



A Study on the Relationship of Secondary School Heads and Teachers' Performance

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ABSTRACT

Education is the backbone of every society. It is the process of teaching, learning and acquisition of important knowledge, skills, attributes, ethics, beliefs and development of personality. Education system has two wings namely administrative and academic. Instructional leadership is vital and can be a determinant of excellence and achievement of the desired education. In this study the main objectives of the study were to analyze the instructional leadership level of secondary school heads and relationship of teachers' performance. This was a quantitative study in which survey method was used to conduct and collect data in tehsil Chishtian. All secondary school heads and secondary school teachers' were the population of the study. Data was collected by convenient sampling technique. Sample size was 112 secondary school teachers (48 male and 64 female) and 36 head teachers (20 male and 16 female). T-test was used to compare the mean scores of male and female, rural and urban secondary school teachers on instructional leadership and teachers' performance. Pearson correlation was used to measure relationship between instructional leadership and teachers' performance. The study revealed positive relationship between instructional leadership and teachers' performance. Findings show that school success is the result of collaborative working of head teachers and teachers.



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1. Introduction

Education brings positive change in social life and behavior of a person as it is the backbone of every society. The procedure of receiving or giving systematic instruction, to bring positive change in behavior, attitude, beliefs and ideas in a person is called education. Education is the deliberate, systematic and sustained attempt to transmit, initiate and acquire information, values, attitudes, abilities or sensibilities to live a reasonable and good life (Camilleri & Camilleri, 2015). Education system consists of academic and administration. The administration further includes secretary, district administration and head teachers to effectively run the system. To meet the challenges and new trends in education sector every country is trying to enhance its education systems capability (Crick, 2017). To overcome these challenges into the institutions the role of head teachers is of great importance. It is the head teachers who translate the vision of quality education into practice by virtue of their leadership. Different school heads use different leadership styles. Among these styles,

instructional leadership is quite relevant to the academics and employed frequently at school level. It is defined as the deep mental purpose to promote learning environment for students and focus on professional development of teachers (Coelli & Green, 2012). Instructional leadership is an action taken to create a more positive and rewarding work atmosphere for teachers and, as a result, providing better learning opportunities and safe learning environment for students. Thus, school improvement and school success depend upon effective instructional leadership of school heads (Bukhari et al., 2021). However, it is questionable that how school heads maintain the enabling environment for school success. Rupia and Chai (2022) stated that school heads play a vital role in harmonizing and coordinating educational resources at schools. On the one hand, the head teachers need to inform and update the higher ups for school performance and procedures. On the other hand, they have to get involved the teachers for students' success and school image. In this way, the bridging role of school heads demands them to supervise the staff and brings about positive change in the school system (Bukhari, Aslam, & Mahmud, 2023). Instructional leadership style encourages the head teachers not only to achieve the objectives of quality education in school but also maintain the environment to build up the performance of teachers (Soroño & Quirap, 2023).

As the name highlights, the instructional leadership of head teachers has direct impact on the performance of school teachers. Instructional school heads influence the teachers in performing well for the success of school. In this regard, teachers need the encouragement, motivation, appreciation and continuous professional development (Ahmad, Ali, & Sewani, 2021). Teachers' performance can include the intention, seriousness, behaviors, attitude, and actions in line with the school's objectives as system level (Karakose et al., 2024). That's how, there is a link between instructional school heads and teachers' performance. Teachers' performance is the observable and measurable construct with respect to evaluating teachers' own performance, quality of education and the school success (Bukhari, Qamar, & Abiodullah, 2025). Moreover, teachers' performance is a special process that does not arise automatically but it needs to be identified, facilitated, and developed in order to attain the goals of the institution. According to Work Performance Hierarchy Model by Campbell, McHenry and Wise (1990), teachers' performance is observed based on declarative knowledge, skill and knowledge of procedure and motivation. This discussion shows that instructional heads need to know the elements of teachers' performance so that they can devise the strategy for their effective performance (Rezaei, Chenari, & Afkaneh, 2024). School teachers' performance in this respect is of great importance and needed to bring about quality in the school system.

