well as better environment is developed in that school, that makes a difference to realize points of education (Larkin, Brantley-Dias, & Lokey-Vaga, 2016).

Evidence has shown that teachers who are more passionate and dedicated in their job performance they become more satisfied with their professions and hardly they leave or opt for another career field (Larkin et al., 2016). Scores of elements that will ensure the quality of teachers’ work performance, including working environment conditions, pay, staff connections, student behavior, parenting, and strong administration (Saleem et al., 2019). A few researchers inspected the association among teacher performance and strong supervision control (Schwartz, 2017) and believe that when instructors feel empowered, they never ever think to quit this prophetic profession. Whereas there is study to sustenance teacher work capacity or effectiveness hinged on students’ accomplishment in relation to job performance, there is relatively slight information in connection to how teachers regarded their principal’s leadership actions as related to job satisfaction (Larkin et al., 2016; Schwartz, 2017). In any case, with all the accessible research on the subject of teacher performance, there is an exceptional need for research that is accessible on how certain factors influence job performance for instructors, to be specific on how the leadership styles of central influence reported job satisfaction. The data included extra stratum to grasp that what factors bound to them to be pleased in this profession and the readiness to opt this field as priority for career selection (Larkin et al., 2016; Schwartz, 2017).

### 1.2 Problem Statement

Since all the diverse research studies accessible on teacher work fulfillment, the issue remains that a significant feature has not been examined, particularly the association among teacher work satisfaction and principal’s leadership styles. A few researchers investigated the relationship between leadership styles and college staff members’ work fulfillment (Schwartz, 2017); however, relatively small experimental research has been conducted on the relationship between teachers’ job satisfaction and leadership styles at the high school, middle school, or elementary school level (Saleem et al., 2019). Indeed so, it is by and large on same page that when teachers are fully supported and encouraged from directors, they become more comfortable in completion of any task (Maqbool et al., 2019). Within the territory of Sindh due to lack of quality and performance, Education segment is at verge of destruction because the

efforts been taken for the betterment of education so far could not give best results due this there is restlessness in people (Siddique et al., 2019). This situation presents different facets of problem to in charge of school. The successful head of institute produce a fruitful results in improving the teachers' effectiveness. Thus, student become eager to learn and face any hurdle which comes to their way (Schwartz, 2017). Successful school leaders may have an ability to get done best by subordinate (Saleem et al., 2019). A question hits the researcher's intellect that, as an instructional manager, high-quality teaching and training is profoundly concerned with the feasibility of secondary school principals in determining the motivation of the teachers to carry out their work. Besides the issues there was no prior published research work available particularly on this area and population regarding principals' instructional leadership style and teachers' job performance in public sector in this region at the time of this study. As a result, there was indigence or chasm in knowledge on this leadership and job performance subject matter in the view of secondary schools in public sector in Larkana district.

Thus, there was an acute need to fill this gap in knowledge. To our knowledge, therefore, it was first study which gives insightful view that instructional leadership style were the most conducive to the job performance in secondary schools in public sector particularly in Larkana district-Sindh, Pakistan.

### **1.3 Research Objectives**

Following objectives were formulated for the present study:

1. To find out the relationship between Secondary school heads' instructional leadership style and teachers' job performance at Secondary public schools District Larkana Pakistan.
2. To find out the effects of Secondary school heads' instructional leadership style on teachers' job performance at Secondary public schools District Larkana Pakistan.
3. To examine the differences among the instructional leadership styles on the basis of male and female Secondary school heads.

### **1.4 Significance of the Study**

The outcomes of this investigation might be pleasing in bracing the instructional administration of Secondary school heads inside Larkana region, Sindh. The investigation may offer help the strategy producers to detail plans for educators in upgrading their capacities regarding instructional authority. The results may offer systems to the principals who expect to be progressively dynamic. The examination may give chance the head of foundations to look at their duty to upgrade bearings in schools so as to discover choices for the best proficient headway of their educators. The investigation may likewise be useful for the instructive specialists to set models for school heads as instructional pioneer and the satisfactory degree of execution for instructors.

