

## Perceived Impact of School Leadership on the Instructional Performance of Teachers at Secondary Level

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### Original Article

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### Abstract

*This research has investigated the role of secondary schools' principals on the instructional performance of teachers in Khyber Pakhtunkhwa. The major objectives of the study were to identify the perceived impact of school leadership on the instructional performance of teachers at secondary level; to examine the perceived impact of school leadership on the lesson planning of teachers at secondary level. This research was quantitative in nature. Population of the study were 296 principals and 3830 teachers of four districts; namely Dir (L), Malakand, Swat and Bajuar. 230 principals and 972 teachers were selected as sample by Yamani formula. Data was collected through questionnaires, developed by the researcher. Validity and reliability of the questionnaires were analyzed through SPSS 22. The collected data was tabulated and analyzed through SPSS. Percentage, means ANOVA and regression analysis were the statistical techniques used for the analysis of data. Findings revealed that there was significant impact of Principals on the instructional performance of teachers. Several recommendations were put forward and suggestions were made for future researchers.*

**Keywords:** School Leader, Secondary School, Instructional Performance, Lesson Planning

### Introduction

Educational institutions are backbones of society where the future generation is educated school administrators have a significant amount of responsibilities for them. Leader entails inspiring, persuading, enthusing, and motivating subordinates to willingly allocate resources to achieve the organization's goals and objectives, which are based on the employee's maximal potential (Nwachukwu & Adeyemi, 2010).

Instruction means an order or direction order which show how something has to be operated or done in a proper way. The teaching action or activities of instruction which paves the way for comminuting knowledge or skill in termed as instruction. It also includes the performance of furnishing with powerful direction that lead toward instruction.

The teaching actions and factor regarding the teachers with in the school is called instructional performance. It also includes activities related to class surrounding. It has been cleared from all these definitions that instructional performance holds the atmosphere or surrounding or any information delivered by a teacher about the skill or any technique which gives a direction

regarding the operation or activities. Teachers are trained in terms of innovation to maintain closed relation with students to be adopted in teaching.

Good leadership skill is the basic need of school Principals. The best way to develop the leadership skill of school principal is to arrange professional training programs. Educationists are paying attention to professional training, deficiencies in planning and the standard of professional training for school head. As increase has been observed in the investment and importance growth in leadership training and maintaining professional developing. The principals were acquiring a chance to get formal education but formal education through ideas, education by doing and learning intimations of an educational agenda controlled in a central manner. The main aim of school leader training was to fulfil the educational needs of trainees at various stages during career in school leadership. School heads were also given the chance to call on well-known and prominent school so that to learn from the finest practice, and then to submit a report in black and white based on the observation (Wilson & Xue, 2013). In the present era, the importance of education and trainings cannot be neglected as contributes to train a country's people psychologically, corporeally, spiritually and ethically (Education Policy, 2009).

### **Objectives of the Study**

The objectives of this study are:

- a. To identify the perceived impact of school leadership on the instructional performance of teachers at secondary level
- b. To examine the perceived impact of school leadership on the lesson planning of teachers at secondary level.

### **Research Hypothesis**

The study addressed the following research hypothesis:

H1. There is significant perceived impact of school leadership on the instructional performance of teachers at secondary level.

H2. There is significant perceived impact of school leadership on the lesson planning of teachers at secondary level

### **Significance of the Study**

This study will give us data about the person who are responsible for the improvement of education system. This study will also be helpful for school leadership and teachers. Their communication skill will also be improving. The data will also be used in future for most research purpose. This research study assess the leadership style form many aspects like basic knowledge of leadership style to the communication with other stakeholder like teacher, students, parents and high authorities. The research will help to provide basic guidelines to school leadership to act according to situation of his school and sounding environment.

The first duty of educational organization is to provide good discipline to every school. The importance of this research is to develop yardsticks for improvement in school leader and teaching methods in secondary school. This research will clear the current situation in secondary school. This study will suggest some good and changes in the behaviors of leadership for good discipline in school. The government can also get data to do some necessary action and provide instruction to school leader. The study will also be helpful for high authorities for supervision in secondary school. It will be also help the school to improve school discipline.

### Review of the Related Literature

They can be divided into two groups i.e leadership and followers. Most human successes are owed to great leadership, (Matira & Awolusi, 2020). Leadership has many definitions due to its vast scope and vital role in human life, (Blazi &, 2020; Mukonga & Awolusi, 2019; Olatunji & Awolusi, 2019). The art of getting things done through others is one of the most essential definitions of leadership. The most important factor influencing an organizational goal is human resources. This is why it is important to manage and to increase the organizational efficiency (Mba, 2004). When investigating why some principals favors a particular leadership style and how that style influences the attitude of subordinates toward work in Nigeria. It was discovered that administrative style is insufficient to meet the demands of good school management. The personality attributes appeared to be impolite to their subordinates to some level. Teachers in these schools were not appropriately stimulated or encouraged to carry out their responsibilities. Another study was conducted in Nigeria by (Bassey, Obim, Okure and Out, 2010).