Government schools in all over the Punjab are not in the position to provide better learning opportunities to the students (Bukhari et al., 2021). Students' performance is very poor in their final secondary school results. In 2019, the government arranged a training session in QAED all over the Punjab to enhance the Instructional leadership capacity of secondary school heads. The findings showed that there has been no meaningful research done within the framework of government schools. In previous research studies only teachers' productivity was explored. However productivity and performance are not similar in the sense of scope (Lavy, 2009). Productivity is narrower in scope while performance is wider. This study is an effort the address the said gap by exploring the relationship of head teachers' instructional leadership and the effects it has on teachers' performance. Instructional leadership related to its dimensions was explored. Teachers' performance was also explored related to its dimensions. The following research questions were devised in order to know the relationship of school heads' instructional leadership and its impact on teachers' performance.

1. Do secondary school heads are fully aware about instructional leadership?
2. What is the level of teachers' performance at secondary school level?
3. Is there any relationship between instructional leadership and teacher's performance at secondary school level?

2. Literature Review

The concept of instructional leadership is not new and its model was presented by Hallinger and Murphy (1985). This concept of leadership is similar or relevant to transformational leadership style. The instructional leadership theory was based on school effectiveness in the research field, having initial studies conducted in Western contexts and then undertaken globally (Gümüş et al., 2021). Instructional leadership model gain attention

of scholars extensively due to its emergence from educational literature, especially its close relationship with teaching and learning improvement (Hallinger et al., 2015; Leithwood & Jantzi, 1999). Thus, leaders following instructional leadership style collaborate with colleagues, parents, students, community members and other stakeholders to create opportunities for learning and achieve the organizational objectives (Zhang & Wu, 2025).

Since its inception, the concept of instructional leadership has gained much attention in the academia and currently it can be entitled as the theory of instructional leadership (Hallinger et al., 2015). Under this theory, there are three dimensions and ten sub-dimensions of instructional leadership. These are as: school's mission and goals, managing the instructional program and developing positive learning environment (Karakose et al., 2024). Elaborating it further, the first dimension of the instructional leadership model says that it is the duty of the heads to communicate school goals and objectives to their subordinates and provide them the direction and then expect to follow them. The dimension of managing the instructional program includes developing curriculum, evaluating and supervising teachers' and monitoring students' progress. This dimension is closely aligned with the school climate that is a key factor in the performance of teachers and students. The third dimension includes developing positive learning environment where teachers and students have a supportive environment to improve their abilities in order to improve learning process. When a leader acts according to these dimensions he/she may act as director, inspector and as educational supervisor aimed to improve students' learning (Zhan et al., 2023) by promoting teachers to improve their performance and actions to accomplish the goal of school success.

Hallinger (2007) stated that instructional leadership model was studied extensively during 1980's and 1990's. In 2007, Hallinger presented a model of instructional leadership which had three dimensions: (i) framing school goals, (ii) managing instructional time, and (iii) promoting positive school learning environment. With the help of these three dimensions of instructional leadership the role of head teacher in school was clarified. With the passage of time many researchers and scholars presented different models of instructional leadership. Among these models the Murphy's model was driven the attention of researchers. This model had four basic dimensions of instructional leadership role of head teachers in school: (i) developing mission and goals of the school, (ii) managing the educational program, (iii) production of academic learning climate, and (iv) development of supportive learning environment. Different models had been studied by many researchers but Hallinger and Murphy (1985) model of instructional leadership was most famous and used by different scholars. These models were of Gronn (1994), Hallinger and Murphy (1986), and McEwan (2002). According to Hallinger and Murphy (1985), "instructional leadership was principals' behaviors aimed at promoting and improving the process of teaching and learning in school involving teachers, students, parents, school planning, school management, school facilities and resources". This model has eleven sub-dimensions. These dimensions are: drawing school goals, defining school goals, supervision of teaching and learning, coordinating curriculum, monitoring students' progress, instructional time provision, learning time support, incentives for teachers, achieving academic standards, promoting professional development and incentives for learning.

