

Effect of Instructional Leadership and Teacher's Self- Efficacy on Job Performance at Secondary School Level

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Abstract

Instructional leadership provides a road map to the institutions program and gauges the performance of its employees. The current study was quantitative and based on a correlational survey design. A simple random sampling technique was used to collect the data from the sample of 300 teachers from public sector secondary school teachers of district Sheikhpura, Punjab Pakistan. Instructional Leadership Questionnaire (ILQ), General Self-efficacy (GSE) scale, and Job Performance Scale (JPS) data collection tools were used to collect the data from the respondents. The content validity of instruments was ensured by five leadership education experts and the reliability of (ILQ) .962; (GSE); .881, and (JPS); .924 was ensured by applying Cronbach Alpha's score respectively. The collected data were analyzed employing mean, median, Pearson correlation, and multiple regression. The results of the study showed that there was a strong and significant correlation between instructional leadership and self-efficacy with job performance of the teachers. The multiple-regression analysis results exhibited that there was a moderate effect of instructional leadership and self-efficacy on the job performance of teachers. Based on the results of the study, it was recommended that teachers training institutions prepare teachers' training modules and provides training on teachers' instructional leadership and self-efficacy to improve teachers' job performance. Head teachers may play instructional leadership roles to enhance teachers' self-efficacy job performance that are associated with students' learning outcomes.

Keyword: *Instructional Leadership, Job Performance, Teacher's Self-Efficacy*

Introduction

The expectations from school heads in performing vibrant roles and responsibilities are increasing daily for the school's effectiveness. Leadership is a process where an individual influences an individual or group to support in attaining organizational goals (Northouse, 2019). Instructional leadership refers to strategies and actions carried out by head teachers and other leaders to support the teaching-learning process in the school (Hallinger & Wang, 2015). Instructional leaders are considered custodians of the teaching-learning process that focus on instructional time, students' interaction, curriculum implementation, and assessment (Glickman, et al., 2017; Tatlah et al., 2019). Leadership improves school and academic success (Özdemir et al., 2020). Principal, headmaster, and head teacher are using

interchangeably for instructional leadership in the Pakistani context.

Head teacher's behaviors and practices directly influence teaching-learning process in their instructions. The head teacher evaluates the teacher's instructional performance and provides feedback to improve practices for better instructional and learning processes (Glickman, et al., 2017; Liu et al., 2021). Observing teacher's instructional practices in the classroom is a crucial task of instructional leadership. Instructional leadership supports an institutional climate and mutual trust, sharing knowledge, collaboration among teachers, and develops collective responsibility for improving the teaching-learning process (Harris & Jones, 2010; Sahin, 2011). The head teacher instructional leadership task is to implement, promote, and improve students learning innovations (Blase & Blase, 2003). Various factors involved in exhibiting instructional behaviors. Instructional leadership displayed by the head teacher alone is insufficient to explore teacher self-efficacy (Day et al., 2016). Teachers' self-efficacy contributes to job performance (Liu et al., 2021). In another context, Liu et al., (2021) claimed that instructional leadership contributes to teachers' self-efficacy in job performance. Two essential teacher-related factors including teacher self-efficacy and job performance have attention from practitioners to explore the link. Practitioners have the curiosity to explore the link between instructional leadership, teacher self-efficacy, and job performance.

Performance is important for achieving individuals and institutions objectives. Performance refers to the function of the ability of what people and machines can do (Meyer, 2002). Performance refers to work outcomes and achievement of records for a specific timeline (Bernardin & Russel, 2013). Personal, professional, and institutional factors influence teacher job performance. Job performance is an important indicator for measuring the instructional performance of teachers. From these definitions, it can be comprehend that performance is the effective and efficient use of resources to complete a task in a specific timeframe. In the educational context, Teacher job performance is the extent to which a teacher achieves the intended educational outcome expected of them (Motowidlo, 2003).