## **2 Literature Review**

### **2.1 Transformational Leadership Style**

The theoretical framework for this study requires an understanding of the commonly accepted styles of leadership that are transformative, transactional and laissez-faire. A score of researches from a multiple educational backgrounds and locales studied the conceptual abstract of diverse styles of leadership (Dutta, & Sahney, 2016; Schwartz, 2017) and found that leaders are probably to come in mentioned three types. Leadership style leave impression on the attitudes of subordinates (House, & Aditya, 1997) and the quality of the leader is often measured by the climate and context of the institute he holds reins (Schwartz, 2017). According to Amin, Shah, & Talha (2013), the personal attributes, potential of the leader typically regulate a definite style for the leader, which portray up to the mark image of the leader all in his followers.

Head who use a transformational leadership style stimulate followers to get upper standards of achievement, indorse modern methodologies to problem-solving, and embolden amendment and make sure that the group retains a shared vision (Bass & Avolio, 2018). Main ingredients to transformative leadership is the usage of enthusiasm and reinforcement. According to this assumption, followers probably do their best in doing any concerned task when they are being appreciated or esteemed. Followers thus obey the demands of rulers on the basis of an underlying element of personal motivation (Schwartz, 2017).

### **2.2 Instructional Leadership's Function**

Certain aspects of instructional leadership are common across different models; the present study focuses on such components. In examining the early models of instructional leadership proposed by Hallinger and Murphy (1985; 2013), researcher noted four common components. These include vision and mission, management of the program, positive environment, and staffing and resources. While these components are named and explored differently within various instructional leadership practices, their core attributes remain consistent. Researcher use the components of instructional leadership to explore how principals think about and act on their work as instructional leaders. Each of the components above is discussed in their section below, and each is further divided into four subsections: understanding (which looks at how principals understand instructional leadership about the mentioned component), supports, strategies, and challenges. To begin, Leithwood et al. (2004) contend that the creation of vision and mission is essential to the success of leadership.

### **2.3 Attributes of a Competent Teacher**

According to Ahmed (2004), "An ideal teacher is one who induces a willingness in his pupils to focus whole-heartedly on learning a new thing" (p.28). However, teachers' task starts when the students enter in the institute and complete its certification at the end of the day. Teacher is the one who determine the educational achievements along with the development

of intellectual abilities in the individual students (Saleem et al., 2019). Effective teachers are prepared to teach students. Darling-Hammond (1997) stated that “teachers who are fully prepared and certified in both their discipline and in education are more highly-rated and are more successful with students than are teachers without preparation, and those with greater training in learning, child development, teaching methods, and curriculum are found to be more effective than those with less” (p.10). An effective teacher prepares to teach by earning the necessary credentials to teach. An effective teacher is very knowledgeable in the subject matter he or she teaches and strives to be a life-long learner (Morgan, 2015).

Classroom management is often referred to as classroom discipline (Harriott, 2019). Classroom management defines the activities that teachers have to perform to teach properly their pupils, this may involve keeping a classroom disciplined, deliver lessons without disturbance, and engaged pupils in different task. Evertson and Weinstein (2006) provided an outline on classroom management. According to them, there are two purposes of classroom management: a) it establishes and maintains a organized environment and b) it strengthens students’ social and moral development.

The review of literature revealed several other characteristics of effective teachers including instructional delivery and regularity. The use of direct and individualized instruction is common in effective teachers (Stronge et al., 2011). Kinchin (2003) asserted that the foundation of effective teaching is built on preparedness of the teacher. Preparedness includes knowledge of the curriculum and information of the students’ prior knowledge of the content. The more the teacher knows about the content and student, the more effective the teaching will be (Qureshi, 2013).

Interpersonal dynamics may include speaking skills, communication, and clarity of rules, discussions, listening, and more. Charles (1999) emphasized this quality by stating that the foundation of establishing relationships is based on an individual’s communicational skills and thus, the effectiveness of the teachers can be decided by the way they communicate. Mackinnon-Ashby (2007) insisted that teachers must learn communicational skills as they are vital in creating positive student-teacher relationships.

#### **2.4 Heads’ Instructional Leadership Style and Teachers’ Job Performance Relation**

Leadership styles have a significant effect on the work environment of any organization and thus on the job performance of teachers (Kiboss & Jemiryott, 2014). In some research, the job satisfaction of teachers is influenced by the school environment and the style of leadership (Saleem et al., 2019). Job satisfaction in various areas of literary studies receives considerable attention (Saleem et al., 2019).