### Conceptual Framework of the Study

Based on the above given introduction, research objectives, research hypotheses, and significance, the following conceptual model is developed.

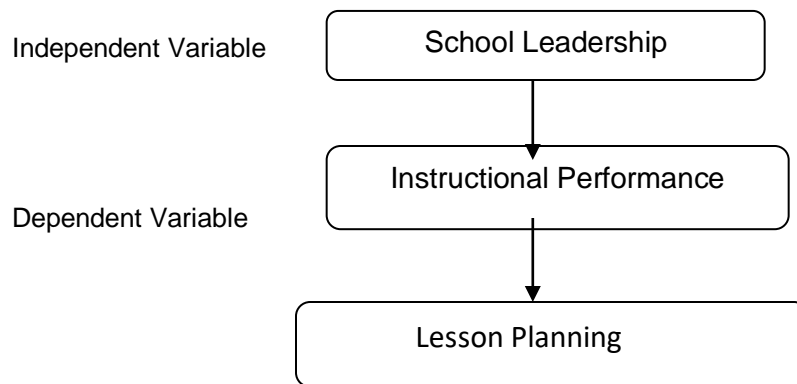


Figure1: Conceptual Model

### Educational Leadership

The term leadership is related to army as well as economy and education. Educational leadership never stops. As the time passes by it requires a great deal of experience and patience. According to Mulford, (2007) present age is the best one for school leadership. As the importance of school leadership cannot be ignored, many governments spend a lot of money to enhance studies in this regard. To improve the skill of school organizers, workshops and training agenda are arranged every now and then. Numerous countries are in practice to improve leadership; England is on the top in this regard. National College for School Leadership (NCSL) has been established by them to have better training on behalf of the school leadership. Other governments of the world also are trying to follow its path in the best possible manner and established notable institutes about leadership. To enhance the present methods different programs are being launched by them since long.

### **School Leadership**

According to Engle, M. (2013), the school principals focus hiring those teachers having good behaviors and skills rather than, they are ready to do extra work and improve the knowledge and teaching, management skills. The academic qualification is not too much important for teacher, teacher must have good teaching skills, class control and to take work from students. The school principal has to solved, the problem of teacher also creates good communication to satisfy the teacher. Teacher satisfaction will lead the school environment favorable for teaching learning (Terek, Glusac, Nikolic, Tasic, & Gligorovic, 2015).

### **Role of Principal in Leading a School**

Good leadership on behalf of the principal reflects the efficiency of the school. The principal is responsible for better results and improvement as he has to oversee the school curricular and co-curricular activities (Wang, 2013). Daily activities are looked after and necessary guidance is given by him if required. Class connection is maintained by him with teachers in order to solve issue related to co-curricular activities sports and exams. He has to be well informed and experienced person; five roles are performed by principal in routine. On international basis and particularly in Kenya. School, curriculum, teachers and budget are supervised by the principal along with the school infrastructure and students (Wang, 2013).

### **Instructional performance of teachers**

Teacher plays a pivotal role in the activities of learning in the school. According to Lohman, (2006), instructional activities of the school are greatly affected by the skill competency and professionalism of a teacher. From two angles, the performance of a teacher can be judged, i.e. in the context of how the pre-determined goals are successfully achieved by the teacher and how his students have performed in an academic and other school base activates (Adeyemi, 2010), however, a teacher has to be judged in a formative way while considering the academic year and it should not be a summative judgement (Adeyemi, 2010).

### **Lesson Plan**

A teachers detailed description material of the course of instruction is said to be lesson plan. A teacher develops a daily lesson plan to guide class instruction. It is plan of action practically applied by a teacher in class room during instruction. In the other words of Green (1987), lesson plan is an emotional and mental visualization of class. It guides a teacher to control his teaching learning process in the classroom. Like an engineer who plans for building complex or a huge building a teacher has to make a lesson plan fruitful teaching. A lesson is a blue print or a plan for transacting a complex portion of the curriculum within the specific period duration. A lesson plan is a series of actions which are performed in the class. It includes the teachers name; standard and class division naming the lesson and topic, class duration, curricular activities, content objectives, facts, terms and concepts from the topic. What type of materials are used by teacher different type of teaching aids that are used for activities by the teacher, student's activities or responses, concluding activities ad up activities? A lesson plans in good when it reflects teacher's subject competency, knowledge regarding educational psychology and theories of learning resource and fullness to formulate learning activities (Seafors, 2001).

