



RESEARCH PAPER

Effect of Instructional Leadership on Teachers' Effectiveness at Secondary School Level

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ABSTRACT

The study aimed to find out the effect of instructional leadership on teachers' effectiveness at secondary school level. Instructional leadership is the way school heads facilitate the progression of teaching and learning by setting the school mission, encouraging staff to achieve the educational goals, and coordinate all the instructional activities in their schools. While teachers' effectiveness involved the ability of teachers to recognize the needs of their students, choose the best teaching method, and select activities suitable for the student learning. By using the multi-stage sampling technique, 600 SSTs were selected from the district Bahawalnagar including 368 male teachers and 232 female teachers. Instructional leadership were determined through using the instructional leadership questionnaire (ILQ) developed by Akram et al. (2017) and teachers' effectiveness was examined by using the teacher effectiveness scale (STEQ) which was also developed by Akram (2018). The study concluded that head teachers' instructional leadership was an above average, while the level of teachers' effectiveness was also an above average. The study also revealed the positive and significant relationship between the instructional leadership and teachers' effectiveness ($r=.65$), while 48% variance in teachers' effectiveness could also be explained through the head teachers' instructional leadership. Further, the given study also added the limitation and suggestions.

KEYWORDS Instructional Leadership, Professional Development, Resource Provider, Monitoring Students' Progress, Visible Presence, Feedback, Curriculum Implementer, Maximizing The Instructional Time, Teachers' Effectiveness

Introduction

The purpose of given study was to determine the effect of instructional leadership on teachers' effectiveness at the school level. Instructional leadership helps teachers to improve their performance by planning, directing, and evaluating activities of teaching and learning (Wahab et al., 2020). Due to increased focus on the responsibility around the world, head teachers' instructional leadership has been seen as one of the finest ways to improve the school systems (Kruger et al., 2007; Robinson et al., 2008). Through their instructional leadership practices in the educational setting, head teachers perform various role in the improvement of school (Ahmad et al., 2021; Kraft et al., 2015). As instructional leader, head teachers are responsible for the improvement of teaching and learning process, curriculum, motivation of staff, and school effectiveness (Hallinger & Heck, 2010). Instructional leadership requires the provision of instructional resources and tools, maintenance of active presence in school, development of instructors professionally, maximization of instructional time, observing the progress of students, provide valuable feedback for teaching and learning, and make sure the proper implementation of

curriculum (Akram et al., 2017). Identification of school's mission, inspiring workers to achieve goals and organizing classroom-based strategies for school improvement are all required from effective instructional leadership (Isah, 2016). Therefore, the success of students' academic performance and overall school improvement are directly influenced by the effective instructional leaders (Heaven & Bourne, 2016).

An effective teacher, the second variable of the study, is being held responsible for applying the educational rules through efficient instruction of the learners. Effective instructors are continuously working to increase the student learning, showing subject matter expertise, demonstrating a dedication to maximizing students' learning, being accountable for the students monitoring, and thinking critically about their own teaching style (Stronge, 2018; Suleman et al., 2011). When effective teaching is taken into account, a teacher determines the unique needs of the students and selects the best practices, activities, and instructional techniques appropriate for the students' learning (Akram, 2018). Quality teaching take charge of their own learning, plan for growth, and serve as role models for the concepts of continuous improvement (Kyriacou & Kunc, 2007). An excellent teacher not only boosts students' self-esteem but also helps them to achieve the goals through ensuring quality education (Stronge & Tucker, 2000).

There are several studies which were conducted internationally and in Pakistan related to head teachers' instructional leadership and teacher effectiveness which revealed that both these variables have an important association. Instructional leadership significantly increased collective teacher effectiveness (Calik et al., 2012). Similarly, instructional supervision practices had also a substantial effect on school teachers' job performance (Ilgan et al., 2015). Moreover, instructional leadership can also increase teachers' capacity, strengthen their core competences, and improve the learning environment (Niqab et al., 2014). School leaders who provide better instructional leadership in schools have positive affect on teachers' professional practices and students' learning (Ahmad & Hamid, 2021). Another study revealed that instructional leadership positively affected the teacher effectiveness in creating a supporting environment (Ma & Marion, 2021). Similarly, another study found that instructional leadership enhances the teachers' professional skills and their learning practices (Nguyen et al., 2022). In overall, head teachers are involved in their roles of instructional leaders which improves the overall teachers' effectiveness, quality of teaching and students' growth (Fatima et al., 2022).

There are different studies which were being globally conducted by taking both of these variables. Leithwood and Jantzi (2006) revealed that instructional leadership is most critical to maximize the performance of teachers. Calik et al. (2012) also confirmed the similar findings that instructional leadership significantly increased collective teacher effectiveness directly and favorably. Another study also described that leadership about instruction has a substantial effect on teacher collaboration (Goddard et al., 2015). Ma and Marion (2021) study found that instructional leadership directly and positively impacts the teachers' effectiveness. Another study also explored that teachers' effectiveness could be explained through the instructional leadership (Kunwor & Phil, 2023). Another study also found that instructional leadership maximized teachers' professional development and learning practices (Nguyen et al., 2022).