The above discussion shows that the concept of instructional leadership is not only confined to the teaching and learning were discussed but it also sheds light on the managerial view of the organization. Under this view, instructional leadership along with teaching and learning is an action orientation that theoretically encompasses everything a principal or head teachers does during the day to support the achievement of students and the ability of teachers to teach (Mitchell, Kensler, & Tschannen-Moran, 2015). Thus, instructional leadership demonstrated direct and indirect influence on the stakeholders of school organization by developing school goals at organizational level, maintaining curriculum, providing a learning environment to students and supportive environment for teachers to work. Exploring the approaches of instructional leadership, it appears that instructional leaders could be exclusive or inclusive (Howley et al., 2019). Exclusive instructional leader is the primary source of jurisdiction in school goals setting, management and instruction. On the other hand, the inclusive instructional leader is the main source of instructions, management and settings of school goals. All the stakeholders also contribute to the process of inclusive leadership. Leaders collaborate with other stakeholders in developing and

implementation of curriculum in instructional leadership which is as of shared leadership (Hallinger et al., 2015).

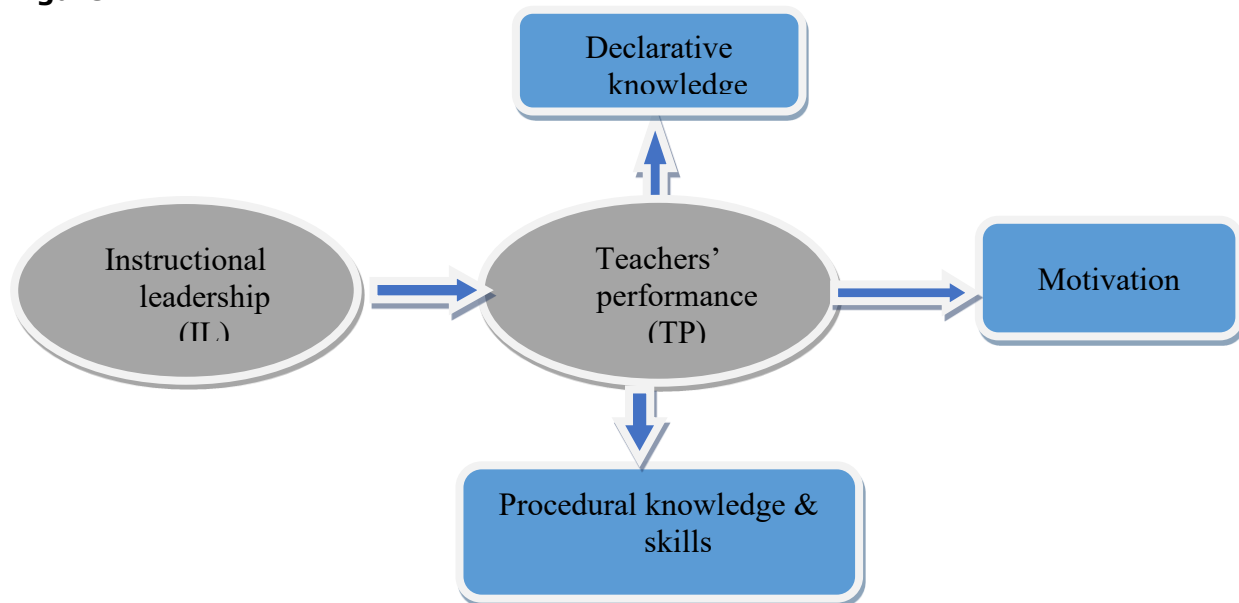
The concept of performance and productivity often used as synonyms in the literature but in fact these two are much different from each other. According to Sherman and Reed (2008), work productivity is defined as "input divided by output". So it is a narrow concept. It can be understood as the outcome of the process. On the other hand, performance is a wider concept. Casual variables must also be differentiating from performance indicators. Fayers and Hand (2002) said that indicators are the face of work performance while variables are those which point out the performance level of an individuals' work. Job satisfaction is the determinant of performance while indicator is the quality of work. From the above literature review it has been found that there is no clear consensus for individual work performance and work productivity. Performance in every field of life differs from person to person and job to job. Work performance measured in the field of psychology in its determinants like satisfaction of workers, workers' punctuality and work engagement (Lin et al., 2017; Mariana, Suriansyah, & Ahmad, 2023). This shows that performance is to the employees while the productivity is to the organization. It was assumed that performance varies from job to job. As a result of this assumption, many variables of performance have been used (Kahya, 2007). Commenting on the work performance, Koopmans et al. (2011), said that the assessment of individual work performance has primarily focused either on subjective measures of work productivity (such as the number of days absent, counts of specified acts, or output maintained in organizational records) or on subjective judgments of quantity and quality of work from the employees, peers or supervisors. While all the objectives and subjective measures of work performance have been studied but, these all not cover the depth and complexity of the performance behaviors of employees (Koopmans et al., 2011; Viswesvaran & Ones, 2000). This is why, in productivity only the outcome of the organization has been studied and no other perspectives have been studied. Thus, Campbell, McHenry and Wise (1990) suggested that a concrete theoretical framework for the measure of construct is necessary.