### **Theoretical Frame work**

The quantitative research framework is mostly used in social science to generate knowledge to observe the variables influencing individuals. Quantitative research is based on the collected data from the sample population to examine questions (Allen, 2017). Quantitative research is used in

social sciences to collect numeric data. Some of the numeric data that helps researchers to do statistical analyses calculate percentages of numerical data and show relationships among the research variables. Questionnaires, observations and experiments etc are included in Quantitative research methodologies (Coghlan & Brydon-Miller, 2014).

## **Research Methodology**

### **Research Design**

Research study has carried out to scrutinize the perceived impact of school leadership on the instructional performance of teachers of schools at secondary level District Khyber Pakhtunkhwa. The nature of this study was quantitative and survey design. An activity, behavior or a situation was described in descriptive research. Two variables were used in this study. School leadership as independent variable, instructional performance of teacher's as dependent variable. According to the Neuendorf, (2016), this design needs data collection to appraise the current condition of the study subject. Descriptive survey research was used as it is very help for researcher to collect data describing current school trends by questioning school leadership and teachers about their opinion, orientation, actions or value of current leadership behavior and instructional performance of teachers as the study.

### **Population**

Population has the whole collection of individuals factors study, incident or objects of concern that the researcher wants to examine, that was why the circle of population of this research were the school leadership and teachers of the government secondary school's male of Khyber-Pakhtunkhwa (K.P). According to reports (2020-2021), of Independent Monitoring Unit (IMU) in Elementary and Secondary Education Department Khyber-Pakhtunkhwa, there are 1592 principals and 11652 secondary school teachers Khyber-Pakhtunkhwa.

### **Sample and Sampling Techniques**

In this research, the researcher used the basic of convenience. These districts consisted of District Dir (lower), District Malakand, District Swat and District Bajuar. Different schools of targeted district were selected as Random Sampling Technique for the purpose of the study. According to Yamane (1967) formula will be used for selecting of target schools and sample size from the whole population below as the total principals is 296 and sample size is 232 and total teachers is 3830 and sample size is 976.

### **Data Collection Tools**

The study used a descriptive survey method and included a quantitative approach with open-ended questions to find out the perceived impact of school leadership being practiced by the secondary school principals.

### **Data Collection Instrument**

Two (02) questionnaires were developed by the researcher and used for data collection accordingly. Questionnaires will be of Likert scale it has having of five options. 1) strongly Disagree, 2) disagree, 3) Neutral, 4) Agree 5) strongly disagree. Each questionnaire comprised of 30 items. One questionnaires were administered to the principals and the second questionnaires was by teachers. The questionnaires have the major tool for collecting data regarding perceived impact of school leadership and instructional performances of teachers.

### Data Analysis

The data assembled through questionnaires has classified, graded and examined through SPSS version 22. Collected data will be analysed through SPSS version 22.0 Regression Analysis test will be used to analyse the data obtained in the study. The first objective was meant to identify the perceived impact of school leadership on the instructional performance of teachers at secondary level. A huge variety of items was submitted to school leadership, instructional of teachers and students to assess the extent to school leader a leadership made influences the instructional performance of the teachers. They were requested to record their responses on a Likert scale of five about how these variables boost the instructional performance of teachers. Principal reposes a table exhibited the finding and then the researcher appraised them using basic random sampling analysis. Second objective is to examine the perceived impact of school leadership on the lesson planning of teachers at secondary level. School leader and instructional performance of teacher's chain were asked to indicate their answer on a five-point Likert scale. School leader and instructional performance of teachers replies-tables were inspected and after that researcher appraised the findings using basic random sampling analysis.

#### H1. There is significant perceived impact of school leadership on the instructional performance of teachers at secondary level.

After testing the hypotheses of the study, the results were recorded accordingly. When the values each hypothesis were ascertained, the target of the researchers was to find out the relationship between school leadership and instructional performance of teachers at secondary schools.

Predictors: (Constant), School Leader

Table. 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.346 <sup>a</sup>	.120	.119	.35557

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	2.888	.163		17.687	.000
	SL	.357	.036	.346	9.886	.000

a. Dependent Variable: INST\_PERFORMANCE

However, according to the Table 1, the regression coefficient (R) was 0.346 or 34.6%. A relation was there between the school leader and instructional performance of teacher at secondary schools. That is, instructional performance of teachers at secondary schools might be explained by the school leadership. However, a weak co-efficient of determination of 0.120 or 12.0% is denoted which shows the level of contribution on behalf of the leadership. Instructional performance of teachers could be improved through the strong factor of school leadership, but if the school did not have good teachers, its degree of influence might be limited apart from its limited. The remaining 34.6% was the extent to which dependent variables like that quality, materials, availability of school facilities, instructional and experience of school heads, played a major role in the performance of school. It meant that leadership style contributed less and effective school system

was considered important their leadership styles. It was evident from that table that was a strong relation between school leadership and instructional performance of teachers as ( $p < 0.05$ ) at 95% confidence level. Despite the utter importance leadership style, it alone couldn't effect the performance of teachers at secondary schools. A combination of factor is required by it that are essential for school performance. According to the given table school leadership has affected the variation (41%) related to instructional performance.

