Annals of Human and Social Sciences
www.ahss.org.pk

Role of Instructional Leadership in Improving Teaching Learning Process in Public Secondary Schools of Sargodha

[1]Farhat Jabeen*, [2]Muhammad Shafi Malik and [3]Sardar Fatima

1. Associate Professor of Education, Government Graduate College for Girls, Bhalwal, Sargodha, Punjab, Pakistan
2. Ph. D Scholar, Department of Educational Sciences, National University of Modern Languages, Islamabad, Pakistan
3. Ph. D Scholar, Department of Advanced Studies in Education IER, University of the Punjab Lahore, Punjab, Pakistan

| ***Corresponding Author** | farhatjabeen788@gmail.com |

ABSTRACT

This study aimed to explore the role of instructional leadership in improving teaching learni process in public secondary schools of Sargodha. Mixed method research was used for th study. Sample consisted of 200 teachers and 15 head teachers. Questionnaire was for teache and head teachers were interviewed. The Results indicates that mean scores for all factors instructional leadership which were all higher than mid-point describes that head teache were practicing instructional leadership to a great extent as perceived by the teachers a there were no significant gender differences in the perception of teachers about instruction leadership. The findings indicates that head teachers view instructional leadership as cruc for improving the teaching and learning process, as it helps create a conducive environme that has a significant impact on teaching learning Process. It is highly recommended that he teachers should encourage collaboration among teachers through regular team meeting professional learning communities.

| **Keywords:** | Improving, Teaching, Instructional Leadership, Learning, Process, Public |

Introduction

Instructional leadership plays a crucial role in improving the teaching and learning process in schools. It involves the proactive engagement of school leaders, such as principals or department heads, in guiding and supporting teachers to enhance their instructional methods. By concentrating on key areas like curriculum design, teaching strategies, and student assessment, instructional leaders ensure that educational objectives are clear and achievable. They encourage ongoing professional development for teachers through workshops, coaching, and regular feedback, which helps foster the adoption of more effective teaching practices. This hands-on approach creates an environment where teachers feel supported and encouraged to explore new techniques that actively engage students (Glanz & Yaroch, 2004). The school principal holds a critical role in school administration, as they facilitate, support, and promote the teaching and learning process. The general public has become increasingly aware of various educational policies aimed at enhancing teaching and learning, developed by governments and policymakers at both national and international levels. Modern education is now centered around performance-based learning, which prioritizes achieving effective educational outcomes over merely focusing on results (Bless, Higson-Smith, & Kagee, 2006). Schools are often regarded as academically successful when led by an effective administrator and a strong administrative team (Edmonds, 1979). The effective schools movement, started by Ronald Edmonds (Taylor, 2008). This movement started three decades ago and called for comprehensive reforms in education. This movement was founded on the belief that all children can be educated. In 1979, Edmonds carried out several studies where he identified seven key factors strongly associated with school reform, one of which was the instructional leadership

style of principals, staff, and administrators. Numerous studies have emphasized the critical role that instructional leadership plays in advancing school reform efforts (Peterson & Lezotte, 1991).

Literature Review

Instructional leadership is pivotal in enhancing the teaching and learning process within public secondary schools. Effective instructional leaders, typically school principals or head teachers, are tasked with setting clear educational objectives, overseeing the curriculum (Edmonds, 1979. In the context of public secondary schools, where resources may be constrained, strong instructional leadership is crucial for overcoming challenges like large class sizes and diverse student populations. Effective schools are seen to need school heads acting as instructional leaders (Peterson & Lezotte, 1991). When a principal devotes a significant amount of time to enhancing student outcomes and concentrates on teaching and learning, they are regarded as instructional leaders. Developing instructional strategies and improving the teaching and learning process are their responsibilities. The effectiveness of school personnel and principals is closely related to the academic achievement of children. However, principals often face challenges and pressure to maintain school progress while playing a key role in accelerating the teaching and learning process (Thornton, Perreault, & Clark, 2002). As they are accountable for the teaching and learning outcomes in schools, the responsibilities of principals continue to increase. Principals must improve staff performance and change the way students study in order to meet the growing expectations of the public and parents. As the world evolves, the conventional function of the principal is changing as well. One of the most successful leadership philosophies globally is recognized as instructional leadership. The government of Pakistan is committed to enhancing the educational system and has placed a high priority on educational quality. There is a lot of demand on school administrators to enhance the teaching and learning procedures. Pakistan's education system cannot progress until school principals adopt more effective leadership practices. Therefore, to advance the nation's educational system and enhance the teaching and learning process, a transition from traditional leadership to instructional leadership is needed. The role of principals as instructional leaders is undeniably important, with the progress of schools resting largely on their shoulders. Numerous studies have highlighted the significance of principals as instructional leaders (Edmonds, 1979; Glanz & Yaroch, 2004; Pacholski, Kornowski, & Weller, 2002). However, the job description of a principal as an instructional leader remains somewhat unclear, making it challenging to identify their specific roles in both public and private schools. The purpose of this study was to examine how principals function as instructional leaders and how they might improve the quality of teaching and learning in Sargodha's public secondary schools.