The conceptualization of individuals work performance has gained much attention in the field of psychology and in broader sense in education (Murphy, 2013). However, from the above literature review a serious question arises that what is included in work performance of individuals at their work places? The definition by Campbell, McHenry and Wise (1990) said that behaviors or actions that are relevant to the goals of the organization can be entitled as the work performance. Its details show that performance is not uni-dimensional but multidimensional and it is behavior-related concept. Another definition by Viswesvaran and Ones (2000), defined work performance as the scalable actions, behaviors and outcomes that employees engage in to contribute to achieve the organizational goals". It makes one thing very clear that performance is the individuals' intention-based actions for the productivity/achieving goals of the organizations. What is unclear is that which kind of factors or forces encourage the employees to perform well or not in the organizations. Work performance cannot be measured directly but it should be divided into its behavioral parts. According to Carlos and Rodrigues (2016), work performance of an employee cannot be measured directly because it is a latent construct and abstract. It consists of various dimensions. Furthermore, these various dimensions consists of indicators. Thus, the dimensions and its indicators must be defined and explained related to job's nature. In order to conceptualize the performance of individuals, the domain of performance, dimensions and indicators related to each other and make up the broader construct (Campbell, McHenry, & Wise, 1990; Fayers & Hand, 2002; Viswesvaran & Ones, 2000).

The above discussion shows the difference between the determinants of individuals' performance and outcomes of work performance (Kahya, 2009). These determinants are a combination of trait variables such as cognitive abilities, motivational dispositions, personality traits, physical traits and abilities, state variables like relevant knowledge and skills, attitudes, malleable motivational states, and situational characteristics such as reward structure, managerial and peer leadership (Campbell & Wiernik, 2015). This discussion leads to shed light on the instructional leadership of secondary school heads in Pakistan perspectives. Literature (e.g. Anub, 2020; Helmawati et al., 2025; Saleem, Deeba, & Naz, 2020) states clearly the relationship between leadership styles and teachers' performance in general and the instructional leadership and teachers' performance in particular especially with respect to the commitment of teachers towards their performance. Thus, it requires that teachers must

be trained and equipped with new techniques in order to impart knowledge to their students. For this purpose the school authorities must provide resources to their employees in the shape of money and time to invest for seeking of new techniques (Jacob, Hill, & Corey, 2017). There is no specific factor which influences the competency and performance of teachers. However instructional leadership greatly influences the competencies and performance of teachers. In instructional leadership all factors such as provision of goals, maintaining learning environment, incentives for teachers and incentives for learning are the main factors that are in the favor of teachers' performance (Elfira et al., 2024). Instructional leadership being the main and independent variable in this study is linked conceptually with the teachers' performance, their motivation and the declarative knowledge and procedural knowledge and skills. The following Figure 1 shows the relationship of these variables conceptually.