On the other hand, there are also various studies which were being conducted in Pakistan. Tatlah et al. (2019) revealed that instructional leadership has great impact on faculty members' job dedication and performance. Another study revealed that the link between the instructional leadership and good teaching methods was positive and significant (Amin, 2021). The findings of another study showed that instructional leadership approaches used by the head teachers enhanced their teachers' effectiveness (Ahmad & Hamid, 2021). Fatima et al. (2022) also revealed that head teachers are very

engaged in their roles as instructional leaders which also directly affect the productivity of their teachers and maximize the student learning.

There are various of reasons to conduct this study by taking both of these important variables. First, in different countries, instructional leadership of head teachers and teachers' effectiveness were examined through quality practices, but Performance Evaluation Reports (PER) was employed to evaluate leaders and teachers in Pakistan, which is not valid and reliable document. If we want to uphold the quality education in Pakistan, we must follow the research-based quality standards or practices to evaluate the head teachers' instructional leadership and effectiveness of teachers. Secondly, both of these variables studied together globally but did not make study in Pakistan through these quality practices. Third, there might be no study by taking both these variables in same study using particular models such as Akram et al. (2017) model of instructional leadership and Akram (2018) model of teacher effectiveness in Pakistan. Hence, therefore, it is important to conduct this study in Pakistan on these both variables through using these models to fill existing gaps in literature.

Literature Review

In the given section, the study provided the related literature on instructional leadership and teachers' effectiveness to develop in-depth understanding about these important variables.

Instructional Leadership and Its Importance

Instructional leadership which has the important effect on teacher effectiveness and students' growth primarily focused on improving the overall instructional process (Hallinger & Heck, 2011). Instructional leaders maximize teaching and learning through identification of the purpose of school and vision, motivation of staff to achieve objectives, and coordination of classroom related strategies aimed at enhancing the school performance (Brazer & Bauer, 2013; Neumerski et al., 2018). Effective instructional leaders actively involved in the matters related to curriculum and teaching that have main influence on students' outcomes (Heaven & Bourne, 2016). Instructional leadership focuses on making learning easier and it is known all over the world (Hallinger & Heck., 2011). Instructional leaders were focused heavily on their teachers to make them effective (Nguyen et al., 2022). Instructional leadership helps schools to get better through supervising, training, and creating the new programs (Tatlah et al., 2019).

To increase teacher commitment and their success, instructional leaders need to inform teachers what the expected outcomes are and keep a good learning environment in their organizations (Akram et al., 2017). Instructional leadership significantly affects students' learning, so heads make a plan and go over it with the staff in great depth and it was found that instructional leaders help teachers get better at their jobs by being a part of their learning and growth, and also facilitate them as well that how to do the right things while teaching the students (Robinson et al., 2008). The head teachers who perform instructional leadership help students do better in school (Bush & Glover, 2021; Murphy et al., 2016). Furthermore, instructional leaders develop the abilities and interests of teachers that maximize the learning of students and overall school effectiveness (Hallinger & Heck, 2011). Similarly, the main goals of instructional leadership are to make sure that educational services are delivered effectively, and it is only possible through proper planning, making correct decisions, and taking leadership actions according to the need of organization. It further also makes sure that resources are used in the best way, and things are improved to meet the students' current and future needs (Bendikson et al., 2012). Moreover, the major function of instructional leadership is to involve all stakeholders in school matters to produce more leaders within the school to maximize the students' learning and overall school improvement (Hallinger, 2005).

Instructional leadership has great importance regarding managing the resources well, giving the helpful feedback, and setting up programs to improve teachers, use of innovative programs and technology and also run them efficiently, and keeping the institution running well. The important tasks of instructional leadership include giving a road map, focusing on the policies, giving support and input, encouraging the professional growth, and admiring the instructional process (Saleem et al., 2020). Further, instructional leadership is a strategy used by head teachers to focus on teachers' actions in specific situations that affect the academic improvement of students (Mafuwane, 2011). Day et al. (2016) also described that the main responsibility of the head teacher is to implement better instructional leadership practices that encourages and enhances the student learning. In the similar way, Instructional leaders are being involved in setting clear standards and goals for the school, coordinating the curriculum, supervising and judging teachers' lesson plans, encouraging students to study, and helping teachers and other staff for their professional development (du Plessis, 2013; Rigby, 2014; Muzaffar, 2016).

There are various of models such as Sergiovanni (1984) Model, Whitaker (1997) Model Hallinger and Murphy (1985) Model, Akram et al. (2017) Model, Andrew and Soder (1987) Model, and Akram and Malik Model (2021) that are used globally to evaluate instructional leadership of head teachers based on the quality factors. After making a careful comparison of all the provided models of Instructional Leadership, Akram et al. (2017) model finally selected to evaluate the instructional leadership in this study which involved the seven quality domains. The details of these domains of instructional leadership are also being added in the following.