In 2018, Imhangbe et al. studied the relationship between "leadership styles in Edo Central Senatorial district, Nigeria, as well as job performance by teachers at secondary schools in the public sector." It has been correlational studied by nature and two survey instruments have been modified to collect data in the population of 69 directors and 397 teachers of the secondary school, named "Principals ' Leadership Style Questionnaire" (PLESQUE), and the "teacher's work performance questionnaire" (TEJOPAQ) have been excluded from evaluation as a result of inaccurate study fillings. Thus, the study analyzed 376 copies of the instruments. The hypotheses were tested with the use of multiple regression analysis, product-moment correlation analysis and percentage at 0.05 significant level. Based on surveys, the results show that 68.3% of teacher performance differences are attributed together to democratic leadership and laissez-fair. Democratic and laissez-faire governance have a positive impact on teachers ' results. Therefore, Nigeria's members of the Edo Central Senate District should be encouraged to cope with the style of democratic leadership, among other issues. This thesis is also the main incentive and direction for this current research.

"The leadership styles and the job performance of faculty in high schools in Ondo State, Nigeria" were brought to light by Adeyemi (2018). For this investigation, the descriptive research design has been adopted. Of the 281 population for state secondary schools, 240 high schools were chosen as research samples. The system for stratified random sampling used 1800 professors and 240 directors to be chosen as analyst groups. Two questionnaires "*The Principals' Leadership Style Questionnaire (PLSQ)*" and "*Teachers' Job Performance Questionnaire (TJPQ)*" were used to collect the data. The data collected was analyzed using the Pearson Product Moment Correlation. A correlation coefficient of 0.81 value is showing the reliability of instruments. Pearson, t-test, percentages and frequency tests were used for analysis while alpha of 0.05 value was used to test the hypotheses. It has been noted that democratic leadership style was often used by principals. In comparison to the democratic and equal leadership styles, the quality of teachers was stronger while under autocratic leadership. The combination of autocratic and democratic styles of leadership, among other suggestions, has been suggested to boost the work performance of teachers while retaining an equal style of leadership.

Figure 1 shows the conceptual framework for the study derived from the literature. Instructional leadership with its five functions used as an independent variable while teachers' performance in job is dependent variable whereas, gender is used a moderate variable.