Figure 1



The conceptual frame work is based on instructional leadership model of Hallinger and Murphy (1985). The conceptual framework in this study consists of two models (instructional leadership and teachers' performance). Instructional leadership is independent variable (IV). The components of instructional leadership are develop school goals, maintaining curriculum, providing school objectives, provide feedback, provide learning environment, assessing student progress and deliver incentives for teachers. Dependent variable (DV) of conceptual framework is teacher performance. Campbell and Wiernik (2015)'s work performance model was used for teacher performance that further includes declarative knowledge, motivation and skills and procedural knowledge.

3. Methodology

This section is on the methodological procedures to complete this study. Quantitative research approach was employed to explore the relationship between instructional leadership and teachers' performance at secondary schools. The aim of this study was to explore the relationship between secondary school heads' instructional leadership and its impact on teachers' performance. To achieve this objective, survey research desing was used (Creswell & Clark, 2011). All the secondary schools in Tehsil Chistian were the population for this study. Accordingly, all the secondary school heads and teachers from these schools were the population that was 66 head teachers and 331 teachers. Considering in gender categories, among 66 head teachers, 29 were male head teachers and 37 were female head teachers. Similarly, 145 male teachers and 186 female teachers made the total population of secondary school teachers. Convenient sampling technique was used to collect the data for this study. The sample size was 36 head teachers (20 male and 16 female) and 112 teachers (48 male and 64 female). The following Table 1 shows the population and sample.

Table 1: Population and Sample Size

Population		Male	Female	Total
Sample	Head Teachers	29	37	66
	Teachers	145	186	331
	Head Teachers	20	16	36
	Teachers	48	64	112

Two questionnaires were developed to collect the data. One was for head teachers' instructional leadership and the other was for teachers' performance of the secondary schools. These questionnaires were developed on five-point rating scale. The questionnaire on head teachers' instructional leadership contained 13 items and the questionnaire of teachers' performance consisted of 10 items. Pilot study was conducted before the conduct of original study from the same population in small scale to check the validity and reliability. For pilot study 6 secondary schools were chosen. Out of these 6 schools, 2 schools were urban and 4 were rural. Head teachers and teachers' responses were collected by the use of two questionnaires. Data was collected physically and the response rate was good. 20 questionnaires were distributed to the teachers out of which 17 responses were collected. The validity of the questionnaires were ensured by the experts upon which the questionnaires were revised. Reliability of these items was checked by Cronbach's alpha value. The value of alpha was 0.82 which is an acceptable value. Research ethics such as the respondents' consent, privacy and integrity were considered in the data collection process. Data were analyzed using the SPSS. Descriptive statistics such as mean and standard deviations were computed. In inferential statistics, t-test and ANOVA were calculated. The following section shows the results of this study.

4. Results

Under this section, the results are given. These results are interpreted in details.

Table 2: Mean and SDs of Instructional Leadership (IL) N=112

IL Dimensions	Mean	S.D.
Developing school goal	4.55	.40
Delivering school goals	4.53	.41
Supervise and evaluate teaching	4.48	.44
Monitor student progress	4.45	.49
Protecting instructional time	4.53	.47
Professional development	4.58	.43

Table 2 describes the main dimensions of Instructional Leadership (IL). Among them, developing school goals is the first that has the mean score 4.55 that is quite high with the SD .40 showing consistent results on the dimension. Delivering school goals has the mean score 4.53 with the SD 0.41. The mean scores and SDs of developing school goals and delivering school goals are identical to each other with very minor difference that is not meaningful. Supervise and evaluate teaching and monitor student progress are also identical to each other with the lower scores than the developing and delivering school goals. Thus, it shows that supervise and evaluate teaching and monitor student progress is less in practice than the developing and delivering school goals. The next dimension, protecting instruction time has the same mean score as the delivering school goals but with different SD 0.47 showing less consistent results on this dimension. The last dimension of IL is the professional development with the highest mean scores among all dimensions as 4.58 with the SD 0.43 showing consistent results on it. Overall, developing and delivering school goals and professional development are meaningful and consistent in practice in comparison of all other dimensions.