Instructional Resource Provider

Resource allocation is seen by effective leaders as a means of maximization of student achievement. More than just providing funds or supplies, they see resource provision as praise of human resources that support the success of teachers and students (Fidler, 2002). Effective head teachers have the resources and drive to closely monitor every aspect of the curriculum including teaching, learning, and the physical environment (Du Plessis, 2013; Mulford et al., 2009). To help students to reach their academic goals, the instructional leader offers resources and support (Day et al., 2016). Teachers' instructional performance is improved when an instructional leader serves as a resource provider. Moreover, the head teacher must be a resource provider for instruction (Ahmad et al., 2021). Leaders as instructional resource provider had a substantial influence on teachers' outcomes and suggested that all heads should focus on giving teachers instructional resources, they need to improve their skills and help students to obtain the school goals (Ahmad et al., 2020). It has been concluded that instructional leaders serve as instructional resource provider for teachers who are experiencing different issues while teaching their students (Akram et al., 2018). Similarly, Iqbal et al. (2021) also confirmed the importance of resource provision for better teaching and school effectiveness.

Maintaining Visible Presence

As the vision keeper, the leader must be visible throughout the entire school as it consistently acts in a way that supports the school rules and gets knowledge of everything that occurs daily. Further, when head teacher looks someone across the school, they receive verbal praise and unofficial written letters of appreciation (Marzano et al., 2005). When acting as a rewarder and praising staff and student accomplishments, the head teacher visible presence seems to be felt the most strongly (Fink & Markholt, 2011). Active presence in classroom by head teacher is an essential part of instructional leadership which means to watch and judge educational activities going on in the school under his headship (Akram et al., 2018). The instructional leader may observe, supervise, and evaluate classroom instruction simultaneously or separately (DiPaola & Hoy, 2014). Through ensuring the visibility, successful leaders have various things to do such as being

positive and encouraging, being easy to reach by staff, moving around the building a lot, doing things with teachers, getting teachers involved, and getting staff to say what they want and set their own goals (Dinham, 2005; Zepeda, 2014).

Teachers' Professional Development

Effective opportunities related to professional development for teachers are those that let them use their creative and thoughtful skills to improve their work (Zepeda, 2014). Professional development can fail if it isn't clearly explained and recorded how it affects academic success as a whole. Setting the rules for how results should be made, delivered, and evaluated is an important first step towards fostering the skills of teachers (Gaytan et al., 2010). Positive change can occur in teaching practices when teachers participate in long-term and high-quality professional development. Different studies on effective teacher development found that in recent time teacher development in most schools is not designed to improve the teacher skills needed to help students learning (Rhoton and Stile, 2002). Professional development by the head teachers should be planned, carried out, and evaluated in a way that meets the unique needs of teachers (Kennedy, 2016). Teachers who attended extra seminars and school site visits have showed better performance than other teachers (Martin et al., 2008). professional development may also improve the teachers' performance (Althausen, 2015).

Maximizing Instructional Time

Instructional time involves safeguarding or extending time allocated for exam, lessons, or testing procedures, and other different student activities can be maximized through effective supervision and communication (Grissom & Loeb, 2011). In the similar way, the head teacher's ability to manage class time effectively could significantly impact the effectiveness of teachers' performance. Setting appropriate goals, identifying obligatory tasks, and allocating adequate human and material resources to goal-directed activities are all essential components of effective time management. Moreover, the efficient use of instructional time also strengthens the teachers' pedagogical abilities and subject-matter expertise in the classroom (Ayeni, 2020).

Monitoring Student Progress

Through involving in monitoring student learning, head teacher helps learners to decide how to teach and provides feedback on their development and achievement (Southworth, 2002). The findings of assessments are often shared with teachers and parents by effective leaders. Moreover, one of the principles tasks of the instructional leader is general student supervision (Yunas & Iqbal, 2013). Good instructional leaders make sure regular observation of classroom, perfect assessment criteria, feedback on learning and teaching that helps both the staff and learners towards their improvement, and keeping an eye on students' overall progress and teachers' ability to meet the goals are all top priorities of leaders (Hallinger & Heck, 2011).

Feedback on Teaching and Learning

The head teacher should involve himself in the process of receiving and checking of feedback to attain the overall school outcomes (Black & Wiliam, 2009). This type of data can enhance the efficacy of the instruction and learning outcomes (Black et al., 2003). Formative evaluation put an emphasis on how educators should collect data and use it to guide their instructional process (Hawe et al., 2008). In order to obtain the learning assessment reward, teachers must help their students in understanding the learning objectives and offer them opportunities to receive feedback on their progress towards the objectives. The instruction and feedback to students directly affected that how well they comprehend the desired performance standard, what it means to be successful at a job and

what they can do to get the objectives (Akram et al., 2017). Moreover, students can also see where they are and what they need to do next through getting good feedback. It also helps them to find out the best ways to move forward and maximize the overall student learning (Hattie & Timperley, 2007).