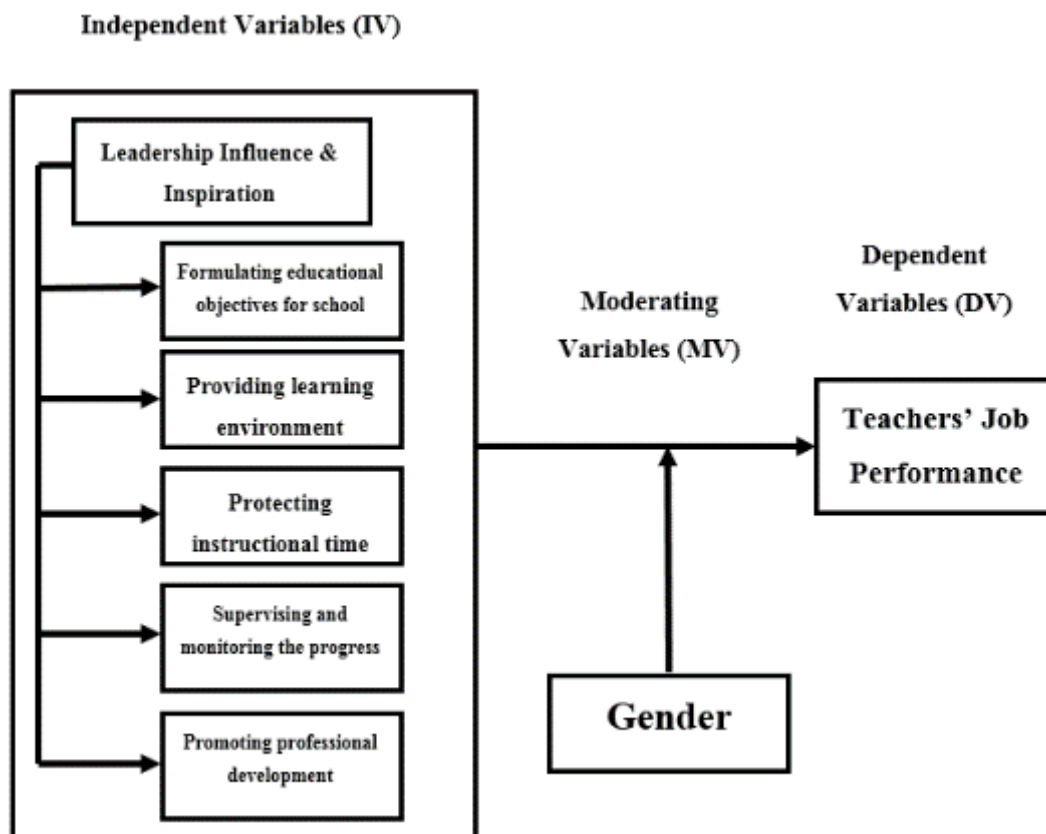


FIGURE 1: Conceptual Framework of the study.

## 2.5 Hypotheses

Following hypotheses were formed for the present study:

1. Instructional leadership style of head of the institute and teachers' job performance has significant relationship with each other.
2. Institutional head's Instructional leadership style has significant effects on teachers' job performance.
3. Institutional head gender is not significantly different in their Instructional leadership style.

## 3 Research Methodology

Quantitative approach with descriptive research design was used by the researcher for the present study. Population of this study were all teachers of public secondary schools, located in district Larkana Sindh, in the year 2019-2020. 160 secondary school teachers from the district Larkana, Sindh, were the sample group. In the first step, the selection of schools was the main focused of the author. For this purpose, sampling frame of Public Secondary schools located in Larkana district was collected by department of Education. School locations

and address was taken by the Education District Officer of District Larkana. In the next stage, stratified random sampling technique was enforced and four schools (with two female principals and two male principals) were selected from each Taluka. Hence, the total numbers of schools selected for this study was 16. From each school, 10 teachers were selected randomly. So, overall sample was comprised of 160 secondary school teachers.

Researcher used two tools to gather data for the present research. “*Instructional Leadership Questionnaire (ILQ)*” adapted from Khan (2012) with prior permission and was used to measure the instructional leadership styles of the head of the institute as observed by their teachers. While “*Teachers’ Job Performance Scale (TJPS)*” was used to measure teachers’ performance, which is adapted with prior permission from Hanif (2004) and used by Khan (2012) in their studies. The results of the surveys reported by the use of descriptive and inferential statistics. The validity of the instrument used was pilot tested for their validity. The content and face validity of both the instrument was validated independently by the expert of the field. Reliability of the data from the surveys was established by calculating the alpha reliability for the whole questionnaire. The questionnaire had overall 40 items and had a Likert scale. The five-point Likert scale survey was measured for reliability using a Cronbach alpha which yielded a reliability rate 0.864. All participants were informed that their participation in the study is voluntary. All data collected in this study was kept confidential to protect the identity of participant. Risk and benefits factor were also told. Participant was assured that they can withdraw at any point of research.

#### **4 Data Analysis**

**4.1 Null Hypothesis 01.** Instructional leadership style of head of the institute and teachers’ job performance has significant relation with each other.

Relationship between instructional leadership style of head of the institute and teachers’ job performance was shown in Table 1 at 0.01 level of significance. Significant strong (Cohen, 1992) correlation ( $r = .530$ ) was found in between institutional heads’ instructional leadership style and teachers’ job performance. Likewise, all the functions of instructional leadership are also found significantly correlated with all the constructs of teachers’ performance i.e. teaching skills, management skills, discipline/ regularity and interpersonal skills. The moderate significant correlation (Cohen, 1992) was found in between institutional heads’ instructional leadership style and teachers’ teaching skills ( $r = .386$ ), institutional heads’ instructional leadership style and teachers’ management skills ( $r = .482$ ), institutional heads’ instructional leadership style and teachers’ regularity ( $r = .399$ ), and institutional heads’ instructional leadership style and teachers’ interpersonal skills ( $r = .414$ ).