Material and Method

The mixed method research design was used for this study.

Population

All the head teachers and teachers from three tehsils (Bhera, Bhalwal, and Kot Momin) district Sargodha were the population of the study.

Sample

The sample included 200 teachers and 15 head teachers from (Bhera, Bhalwal, and Kot Momin) district Sargodha. Proportional stratified random sampling was used to select the sample, dividing the population from the three tehsils (Bhalwal, Bhera, and Kot Momin) into strata.

Instrumentation

Two research tools were used for this research, questionnaire was for teachers and head teachers were interviewed. Furthermore, a semi-structured interview schedule was created by the researcher based on a review of relevant literature (Firmaningsih-Kolu, 2015) to collect qualitative data. The reliability was found by Cronbach's alpha formula (see Table 1).

Data Collection

The data were gathered from three tehsils of District Sargodha (Bhera, Bhalwal, and Kot Momin).

Data Analysis

The data were analyzed while using descriptive and inferential statistics, Independent t-test and One-way Anova. For semi-structured interviews, the qualitative data were transcribed into English and examined. Codes were identified and combined to form patterns or categories. These categories were further merged to create themes, which were interpreted to analyze the qualitative data from the semi-structured interviews.

Table 1
Mean analysis of Factors of instructional leadership

SN	Name of Factors	Mean	Standard Deviation	Coefficient of Reliability
1	Frame School Goals	3.97	1.058	0.898
2	Communicate School Goals	3.93	0.976	0.846
3	Supervise Evaluate Instruction	3.91	0.910	0.843
4	Coordinate Curriculum	4.10	0.864	0.844
5	Monitor Student Progress	4.12	0.842	0.802
6	Protect Instructional Time	4.03	0.855	0.844
7	Maintain High Visibility	3.94	0.937	0.856
8	Provide Incentives Teachers	3.99	0.948	0.849
9	Promote Professional Development	4.00	0.881	0.844
10	Provide Incentives Learning	4.00	0.913	0.861

The mean and standard deviation for the instructional leadership style characteristics are shown in this Table. The greatest mean score of 4.12 suggests that principals place a significant priority on tracking pupils' academic development. A mean score of 4.00 indicates that principals should devote the same amount of time to encouraging staff professional growth and provide rewards for learning. The lowest mean value, 3.91, shows that principals spend comparatively less time on supervising and evaluating instruction. The table also displays Cronbach's alpha values for all factors, which are above 0.80, indicating acceptable reliability.

Table 2
Independent sample t-test to compare the perception of male and female teachers about instructional leadership

SN	Variable	Gender	N	Mean	SD	Df	t-value	Sig.	Mean Dif
1	Framing the School Goals	Male	138	4.03	.928	111.4	.974	.332	.165
		Female	72	3.86	1.272				
2	Communicating the School Goals	Male	138	3.88	.976	208	-.915	.361	-.130
		Female	72	4.01	.979				
3	Supervising and Evaluating Instruction	Male	138	3.83	.890	208	-1.667	.097	-.220
		Female	72	4.05	.936				
4	Coordinating the Curriculum	Male	138	4.15	.883	208	1.190	.235	.149
		Female	72	4.00	.824				

5	Monitoring Students' Progress	Male	138	4.08	.797	208	-1.040	.300	-.127
		Female	72	4.21	.924				
6	Protecting Instructional Time	Male	138	4.07	.855	208	.828	.409	.103
		Female	72	3.97	.855				
7	Maintaining high Visibility	Male	138	3.82	1.007	184.564	-2.770	.606	-.339
		Female	72	4.16	.743				
8	Providing Incentives for Teachers	Male	138	3.97	.992	-.440	-.440	.320	.203
		Female	72	4.03	.865				
9	Promoting Professional Development	Male	138	3.90	.911	163.437	-2.537	.112	-.307
		Female	72	4.21	.788				
10	Providing Incentives for Learning	Male	138	3.88	1.021	205.059	-3.158	.502	-.354
		Female	72	4.23	.600				
11	Instructional Leadership	Male	138	3.96	.721	208	-1.080	.281	-.112
		Female	72	4.07	.694				

The findings of an independent sample t-test are shown in tis table. The result indicates the t-value for each instructional leadership dimension was not significant at $p \leq 0.05$. As a result, it was determined that the opinions of instructional leadership held by male and female teachers did not differ significantly. Female teachers had higher mean scores in areas like communicating school goals, monitoring student progress, maintaining visibility, offering incentives for teachers, promoting professional development, providing learning incentives, and overall instructional leadership, while male teachers had higher mean scores for setting school goals, coordinating the curriculum, and protecting instructional time.