Curriculum Implementer

The main roles of the instructional leader are a very helpful way to learn, a time frame for the syllabus, and strict supervision (Khaki, 2009). If the educational leader has the necessary knowledge, skills, and professional interest about the curriculum, he might be in better position to implement the curriculum effectively (Yunas & Iqbal, 2013). Because the curriculum is always changing, the leader must work hard to remain updated about current innovations. The curriculum should be made to fit the needs of modern learners in the 21st century and curriculum programs need to change and adapt to meet modern pupils' changing needs and interests (Muzaffar & Javaid, 2018). If head teacher puts administrative tasks ahead of other responsibilities, it raises questions about how well the school deals with modern educational problems and challenges. Curriculum leaders typically commence the planning of curriculum modification and drawing upon the knowledge and insights acquired throughout the entire year (Glatthorn & Jailall, 2009). Evaluating the curriculum is a big part of instructional leadership and leaders of schools must have to evaluate the curriculum. Curriculum reform and instructional leadership are both interlinked to enhance the school effectiveness (Arrieta, 2021). Similarly, both leadership and the teaching skills of teachers affected the implementation of the curriculum (Arif et al., 2020).

Teacher Effectiveness and Its Importance

The issue of teacher effectiveness, a second variable of study, has gained significant importance and has become a subject of debate. Darling-Hammond (2015) described that school quality is depend on the quality of teachers which have also a crucial role in educational system. Effectiveness of teacher is the capability of teacher to use different methods, strategies, relationships with students, and a certain set of attitudes to help students learn and do better in school. Effective teachers are always trying to help their students learn more (Habib, 2017; Stronge, 2006). They do this by knowing their subject, being committed to helping students learn as much as possible, being in charge of their students, and considering their own behaviors critically (Markley, 2004). A good teacher looks at each student's individual needs and selects the finest teaching methods. A good teacher not only makes students feel good, but also helps them to do better in school (Stronge & Tucker, 2017). Moreover, Carrero (2015) also stated that the using of different ways to evaluate teachers is important to improve their effectiveness. There are also different studies which also emphasized on the importance of effective teachers for the provision of quality education in schools (Aslam & Kingdom, 2011).

The study reviewed of different models such as Marzano (2017) model, Stronge (2018) model, and Akram (2018) model that are used globally to evaluate teachers based on the quality practices. After making a careful comparison of all models, Akram (2018) model was finally selected to measure the teacher effectiveness which involved the five quality practices of effective teacher. The details of these quality practices were being provided in the following.

Subject Matter Knowledge

Knowledge about subject matter is about how the teacher helps the student to understand what is being taught. Being a successful teacher means that the teacher knows what they are teaching about (Liakopoulou, 2011). Subject matter knowledge refers to teachers' understanding about content knowledge, ability to connect prior knowledge to

what they are teaching today, and awareness of students' developmental needs (Strong, 2013). Pedagogical and subject matter related knowledge are most required from effective teachers to maximize the student results and school outcomes (Gess-Newsome et al., 2019; Walshaw, 2012). When teachers communicate their teachings clearly, their students are more likely to understand them. They must also be able to explain why a certain claim is true, why it is important to know, and how it fits in with other claims to maximize the students' learning (Nguyen et al., 2022).

Instructional Planning and Strategies

Effective teachers use multiple methods, different ways of learning, and careful planning to get students interest in their learning (Hunt et al., 2009). Good teachers use a variety of methods to keep the class talks interesting and on-topic (Stronge, 2013). Planning is an important part of how teachers think about how to teach. It is a mental process when a person makes a list of their goals, envisions the future, and develops a framework to direct their activities (Mcalpine et al., 2006). Instructional planning is important because it helps teachers connect what they teach and what students learn (Zazkis et al., 2009). While organizing lessons, teachers use materials and teaching strategies effectively (Iqbal et al., 2021; Moore, 2014). Instructional planning includes both planning for what will be taught and how it will be taught. This is done by making a map of a worldwide progression of learning objectives and behaviors that ensures consistency, unity, and permanency in the teaching process (Hall & Smith, 2006).

Assessment

An effective teacher uses a various of assessment strategies and ways to know how well students understand the lesson (Hadley, 2011). The key purpose of assessment is to gather formative and diagnostic data that can be used to give students useful feedback and track their progress (Sanders & Sullins, 2005). The process of obtaining, documenting, analyzing, using, and disseminating data on a child's development of knowledge and skills is called assessment. Assessment has become a key part of attempts to improve and change how children learn in schools (Elwood, 2006). There are many different types of assessment, ranging from formative to summative, including evaluation of learning (Black et al., 2003; Cousins et al., 2004). Assessment is about to help students learn better and to give teachers a way to prove that students have learned. It is meant to be used for formative and summative learning evaluations. Summative tests are given at the end of the course, while formative tests are given during the course. Moreover, summative evaluations offer feedback to learners that may assist them to learn better. Teachers may utilize test results to modify their instruction (Gareis & Grant, 2015).