Table 3: Mean and SDs of Teachers' Performance (TP) N=36

TP Dimension	Mean	S.D
Declarative Knowledge	4.53	.46
Skills & procedural knowledge	4.52	.49
Motivation	4.53	.51

Table 3 describes the main dimensions of teachers' performance (IL). The first dimension as declarative knowledge has the mean score of 4.53 with the SD as 0.46. It shows the strength with moderate variability on this dimensions. Skills and procedural knowledge

has the mean score of 4.52 with the SD as 0.49. The mean score is identical to the declarative knowledge but greater variability than declarative knowledge. Similarly, the dimension, motivation has the identical mean score but even greater variability than the first two dimensions. These results show that the mean scores of all three dimensions are identical to each other but there is greater spread from the first to third dimension showing less uniformity.

Table 4: Mean, SD and t-test of Instructional Leadership Gender wise N=112

Gender	N	M	SD	Df	T	Sig.
Male	48	4.166	.295	111	-.986	.983
Female	64	4.202	.290			

*p> .05 Level of Significance

Table 4 shows the mean, standard deviation, and independent sample t-test scores with respect to gender on the instructional leadership of secondary school heads. Mean scores of both gender male and female are similarly high and close to each other. The value $p > .05 = .983$ shows that there is no statistically significant difference between males and females regarding instructional leadership capacity of secondary school heads. The T-value -0.986, directionally suggests females scored slightly higher but it is non-significant difference.

Table 5: Mean, SD and t-test of Instructional Leadership Location wise N=112

Location	N	M	SD	Df	T	Sig.
Rural	88	4.162	.290	111	-1.880	.967
Urban	24	4.239	.295			

*p> .05 Level of Significance

Table 5 shows the mean, standard deviation, and independent sample t-test scores with respect to location on the instructional leadership of secondary school heads. Mean scores of both urban and rural are high and close to each other. The value $p > .05 = .967$ shows that there is no statistically significant difference between rural and urban regarding instructional leadership of secondary school heads. The T-value direction (-1.880) suggests that urban group slightly higher but it is non-significant difference. In conclusion, both rural and urban areas agree on instructional leadership being strong with no significant difference regarding location.

Table 6: One-way ANOVA of Instructional Leadership Gender wise N=112

Gender	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	.084	1	.084	.972	.325
Within group	21.496	110	.086		
Total	21.580	111			

*p> .05 Level of Significance

Table 6 shows the results of one-way ANOVA test of instructional leadership with respect to gender. The between groups has sum of squares = .084, $df = 1$, and mean square = .084. The within groups has sum of squares = 21.496, $df = 110$, mean square = .086. One Way ANOVA ($F(111) = .972$, $p > .05 = .325$) shows that there is no statistically significant difference in the opinions of respondents with respect to gender for secondary school heads' instructional leadership role. Thus, Instructional Leadership scores do not vary by gender.

Table 7: One-way ANOVA of Instructional Leadership Location wise N=112

Location	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	.301	1	.301	3.533	.061
Within group	21.279	110	.085		
Total	21.580	111			

*p> .05 Level of Significance

Table 7 shows the results of one-way ANOVA test of instructional leadership with respect to location. The between groups has sum of squares = .301, $df = 1$, and mean square = .301. The within groups has sum of sum of squares = 21.279, $df = 110$, mean square = .085. One Way ANOVA ($F(111) = 3.533$, $p > .05 = .061$) shows that there is no statistically

significant difference on the respondents' opinion with respect to location (urban or rural) for secondary school heads' instructional leadership role.