Table 3
One way ANOVA to compare the perception of teachers about instructional leadership on the basis of their designation in terms of providing incentives for learning

Designation		SS	df	MS	F	Sig.
Provide incentives for learning	Between Groups	13.933	4	3.483	4.458	0.002
	Within Groups	160.187	205	.781		
	Total	174.120	209			

Table 3 indicates that F-value is significant $F(2,205)=4.458$, p =0.002 This indicates a significant difference in teachers' perceptions of instructional leadership based on designation, specifically in terms of providing incentives for learning.

Table 4
Post Hoc Tukey to compare the perception of teachers about instructional leadership on the basis of their Designation

Providing Incentives for Learning	(I) Designation	(J) Designation	Mean Difference (I-J)	Sig.
	SST	EST	.527*	.001

Table 4 presents the results of the Post Hoc Tukey test, which revealed a significant difference in teachers' perceptions of instructional leadership based on their designation. Specifically, SST teachers had a more positive view of the incentives provided by school heads compared to EST teachers.

Table 5
One way ANOVA to compare the perception of teachers about instructional leadership on the basis of working years with current principal in terms of monitoring students' progress

	Experience		SS	Df	MS	F	Sig.
1	Monitoring Students' Progress	Between Groups	9.687	4	2.422	3.581	.008
		Within Groups	138.632	205	.676		
		Total	148.319	209			
2		Between Groups	12.656	4	3.164	4.044	.004
		Within Groups	160.397	205	.782		

	Supervising and Evaluating Instruction	Total	173.053	209			
3	Coordinating the curriculum	Between Groups	8.172	4	2.043	2.834	.026
		Within Groups	147.767	205	.721		
		Total	155.939	209			
4	Protecting instructional time	Between Groups	24.562	4	6.140	9.829	.000
		Within Groups	128.071	205	.625		
		Total	152.633	209			

Table 5 indicates that One Way ANOVA test was applied. It is evident from the table that F-value is significant at p≤0.05. It was concluded that there existed significant difference in teachers' perception about Monitoring Students' Progress F (2,205) =3.581, p =0.004, Supervising and Evaluating Instruction F (4,205) =4.044, p =0.004, Coordinating the curriculum F (4,205) =2.834, p =0.026, and Protecting instructional time F (4,205) =9.829, p =0.000 The differences in teachers' opinions of instructional leadership based on their experiences were evaluated using a Post Hoc Tukey test.

Table 6
Post Hoc Tukey to compare the perception of teachers about instructional leadership on the basis of their working years with current principal

SN	Factors	(I) Qualification	(J) Qualification	Mean Difference (I-J)	Sig.
1	Providing Incentives for Learning	More than 15 years	10-15 years	.515*	.014
2	Supervising and Evaluating Instruction	5-9 years	2-4 years	.601	.006
		More than 15 years	2-4 years	.578	.008
3	Coordinating the Curriculum	More than 15 years	2-4 years	.465	.041
		5-9 years	2-4 years	.486	.031
4	Protecting Instructional Time	5-9 years	2-4 years	.611	.001
		10-15 years	2-4 years	.775	.000
		More than 15 years	2-4 years	.911	.000

Based on their experiences, teachers' perceptions of instructional leadership were compared using the Post Hoc Tukey test, as the table illustrates. In comparison to teachers with 2-4 years of experience, the results showed that teachers with over 15 years and 5-9 years of experience working with principals had more positive views regarding instructional leadership in areas like offering incentives for learning, supervising and evaluating instruction, and coordinating the curriculum. Furthermore, compared to teachers with 2-4 years of experience, there was a significant difference in the attitudes of teachers with 5-9 years and more about protecting instructional time.

Thematic Analysis

Total 15 headmasters or principals one from each school were chosen for interviews. For example, H1 stood for Headmaster 1, H2 for Headmaster 2, H3 for Headmaster 3, H4 for Headmaster 4, H5 for Headmaster 5, H6 for Headmaster 6, and so on. Each participant was given a code. The following themes emerged from the data.