Learning Environment

A good teacher makes the classroom a place where students can learn effectively. When people work together, they progress, and an environment of respect, safety, and support is created, which helps people learn in better way. Further, the learning environment supports and promotes both intellectual and emotional development (Oliver et al., 2011). Learning environment is a climate created through interactions among teachers and the learners that encourages the learner to learn, improve the skills, and grow up well which improve the school progression (Tedla, 2012). Moreover, a learning environment is also defined as the physical, social, and psychological settings in which learning takes place. It also includes the culture, climate, and resources of instruction that improve student outcomes (Marzano et al., 2005).

Effective Communication

Another aspect that contributes to increased student learning is effective communication which involves beneficial communication between all parties involved, such as parents, students, and teachers (Akram & Zepeda, 2015). Effective communication means getting information from one person or group to another in a way that is understood, interpreted correctly, and leads to the result you want (Fielding, 2006). Effective communication by the teachers is most required by because it helps teachers to motivate students and makes learning easier. It has also been revealed that teaching and learning might not take place until individuals communicate with one another (Kenneth, 2004). Teachers who are strong at communicating might provide a better atmosphere for their students to learn. Student can be influenced by teacher with good communication skills that produce better result (Guerrero & Floyd, 2006).

Effect of Instructional Leadership on Teachers' Effectiveness

There were multiple of previous studies observed the effect of instructional leadership on their teachers' effectiveness. Leithwood and Jantzi (2006) determined how instructional leadership affected teachers' effectiveness. The information was gathered through using the survey and scale was used to assess the head teachers' instructional leadership. The study concluded that teachers' effectiveness is highly influenced by the instructional leadership of leaders. Similarly, Calik et al. (2012) also examined the connection of instructional leadership of leaders and their teachers' effectiveness. Data was obtained from the teachers of primary schools and found that the instructional leadership significantly increased the teacher effectiveness. Khan (2012) also explored the link of instructional leadership with their teachers' effectiveness. Data were attained from secondary teachers and similar result also revealed that the effectiveness of teachers and instructional leadership has a strong link with each other.

Another study also emphasized the significance of educational leader in the preparation of teachers. The study revealed that instructional leaders have a positive influence on teachers' preparation and training (Emmanouil et al., 2014). Goddard et al. (2015) also revealed that instructional leadership may assist teachers to improve their instruction, and combining these two elements may improve academic achievement. The study also concluded that instructional leadership has a main effect on teachers' effectiveness. The study suggested that quality instructional leadership can set up frameworks to help teachers to enhance their effectiveness.

Another study investigated how head teachers impact teachers' performance and found that head teacher can maximize their teachers' effectiveness (Lambersky, 2016). Similarly, another study also found that instructional leadership substantially enhances their teacher effectiveness. The study further also recommended that teachers should be asked to think about their skills and knowledge as they carry out instructional actions and how these actions can affect their effectiveness (Pearce, 2017). Moreover, Zahed-Babelan (2019) also investigated the correlation of instructional leadership of leaders with the effectiveness of their teachers. The study found that instructional leadership influenced their teacher effectiveness positively.

In another study, Tatlah et al. (2019) also observed the effect of head teachers' leadership about instruction on their faculty performance and showed that teachers' effectiveness could be determined through the head teachers' leadership about instruction. Similarly, another study conducted to determine the influence of leadership about instruction on teachers' effectiveness. The study used random sampling method to gather the data from teachers. The study confirmed that teachers' performance and effectiveness could be determined through the leadership about instruction and suggested that instructional leaders should be aware of classroom challenges, have a wide comprehension of the instructional process, and have a great vision for putting teaching techniques into effect (Saleem et al., 2020).

Bada et al. (2020) investigated the influence of strategies related to instructional leadership on the performance of their teachers and revealed that instructional leadership is highly and favorably associated to teacher performance in terms of establishing the school's aim, administering instructional programs, and making the school a good environment to learn and it is endorsed that school administrators should pay greater attention to leadership strategies related to instructional process in order to make the teachers more successful. Similarly, Iqbal et al. (2021) examined that how instructional leadership affects teaching and learning and the results showed a strongest correlation between instructional leadership and efficient teaching and learning strategies. It is suggested in his study that the administrator should meet with teachers to discuss their school's goals, curriculum, and classroom observations and provide the necessary resources to teachers to make progress in the teaching and learning process.

Ma and Marion (2021) revealed that instructional leadership directly and positively impacts the teacher effectiveness in creating a happy learning environment. Another study examined that how instructional leadership approaches used by head teachers affected the teachers' performance. The researcher concluded that instructional leadership approaches used by primary school head teachers enhanced the teachers' effectiveness and student achievement (Ahmad & Hamid, 2021). Nguyen et al. (2022) studied the connection of leadership about instruction and teachers' competence. The results demonstrated that teacher competences were strongly linked to instructional leadership strategies that promote professional growth and supportive school climate. Fatima et al. (2022) also found that head teachers were very engaged in their designed roles as instructional leaders which affected the productivity of their teachers. It was also suggested that teachers should be supported by the provision of teaching resources, and provided the developmental opportunities by the government educational institutions.