Table 8: Independent Sample t-test of Teachers' Performance Gender wise N=36

Gender	N	M	SD	Df	T	Sig.
Male	20	4.381	.236	35	.936	.463
Female	16	4.328	.246			

*p> .05 Level of Significance

Table 8 displays the results of independent sample t-test of teachers' performance with respect to gender. Mean scores of males (20) and females (16) are respectively 4.381 and 4.328. These scores are high and similar to each other. Regarding the t-value (36) = .936, $p > .05 = .463$, it shows that there is no statistically significant difference in the opinion of respondents with respect to gender related to teachers' performance at secondary schools level.

Table 9: Independent Sample t-test of Teachers' Performance Location wise N=36

Location	N	M	SD	Df	T	Sig.
Rural	30	4.348	.247	35	-.630	.786
Urban	06	4.393	.227			

*p> .05 Level of Significance

Table 9 presents the results of independent sample t-test of teachers' performance with respect to rural and urban location. The rural group (30) has the mean score of 4.348 and the urban group has the mean score as 4.393. These scores are identical and high. The t-value is -.630, $p > .05 = .786$ which shows that there is no statistically significant difference in the opinion of respondents with respect to rural or urban location related to teachers' performance at secondary schools level.

Table 10: One-Way ANOVA of Teachers' Performance Gender wise N=36

Gender	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	.051	1	.051	.876	.352
Within group	4.149	34	.058		
Total	4.200	35			

*p> .05 Level of Significance

Table 10 shows the results of one-way ANOVA test of Teachers' Performance with respect to gender. The between groups has sum of squares = .051, $df = 1$, and mean square = .051. Sum of squares between groups shows low variability between genders. The within groups has sum of squares = 4.149, $df = 34$, mean square = .058. Sum of squares within groups shows more variability within each gender. While, One-way ANOVA ($F(35) = .876$, $p > .05 = .352$) shows that there is no statistically significant difference in the opinions of respondents with respect to gender on the teachers performance at secondary schools.

Table 11: One-Way ANOVA of Teachers' Performance Location wise N=36

Location	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	.023	1	.023	.396	.531
Within group	4.176	34	.059		
Total	4.200	35			

*p> .05 Level of Significance

Table 11 shows the results of one-way ANOVA test of Teachers' Performance with respect to location. The between groups has sum of squares = .023, $df = 1$, and mean square = .023. Sum of squares between groups shows low variability between locations. The within groups has sum of squares = 4.176, $df = 34$, mean square = .059. Sum of squares within groups shows more variability within each location. While, One-way ANOVA ($F(35) = .396$, $p > .05 = .531$) shows that there is no statistically significant difference in the opinions of respondents with respect to location on the teachers performance at secondary schools. However, there is variation in within locations and not between locations.

Table 12: Relationship between Instructional Leadership and Teachers' Performance

IL & TP Dimensions	Developing school goals	Delivering School Goals	Supervise Teaching	Monitor Students' Progress	Protecting Instructional Time	Encourage Professional Development
Declarative knowledge	.63*	.68*	.68*	.66*	.65*	.76*
Skills & procedural knowledge	.61*	.62*	.72*	.65*	.67*	.66*
Motivation	.60*	.64*	.66*	.63*	.73*	.69*

p<.01

Table 12 displays the results of Correlation Analysis of Instructional Leadership with Teachers' Performance. All correlations are significant ($P < 0.01$) and show strong relationships. The highest positive correlation was found between declarative knowledge and encourage professional development $r = 0.76$ $p < .01$. After this the highest positive correlation was found between the protecting instructional time and motivation $r = 0.73$ $p < .01$. And then there is a highest positive correlation between supervise teaching and skills and procedural knowledge $r = 0.72$ $p < .01$. After these highest correlations, there is a positive correlation between motivation and encourage professional development. Then there are positive correlations between declarative knowledge and delivering school goals and supervising teaching that is $r = 0.68$ $p < .01$. Overall, the results show that there is a strong positive relationships between Instructional Leadership dimensions with Teachers' Performance aspects. Thus, in practice, better Instructional Leadership associates with better Teachers' Performance.