Concept of Instructional leadership

Overall, the participants were familiar with the concept of instructional leadership. Four of them (H1, H2, H3, and H4) believed that instructional leadership involves concentrating on classroom teaching and learning activities. The process of observation, evaluation, creating an academic atmosphere, providing instructional resources, motivating subordinates, and coordinating the teaching and learning process are all included in the broad definition of instructional leadership, as one participant pointed out.(H1, H2, H3, & H4).

Improvement of Teaching Learning Process through Instructional Leadership

The impact of instructional leadership on enhancing the process of teaching and learning is the main focus of this theme. Every participant recognized its significance, but two (H7 and H9) stood out for their passion. One of them commented that

"Instructional leadership is crucial for enhancing the teaching and learning process. It creates a supportive environment that significantly impacts how teaching and learning unfold" (H7 & H9).

Two respondents (H14 and H15) stated their commitment to dedicating their energy and time to fostering a positive climate in schools. They believed that such an environment would support instructional leaders in implementing effective instructional leadership. The participants emphasized that establishing a conducive learning environment is essential for effective education. One of them remarked that

"It is possible to apply instructional leadership in schools. The principal's main duty is to establish the conditions that made it possible for instructional leadership to be implemented in schools" (H2).

Three responders (H3, H5, and H8) highlighted how important the principal's role is in leading instruction. They also mentioned that the principle serves as a manager, setting up meetings with instructors, students, parents, and higher authorities to guarantee the smooth running of the school.

Relationship of Head Teachers with Teachers and Students

This theme looks at how head teachers, teachers, and students interact with one another in their classrooms. H1 and H4 participants shared their approach of convening frequent sessions with educators and learners to deliberate and tackle difficulties, reaching a mutually agreeable resolution. Positive interactions between teachers and students are encouraged by this approach. Four participants (H2, H6, H7, and H9) also mentioned that they organize competitions at their schools to commemorate national holidays. They encourage student participation in these events and award prizes based on performance, while also maintaining strict discipline within the schools.

Planning for New Academic Year

This theme explores how head teachers approach the beginning of a new academic year. The school committee, comprising the principal, teachers, and parents, sets the objectives for the year and regularly evaluates the progress of both teachers and students.

"They arrange meetings with teachers and academic staff prior to the commencement of the new academic year," stated one attendee. Various goals are covered at these meetings with the purpose of improving teacher and student performance" (H10).

Encouragement of Teachers and their Involvement in Decision Making Process

As addressed with head teachers, this theme deals with the participation of staff members and teachers in the decision-making process. In response, the participants stated that they

"Establish various committees, including the discipline committee, syllabus committee, character formation committee, examination committee, admission committee, and result committee, to involve teachers in the school's decision-making process."

These committee members have the authority to propose choices that advance the development of the schools" (H11, H13, and H15).

Two participants (H5 and H9) stated that they use a variety of prizes and incentives for both instructors and students to encourage teachers to meet the goals of the school. This tactic helps the school accomplish its objectives. Head teachers also give their colleagues recognition for their work. Four participants (H1, H3, H5, and H7) gave an account of how they provide support to their staff members by praising them, giving out certificates for accomplishments, and planning tea parties to honor the contributions of the teachers.

Development of School Mission and School Goals

This theme explores head teachers' perspectives on establishing school goals. Two participants (H7 and H8) described their collaborative efforts with staff to set these goals, with decisions being made democratically to establish both school goals and policies. Additionally, the head teachers discussed how they communicate the school's mission. Two participants (H10 and H11) noted that they convey the school's mission to their staff through regular meetings where it is thoroughly discussed.

Use of ICT in School

This theme emphasizes how head teachers pushed educators to use ICT (information and communication technology) in the classroom. According to two participants (H13 and H15),

"They visit classrooms on a regular basis to keep an eye on both teachers' and students' attendance." It is recommended that educators make use of information and communication technology in order to improve student performance and retention. Regular evaluations of student performance are conducted, and parents are kept informed about the development of their children. This strategy guarantees that educators and academic staff are in line with the school's objectives" (H13, H15).

Types of Assessment

The participants indicated that teachers are encouraged to utilize both formative and summative assessment methods to evaluate student performance. Authentic assessments are used occasionally, with students being assigned real-life projects as part of these assessments to measure their performance (H12 and H14).

Training of Teachers

Participants mentioned that teachers are trained through a variety of workshops and seminars. These in-service teacher courses are organized by the Quaid-e-Azam Academy for Educational Development, formerly known as the Directorate of Staff Development. These sessions are designed to improve teachers' skills and pedagogical content knowledge.