Hisham (2023) also exhibited a substantial and favorable link between the teachers' effectiveness and the instructional leadership practices. Another study also found that teacher effectiveness and instructional leadership were correlated. The study recommended that teachers should be encouraged to think about their practice and skill in terms of instruction, and instructional leaders should play their role in their improvement (Kunwor & Phil, 2023).

To summarize the study, the fact has been developed based on various previous studies that head teachers' instructional leadership is most crucial to enhance the teachers' effectiveness. However, various studies told the different quality practices of instructional leadership and teachers' effectiveness but most important instructional leadership correlated and predicted the teachers' effectiveness. Different countries emphasized to employ the quality practices in their evaluation system of head teachers and teachers. While, in Pakistan, PER is being employed to evaluate leaders and teachers which is not valid and reliable document because it does not involve quality practices which are used globally. Therefore, the study used quality practices to evaluate both head teachers and teachers to fulfill the prevailing gaps in the literature. Further, these particular models such as Akram et al. (2017) model of instructional leadership and Akram (2018) model of teachers' effectiveness were not tested before in same study in Pakistan, therefore, this study might develop better understanding of policy-makers to evaluate leaders and teachers effectively, and also fulfill the prevailing gaps in the literature.

Conceptual Framework of the Study

For instructional leadership, seven quality practices: maintaining visible presence, teachers' professional development, instructional resource provider, monitoring students' progress, curriculum implementer, maximizing instructional time, and feedback on teaching & learning based on the Akram et al. (2017) model were used. For measuring teachers' effectiveness, five quality practices such as effective communication,

instructional planning & strategies, assessment, subject matter knowledge, and learning environment based on the Akram (2018) model were selected. It was assumed on the basis of this conceptual model that instructional leadership would also correlate and predict the teachers' effectiveness in Pakistan.

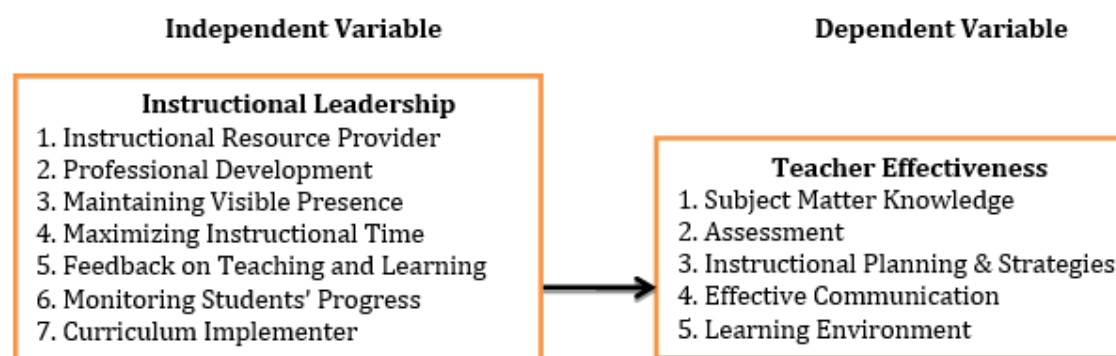


Figure 1: Conceptual Model of the Study

Material and Methods

In this quantitative research design, the study used survey method to obtain the data.

Population and Sample

All three districts of division Bahawalpur (Bahawalpur, Rahim Yar khan, Bahawalnagar) were the population of this study. The study used multi stage sampling technique to select the sample of this study. Initially, one district (Bahawalnagar) was selected randomly from Bahawalpur division (Bahawalpur, Rahim Yar khan, Bahawalnagar). After that, 600 secondary school teachers (SSTs) were selected randomly from the selected district. Among them, male teachers were 368, while female teachers were 262 in the given study.

Instrumentation

Instructional leadership questionnaire (ILQ) developed by Akram et al. (2017) was used to examine the instructional leadership of head teachers which involved the seven factors such as maintaining visible presence, instructional time maximization, professional development, instructional resource provider, feedback on teaching and learning, monitoring students' progress, and curriculum implementation. Permission was also taken from the author to use that tool which consist of 40 items and ask teachers to rate their own perception about the instructional leadership practices on a 5-point rating scale ranging from 1 (Never), 2 (Rarely), 3 (sometimes), 4 (Often), or 5 (Always). Moreover, to examine the teachers' effectiveness, the study used the school teacher effectiveness questionnaire (STEQ) developed by Akram (2018) which involved the five factors; subject matter knowledge, assessment, learning environment, effective communication, and instructional planning & strategies. Permission was also taken from the author which consists of 28 items and ask teachers to rate their own perceptions about their own effectiveness. Further, Respondents answer on a 5-point Likert-type scale were ranged as 1 (Never), 2 (Rarely), 3 (sometimes), 4 (Often), 5 (Always) in the given study.