TABLE 1: Relationship between instructional leadership style of head teachers and teachers' job performance.

Constructs	Pearson Value	Teaching Attributes	Management Attributes	Regularity /Discipline	Interpersonal Attributes	Total (TJPS)
Formulating educational objectives	r	.520**	.156**	.448**	.080**	.386**
Providing learning environment	r	.438**	.224**	.583**	.200**	.482**
Protecting Instructional Time	r	.329**	.210**	.415**	.912**	.399**
Monitoring & supervising progress	r	.293**	.210**	.333**	.279**	.393**
Providing Professional development	r	.382**	.180**	.462**	.231**	.414**
Instructional Leadership	r	.507**	.250**	.576**	.246**	.530**

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

First construct of instructional leadership i.e. “Formulated Educational Objectives” shows significant strong correlation with “teaching skills” ( $r = .520$ ), significant moderate correlation with “Regularity” ( $r = .448$ ), and weak significant correlation with other two constructs of teachers performance i.e. “Management skills” ( $r = .156$ ) and “Interpersonal skills” ( $r = .080$ ). (Ref. Table 1)

Second construct of instructional leadership i.e. “Providing Learning Environment” shows significant strong correlation with “teachers’ discipline” ( $r = .583$ ), significant moderate correlation with “teaching skills” ( $r = .438$ ), and weak significant correlation with other two constructs of teachers performance i.e. “Management skills” ( $r = .224$ ) and “Interpersonal skills” ( $r = .200$ ). (Ref. Table 1)

Third construct of instructional leadership i.e. “Protecting Instructional Time” shows very strong (Cohen, 1992) significant correlation with “teachers’ interpersonal skills” ( $r = .912$ ), significant moderate correlation with “teachers’ regularity” and “teaching skills” ( $r =$

.415 & .329 respectively), and weak significant correlation with other constructs of teachers performance i.e. “Management skills” (r = .210). (Ref. Table 1)

Fourth construct of instructional leadership i.e. “Supervising & Monitoring” displays a significant moderate relation with “teachers’ regularity” (r = .333) and weak significant correlation with other three constructs of teachers performance i.e. “Management skills” (r = .210), “teaching skills” (r = .293), and “Interpersonal skills” (r = .279). (Ref. Table 1)

Fifth construct of instructional leadership that is “Providing Professional development” shows significant moderate correlation with “teachers’ regularity” (r = .333) and “teaching skills” (r = .382) and weak significant correlation with other two constructs of teachers performance i.e. “Management skills” (r = .250), and “Interpersonal skills” (r = .246). (Ref. Table 1)

**4.2 Null Hypothesis 02.** Instructional leadership style of head of the institute has significant effect on teachers’ job performance.

Result of linear regression analysis of institutional head’ instructional leadership style with teachers’ job performance is shown in Table 2. Secondary school heads’ instructional leadership style as observed by their teachers working in the same school was a significant effect ( $R^2 = .281$ ,  $P < .05$ ) on teachers’ job performance. Instructional leadership style of institutional head explained 28% change in teachers’ job performance. Positive regression coefficient “B” value in Table 8 indicates TJP and ILQ both are directly related with each other, as the style of institutional head will change, performance of teacher in their job will also be changed.

TABLE 2: Linear Regression analysis of instructional leadership style of head teachers and teachers’ job performance.

Model	R	R <sup>2</sup>	Unstandardized Coefficient B	Std. Error	Standardized Coefficient Beta	t	sig
(Constant)	.530 <sup>a</sup>	.281	2.355	.215		10.974	.000
Instructional Leadership			.430	.055	.530	7.858	.000

a. Dependent Variable: Teachers' Job Performance

\*p < .05

**4.3 Null Hypothesis 03.** Institutional head gender is not significantly different in their Instructional leadership style.

TABLE 3: Gender Discrimination in Instructional leadership style

Gender	N	Mean	SD	t- value	df	Sig.(2-tailed)	Mean Difference
Male	80	3.92	0.636	.944	158	.034	1.00
Female	80	3.82	0.702				

By observing Table 3, it was found that  $t(158) = .944, p=0.034$  is less than significant value ( $p < 0.05$ ) therefore null hypothesis is rejected and it is concluded that, there is a significant difference between male and female institutional head in their instructional leadership style. According to the teachers, their male head teachers' ( $M = 3.92$ ) have better leadership style than their counterpart female head teachers ( $M = 3.82$ ).