Acknowledgement of Students' Performance

The head teachers' viewpoints on identifying student achievement are the main subject of this theme. As a way of celebrating their accomplishments, students are given pens, books, bags, and certificates, according to three participants (H10, H12, and H14). The annual school function includes the distribution of souvenirs and the purchase of stationery for the pupils, which is funded in part by the school's budget. Additionally, three participants (H6, H9, and H15) noted that they involve their staff in discussing students'

performance with their parents. Specifically, the class in-charge attends parent-teacher meetings to provide guidance on their children's performance

Discussion

The results showed that there was no significant difference in male and female teachers perceived about instructional leadership as a means of improving the process of teaching and learning in public secondary schools Sargodha. A research conducted by Ali (2013), on instructional leadership in school which indicated no significant changes in employees' perceptions depending on demographic characteristics. As his result of study verifies the result of this study.

Sebastian and Allensworth (2012) states about various instructional leadership styles and discovered that teachers' opinions of instructional leadership in relation to their interactions with the current principle also did not significantly differ (Sebastian & Allensworth, 2012).

Despres (2007) investigated teachers' views on head teachers and found that while most teachers had similar experiences with their principals, some had differing views, consistent with the current study's results. Carrier (2014) explored the effectiveness of instructional leadership and concluded that, according to many teachers and head teachers, instructional leadership did not significantly impact the teaching and learning process based on gender, experience, or qualifications. Ng (2013) conducted a research on "equipping principals for principal ship" and discovered that the opinions of teachers from various Hong Kong schools. According to him head teachers interviewed about the efficacy of instructional leadership, administrators require assistance from higher-ups and their personnel in order to properly execute instructional leadership in schools.

Conclusion

The study's conclusions show that head teachers were successfully implementing instructional leadership in their institutions, and there were no appreciable gender disparities in the teachers' assessments of how instructional leadership enhanced the quality of teaching learning in public secondary schools in Sargodha. Additionally, more experienced teachers were more comfortable with the heads' roles as instructional leaders. Principals were actively engaged with teachers, students, and classroom activities, focusing on developing schools by setting and pursuing school goals through close supervision and encouragement of both teachers and students. It is recommended that all school staff work cooperatively and collaboratively to achieve school goals. School-level policymakers should recognize the importance of instructional leadership and develop policies or plans for its implementation across schools. Parents should also support the principal in implementing instructional leadership. This collaborative effort could contribute to the improvement of the education system in Pakistani schools.

Recommendations

Head teachers should encourage collaboration among teachers through regular team meetings, professional learning communities. Foster a supportive and safe learning environment where students feel motivated and teachers are encouraged to innovate and experiment with their teaching methods. Clearly communicate expectations for teaching quality, student performance, and teacher accountability.

References

Ali, A. (2013). *How to Differentiate between 'Leadership'and 'Management'Function in Organization: A Review of Scholarly Thoughts.*

Bless, C., Higson-Smith, C., & Kagee, A. (2006). *Fundamentals of social research methods: An African perspective*: Juta and Company Ltd.

Carrier, L. (2014). Putting the leadership back in instructional leadership: What does an effective model of instructional leadership look like in practice when we place a value on both the work and leadership of principals. In: Plymouth: Plymouth University.

Despres, B. (2007). Systems Thinkers in Action: A Field Guide for Effective Change Leadership in Education. Leading School Improvement# 10. *Rowman & Littlefield Education.*

Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership, 37*(1), 15-24.

Firmaningsih-Kolu, Y. (2015). *The Role of the Principal's Instructional Leadership at Schools in Indonesia.* (Master in Education), University of Jyväskylä, Indonesia.

Glanz, K., & Yaroch, A. L. (2004). Strategies for increasing fruit and vegetable intake in grocery stores and communities: policy, pricing, and environmental change. *Preventive medicine, 39*, 75-80.

Hallinger, P. (1982). Principal instructional management rating scale. *Sarasota, FL: Leading Development Associates.*

Ng, S. W. (2013). Equipping aspiring principals for the principalship in Hong Kong. *Educational Management Administration & Leadership, 41*(3), 272-288.

Pacholski, C., Kornowski, A., & Weller, H. (2002). Self-assembly of ZnO: from nanodots to nanorods. *Angewandte Chemie International Edition, 41*(7), 1188-1191.

Peterson, K., & Lezotte, L. (1991). New directions in the effective schools movement. *Rethinking effective schools: Research and practice*, 128-137.

Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly, 48*(4), 626-663.

Taylor, N. (2008). What's wrong with South African schools. *What's working in school development*, 1-30.

Thornton, R. D., Perreault, B. M., & Clark, T. M. (2002). *System for inductive transfer of power, communication and position sensing to a guideway-operated vehicle.* In: Google Patents.