Data Collection

The information was gathered by using a survey questionnaire form. In five tehsils of including Haroon Abad, Chistian, Fort Abbas, Minchin Abad and Bahawalnagar of

selected district Bahawalnagar from the Bahawalpur division, the researchers visited 250 public high & higher secondary schools randomly (50 from each tehsil) in overall. Each high & higher secondary school was personally visited by the researchers, and get consent from head teachers to collect the data from teachers. After that, questionnaire forms were also distributed to 640 secondary schools' teachers (SSTs) including male and female to collect the data, and 600 secondary school teachers were filled the questionnaire. The response rate of the study was 94%, which is highly acceptable in social sciences. Furthermore, there were no ethical matters with the given research, and the participants of the study were given the assurance that their responses would be kept totally private and not will be shared with any high authority.

Results and Discussion

The data were being analyzed by using the SPSS version 25 in this quantitative research study. The details of the data analysis were also being given in the following section.

Table 1
Instructional leadership

Factors	N	Min	Max	Mean	SD
Instructional Resource Provider	600	1.43	5.00	3.9198	.67819
Maintaining Visible Presence	600	1.83	5.00	3.9839	.64991
Professional Development	600	1.57	5.00	4.0102	.66105
Maximizing Instructional Time	600	1.83	5.00	4.0103	.65476
Monitoring Student Progress	600	1.25	5.00	3.8783	.74644
Feedback on Teaching & Learning	600	1.00	5.00	3.7170	.90591
Curriculum Implementation	600	1.40	5.00	3.9747	.68068
Overall Leadership	600	1.67	5.00	3.9277	.56653

Table 1 revealed that the most signifying factor of instructional leadership was maximizing instructional time ($M=4.0103$, $SD=.65$), followed by professional development ($M=4.0102$, $SD=.66$), maintaining visible presence ($M=3.9839$, $SD=.64$), Curriculum implementation ($M=3.9747$, $SD=.68$), and instructional resource provider ($M=3.9198$, $SD=.67$), whereas the least demonstrating factor of instructional leadership was feedback on teaching and learning ($M=3.71$, $SD=.90$). Finally, in overall, teachers rated the instructional leadership of their head teachers as above average across all seven factors ($M=3.92$, $SD=.56$).

Table 2
Teachers' Effectiveness

Factors	N	Min	Max	Mean	SD
Subject Matter Knowledge	600	1.67	5.00	3.9728	.72043
Instructional Planning & Strategies	600	2.00	5.00	4.0261	.72834
Assessment	600	1.80	5.00	4.1137	.68259
Learning Environment	600	1.67	5.00	4.1392	.75741
Effective Communication	600	1.67	5.00	4.3050	.66870
Teachers' Effectiveness (Overall)	600	2.00	5.00	4.1113	.53501

Table 2 demonstrated that effective communication had the highest mean ($M=4.30$, $SD=.66$), followed by learning environment ($M=4.13$, $SD=.75$), assessment ($M=4.1137$, $SD=.68$), and instructional planning & strategies ($M=4.02$, $SD=.72$) whereas the lowest mean was found for subject matter knowledge ($M=3.97$, $SD=.72$). In overall, teachers rated the teachers' effectiveness as an above average across all the five factors ($M=4.11$, $SD=.54$).

Table 4.3
Relationship Between Instructional Leadership and Teachers' Effectiveness

Factors	SMK	IPS	A	LE	EF
Instructional Resource Provider	.487*	.420*	.437*	.425*	.255*
Maintaining Visible Presence	.455*	.384*	.364*	.304*	.309*

Professional Development	.419*	.454*	.421*	.335*	.285
Managing Instructional Time	.406*	.392*	.455*	.346*	.185*
Monitoring Student Progress	.460*	.471*	.365*	.433*	.324*
Feedback on Teaching & Learning	.414*	.505*	.490*	.339*	.266*
Curriculum Implementation	.456*	.385*	.444*	.347*	.350*
Overall Relationship			.652*		

SMK= Subject Matter Knowledge, IPS= Instructional Planning & Strategies, A =Assessment, LE= Learning Environment, EF=Effective Communication

Table 3 revealed that there were positive and significant relationship between all seven factors of instructional leadership and all five factors of teachers' effectiveness. Finally, in overall, positive and significant association was also found between the overall instructional leadership and overall teachers' effectiveness ($r = .65$) at the secondary school level.

Table 4
Multiple Regression Analysis: Predicting Teachers' effectiveness through Instructional Leadership

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	74.980	7	10.711	65.727	.000
Residual	96.478	592	.163		
Total	171.458	599			

Table 4 found that all instructional leadership factors collectively predicted teachers' effectiveness ($R^2 = .48$, $F(7, 592) = 65.727$, $p = .000$). The R square value found that all seven factors of instructional leadership could explained 48% of variance in teachers' effectiveness.