Beta value is .346 which indicated that a positive change of 0.346 was brought about by a unite in our independent variable. According to the hypothesis H1, there is significant impact of school on the instructional performance of teacher in secondary school. It was clearly proved by that table instructional of teachers was highly affected by school leader in secondary school principal and that is why the hypotheses was accepted.

#### 4.6.2 H2. There is significant perceived impact of school leadership on the lesson planning of teachers at secondary level.

When a proper order the hypotheses of the study were recorded after testing. Yet the research tried to established the general relationship between school leader and instructional performance regarding the lesson planning at secondary schools, before making sure the value of each hypothesis.

a. Predictors: (Constant), School Leader

Table 2.

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.644 <sup>a</sup>	.415	.414	.342

a. Predictors: (Constant), SL

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Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.049	.157		6.681	.000
	SL	.783	.035	.644	22.552	.000

a. Dependent Variable: INST\_LP

However; according to the given table 2, the regression of the coefficient(R) was 0.644 or 64.5%. That is why a strong relation was found between school leader and instructional performance of teacher in regarding lesson planning of secondary school's teachers. It may also have said that instructional performance of secondary school teachers regarding the lesson plan might be elaborated by the school leadership. However, the contribution of school leadership contributed less in the instructional performance, taking in to account a coefficient determination of 0.415 or 41.5%. In regard to the improved instructional performance of teachers on behalf of the lesson planning, school leadership might turn as a strong factor. If the school has no good teachers, its degree of influence might be limited. Despite the utter importance of leadership style school performance in secondary schools could not be affect by the leadership style alone. According to the given table, 41% of the change in instructional performance of teachers regarding the lesson planning is due to school leadership.

Being Beta value is .644 which shows a unit change is shown by it in our independent variable and a positive change is bought by it (.644) in dependent variable. According to the hypothesis (H2) there is a key impact of school leader on the instructional performance of teacher regarding the lesson planning at secondary school. It had been clearly proved that instructional performance is highly affected by school leader related to the lesson planning of teachers in secondary school along with their principals and that is why hypothesis is not rejected.

### Discussion and Conclusion

The purpose of this study was to know the impact of school leadership on the instructional performance of teachers at secondary schools. This study was descriptive and quantitative. From the Malakand Division of Khyber-Pakhtunkhwa, only four districts were selected. It included 296 principals and 3830 secondary school teachers from the selected districts. Yamane (1967) formula was applied only on 230 principals and 972 teachers. For data collection, two types of questionnaires were administered to collect data from the secondary school principals and teachers. Keeping in view the school leadership (SL), instructional performance of teacher regarding lesson planning (INSP),

### Recommendation

The following recommendations have been made:

The school is coordinated, directed and led by principal. Success of educational institution could also ensure by the efficient and effective performance and role of the principals. The role of principal might also lead to the failure or success of educational institution, instruction is given daily in school and successful instructional performance leads to the success of the institutions. The principals pave the way for the instructional performance of teachers only. Instructional performance and theories of school leadership play a major role in the educational institution. The major elements of instructional performance are school leadership (SL) and instructional performance (INSP). In order to study the impact of SL and INSP of teachers at secondary school in Khyber Pukhtunkwa (KP), this research was conducted. Several recommendations are worked out which are aimed at the academic beneficiaries, curriculum planners as well as policy makers. The following lines show the recommendations.

1. It was showed that only 5.8% principals (78 out of 70) possessed higher (M Phil/PhD) qualification. As a leadership, the higher qualification is required for a principal. It was considered obligatory for the principals to have higher qualification. In this way their outlook and vision would be broadened.
2. It had been observed that the school leadership positively affected on the instructional performance of teachers. Many principals did not know anything about INP before it was recommended that training for the betterment of INP skill of principals must be arranged on priority basis.
3. The school leadership had job security and were paid less than instructional performance. Yet they had more efficiency in their performance. It is the obligation of the government to make laws through PSRA related to job security and salary of school teachers.
4. Strong sense of instructional performance was possessed by the school leadership to check the secondary school teachers. There were no administrative training facilities for the school principals. Innovative and updated training facilities were suggested to be made available for the school teachers and leadership.

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