5. Discussion

Results showed that secondary school head teachers and teachers are the major components of the school and they work collaboratively. Findings have shown that the head teachers has great influence on the smooth flow of academic activities employing their instructional leadership. Head teachers' prime responsibilities such as "developing school goals and delivering school goals" were found well in practice. Similarly, their professional development was also adequate enough to entitle them as instructional leaders. On the basis of these qualities, their leadership enables the school environment to excel in students' performance and resultantly their success. Thus, head teachers were found not only in setting the school goals but also making joint efforts with teachers to ensure school success. These findings are consistent with the study conducted by Ahmad, Ali and Sewani (2021) who said that active and sincere heads in the schools' performance achieve their agendas and ensure school success. Teachers' performance was checked by using Campbell, McHenry and Wise (1990)'s work performance model. This model consists of three determinants as "declarative knowledge, skills and procedural knowledge and motivation". The mean scores showed that all three dimensions were found in practice. However, declarative knowledge has high mean and standard deviation. It indicates that teachers have the knowledge of the assignments they are supposed to perform. Skills and procedural knowledge were in the second and also comes second with respect to the mean scores. The motivation was as high as the declarative knowledge. These findings show that teachers are well-aware of their duties and are found motivated to perform them. These findings are relevant to the study conducted by Anub (2020) indicating teachers' motivation for job engagement and their competence.

The findings of t-test on the instructional leadership of secondary school heads show that similarity with respect to location and gender highlight the practice and importance of instructional leadership at schools. Similarly, the findings on teachers' performance highlight the greater role of teachers' engagement for their performance. No statistically significant difference with respect to gender and location in both the heads' instructional leadership and teachers' performance show that both are equally important and needed for school success. These findings are relevant to the study conducted by Bukhari et al. (2021). The findings on the relationship of instructional leadership and teachers' performance show that there is a strong positive correlation between them. Even the separate findings on instructional leadership and the teachers' performance supports each other. Their relationship goes one step ahead by ensuring that instructional leadership style is more appropriate and workable for the school success. The highest positive correlation between declarative knowledge and

encourage professional development, between the protecting instructional time and motivation, and between supervise teaching and skills and procedural knowledge show that Instructional Leadership dimensions are related with Teachers' Performance aspects. These findings show that better Instructional Leadership associates with better Teachers' Performance and show safe and collaborative working environment. These findings are relevant to the studies (Carlos & Rodrigues, 2016; Kahya, 2009; Karakose et al., 2024). These findings imply that organizations that adopt the changing modern techniques and technologies are flourishing and surviving. These also imply that with the help of head teachers' instructional leadership, teachers' performance can be enhanced and thus schools' success can be ensured.

6. Conclusion

This study was conducted to explore the relationship between the instructional leadership and the teachers' performance at secondary schools' level. Findings have shown that head teachers' instructional leadership is relevant and appropriate for teachers' performance that consequently and collaboratively create the chances of school and students' success. Though other leadership styles have been mostly explored in the previous studies, this study has explored the correlation between head teachers' leadership and teachers' performance at secondary schools. The reason for high positive relationship can be in the shared decision making process and taking teachers' opinion in school improvement. This research is significant for head teachers' to maintain their leadership capacity as instructional leader and performance of their subordinates as well as overall performance of the school. The study results are directly significant for school education department and other stakeholders to improve the leadership capacity of school heads and overall school environment. The findings indicate that positive learning environment has more impact on students' academic performance. Based on the findings and discussions it is concluded that secondary school heads are fully aware about their duties as instructional leaders such as of maintaining school curriculum, participating and making the teachers participate in curriculum implementation, and providing appropriate feedback to their subordinates related to their classroom teaching and management. It is also concluded that when the heads provide healthy environment then the organizations flourish and maintain their growth. Findings also indicate that head teachers believed that their teachers' are performing their tasks well. Based on the findings and discussion, it is recommended that School Education Department (SED) may encourage head teachers to use instructional leadership in their schools. It is also recommended that head teachers should keep themselves updated regarding instructional leadership. Further research can be conducted to explore the impact of this relationship on students' academic achievement and improvement of school improvement of teaching and learning.

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