Table 5
Factor-Wise Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.723	.124		13.86	.000
Instructional Resource Provider	.153	.036	.194	4.234	.000
Maintaining Visible Presence	.072	.037	.088	1.962	.050
Professional Development	.046	.043	.157	1.077	.282
Managing Instructional Time	.107	.034	.131	3.121	.002
Monitoring Student Progress	.119	.034	.166	3.475	.001
Feedback on Teaching & Learning	.111	.025	.188	4.438	.000
Curriculum Implementation	.096	.038	.122	2.512	.012

Table 5 found that all seven instructional leadership factors separately and significantly predicted teachers' effectiveness as instructional resource provider ($\beta = .194$, $p = .000$), visible presence ($\beta = .088$, $p = .050$), professional development ($\beta = .157$, $p = .282$), managing instructional time ($\beta = .131$, $p = .002$), monitoring student progress ($\beta = .166$, $p = .001$), feedback on teaching & learning ($\beta = .188$, $p = .000$), and curriculum implementation ($\beta = .122$, $p = .012$) in the given study.

Discussion

The given study examined the effect of instructional leadership on teachers' effectiveness. The study found the descriptive level of both instructional leadership and teachers' effectiveness as an above average. The study revealed that instructional leadership and teachers' effectiveness was positively correlated, and also consistent with various of studies (Iqbal et al., 2021; Bada et al., 2020; Hisham, 2022; Leithwood & Jantzi, 2006; Khan, 2012; Kunwor & Phil, 2023; Nguyen et al., 2022), confirmed the importance of instructional leadership for their teachers' effectiveness at school level. The study further

also revealed that instructional leadership predicted teachers' effectiveness significantly which is also consistent with multiple of previous studies (Ahmad & Hamid, 2021; Calik et al., 2012; Fatima et al., 2022; Goddard et al., 2015; Ma and Marion, 2021; Pearce, 2017; Saleem et al., 2020; Tatlah et al., 2019), also confirmed the role of instructional leadership in their teacher' effectiveness. Overall, the results of the given study also confirmed previous findings and models that instructional leadership predict and correlate with the teachers' effectiveness at school level.

Leithwood and Jantzi (2006) concluded that teachers' effectiveness could be estimated through head teachers' instructional leadership. Calik et al. (2012) found that instructional leadership significantly increased the teacher effectiveness. Khan (2012) also revealed that the effectiveness of teachers and instructional leadership has a strong link with each other. Another study showed that instructional leaders have a significant influence on teachers' preparation and training (Emmanouil et al., 2014). Goddard et al. (2015) found that instructional leadership has a main influence on teachers' effectiveness. All these studies were in line with this study.

Another study found that instructional leadership substantially enhances their teacher effectiveness (Pearce, 2017). Zahed-Babelan (2019) also found that instructional leadership influenced the teacher effectiveness. Tatlah et al. (2019) showed that instructional leadership has a major effect on teachers' effectiveness. Similarly, another study confirmed that teachers' performance and effectiveness can be predicted through the instructional leadership (Saleem et al., 2020). Bada et al. (2020) revealed that instructional leadership is highly and favorably associated to teacher performance in terms of establishing the school's aim, administering instructional programs, and making the school a good environment to learn. Iqbal et al. (2021) explored a strongest correlation between instructional leadership and efficient teaching and learning strategies. Similarly, all of these studies were also consistent with the given study.

Ma and Marion (2021) revealed that instructional leadership directly and positively impacts the teacher effectiveness in creating a happy learning environment. Another study concluded that instructional leadership approaches used head teachers enhanced the teachers' effectiveness and student achievement (Ahmad & Hamid, 2021). Nguyen et al. (2022) confirmed that teacher competences were strongly linked to instructional leadership strategies that promote professional growth and supportive school climate. Fatima et al. (2022) also found that leaders were very engaged in their designed roles as instructional leaders which affected the productivity of their teachers. Hisham (2023) also confirmed a substantial and favorable connection between teachers' effectiveness and the instructional leadership practices. Another study found that teachers' effectiveness and instructional leadership were correlated (Kunwor & Phil, 2023). All these studies were in line with this study which further strengthen the idea that leadership about instruction is most essential to maximize their teachers' effectiveness.

Conclusion

The given study examined the effect of instructional leadership on teachers' effectiveness at secondary school level. The study found the descriptive level of both instructional leadership and teachers' effectiveness as an above average. The study also revealed that instructional leadership and teachers' effectiveness was positively correlated with each other, while instructional leadership also predicted teachers' effectiveness significantly.

Recommendations

The recommendations of the study were being provided in the following:

- The study determined how the instructional leadership affected the secondary school teachers' effectiveness. Therefore, it has been suggested to conduct the further studies at primary and elementary school level by taking both of these variables.
- The study used smaller sample size involving one district (Bahawalnagar), therefore, future studies might be conducted through involving all the districts of Punjab.
- Performance Evaluation Report (PER) does not involve quality standards to evaluate the school leaders and teachers, while globally many quality practices are used to evaluate school leaders and teachers. Therefore, the study suggested that policy maker should consider these quality standards to evaluate the leaders and teachers in Pakistan.
- Instructional leadership and teachers' effectiveness measured through quality practices in this study which revealed very valuable results about the association of both main constructs, therefore, district authority might arrange the head teachers' and teachers' training by considering these important quality practices to improve their effectiveness.

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