## 5 Finding & Discussion

Finding of the study on the effect of instructional leadership style of secondary schools' head of Larkana district on teachers' performance in the same school was discussed in this section.

The first research question was: What is the relationship of Secondary school heads' instructional leadership style and teachers' job performance at Secondary public schools? Pearson correlation coefficient was used to answer this questions and found the relationship between ILQ and TJP scale and also positive significant correlation was found in between each constructs of ILQ and TJPS. Analysis shows positive strong significant correlation ( $r = .530, p < .01$ ) in between instructional leadership style of institutional head and teachers' performance in their job. Analysis also shows a positive significant correlation between the five constructs of instructional leadership style and four constructs of teachers' performance in their job (Table-1). Enueme and Egwunyenga (2018) also suggested that leadership style of principal and teachers' performance are correlated with each other, and to carried out routine work activities and also to focus in our work, it is essential to understand the style of the leader (i.e. the head teacher). According to Bredeson & Johanson (2016), it is a principal duty to ensure the effective teaching by providing proper guidance and support, but not only this it is also a duty of a principal to face the problems. He also discussed that the principal is the one who bring change in teachers' teaching practice.

The second research question was: What is the effect of Secondary school heads' instructional leadership style on teachers' job performance at Secondary public schools?, and to answer this, regression analysis was done by using teachers' job performance as dependent variable and instructional leadership style of institutional head as independent variable. According to the result shown in Table 2, instructional leadership style of institutional head is a significant predictor of teachers' performance in their shop. Regression coefficient "B" shows

a positive value that means dependent and independent variable has positive effect on each other that means, as the leadership style of the head teacher improves, the performance of teachers will also be increased. This result is similar with the previous study which shows the establishment of direct relationship between the leadership style and teachers' job performance (Adeyemi, 2018). Sayre (2017) also found the similar result that teachers' ability to perform in class is significantly influenced by the leadership style of principals. Predictive linear relationship was also found in between the independent variable i.e. leadership style of principal and dependent variable i.e. teachers' capacity to perform in teaching in his study. Teachers' perception about principals' leadership style and their attitude towards bring change in organization has a positive, significant moderate level of relation in between leadership style and teachers' behaviour (Kursunoglu & Tanriogen, 2019). The finding of this research question is also matched with the finding of (Matthews, 2017). He conducted the research to find answer of the question that is there any effect of head teachers' leadership style on teachers' performance and also on students' academic achievements. Finding of the Matthews (2017) study are closely relate with the present study that head teachers' leadership style has a positive effect on both the teachers' and students' performance.

The third research question was: Is there any significant differences among the instructional leadership style based on gender among Secondary school head teachers? Independent t-test was applied to answer this question. The finding of the gender difference in leadership style as observed by the teachers working under the same head teachers, shows that male teachers' shows better leadership style as compared to female head teachers. This finding about the male head teachers are better as compared to female is similar with the finding of (Saleem et al., 2019).

## 5.1 Recommendations

1. Finding obtained from this study may be used to train head teachers of the secondary school. Properly designed in-service training program may be very effective and help to improve the effectiveness of leaders in the secondary school. This program may be arranged in the vacation of summer or winter to utilize the time effectively.
2. Different platform such as workshop, seminar, and panel discussion should be arranged for the head teachers and the teachers, so they may get opportunity to discuss their issues regarding to their performance which cause hindrances in their improvement.
3. Institutional head should encourage teachers when teachers shows improvement in their teaching. Institutional head should also be available when teachers need any type of help regarding their job.
4. Institutional head should also create friendly environment for the teachers so that they can work comfortably.
5. Present study used quantitative approach and provide empirical data, for the future it is suggested to use qualitative method and observe teachers in their teaching for better

finding of teachers' performance. Along with the observation, Students results may also compare in the future research to see the effectiveness of leadership style on teachers' performance.

6. Experimental design may also be used in the same study like by providing training to leaders and then check its impact on teachers' performance by proper monitoring process.

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