The current study employed two dimensions contextual and task performance of teachers' job performance. Contextual performance and task performance are important indicators of job performance (Bhat & Beri, 2016; Goodman and Svyantek, 1999; Griffin et al., 2000). Contextual performance is related to institutional ecology, and task performance is following formal teaching-learning procedures (Cai & Lin, 2006; Griffin et al., 2000). Task performance refers to the core technical behaviors and activities required in the job and contextual performance refers to the behavior that assists in which core technical operates (Griffin et al., 2000). Teachers' job performance is less limited to the dimensions of contextual and task performance (Yusoff et al., 2014). Various studies reported that teacher's self-efficacy positively influences job performance (Caprara et al., 2006; Tims et al., 2014; Skaalvik & Skaalivi, 2010).

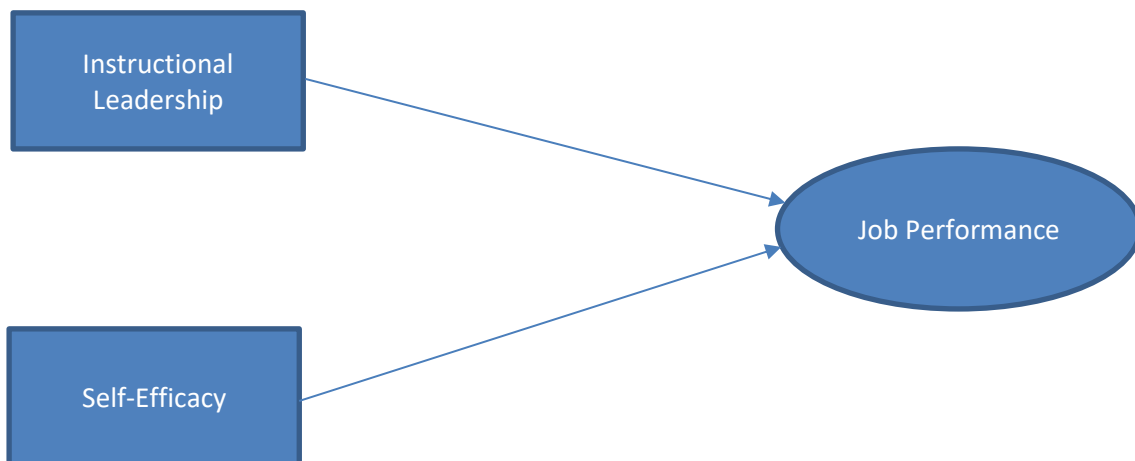
Teachers are the main forces to transform the education system. Teacher's professional competence and psychological attachment to the profession influence educational efficacy. The roots of the self-efficacy construct originated from the social cognitive theory and were elaborated by Bandura and other practitioners. Self-efficacy refers to an individual's belief in their abilities in the process of completing a task. Vicarious experience, verbal persuasion, psychological arousal, and mastery experience influence teachers' self-efficacy beliefs (Bandura, 1997). In the same vein, Bandura (2006) claimed that people are self-organizing, pro-active, self-regulating, and self-reflecting. Based on social cognitive theory teacher self-efficacy refers to teachers' belief in their ability to plan, organize, and complete activities that are required to achieve given educational objectives

(Skaalvik & Skaalivi, 2010).

Teacher's self-efficiency is positively associated with quality teaching practices and student achievement (Guo et al., 2011). Self-efficacy enables teachers to resolve problems in uncertain situations. In the context of education, a teacher's self-efficiency refers to a teacher's belief in his/her own ability to organize and perform specific teaching tasks successfully in a particular context (Tschannen-Moran et al., 1998).

The literature review indicated that instructional leadership in Asia is still in its infancy and needs more empirical studies in Asian educational setting (Bush, 2013; Harris et al., 2019; Walker & Hallinger, 2015). High performance of teachers is reported in the harmonious relationship among administrative style, institutional ecology, teacher's competence, and features of the job (Weightman, 2004). Comprehensive studies on educational leadership constitutes in improving heads, teachers, and students outcomes. Separate studies of literature regarding instructional leadership, teachers' self-efficacy, and teachers' job performance were reported but fewer studies were framed about instructional leadership teachers' self-efficacy and job performance. There is a dire need for a structured study regarding the effect of instructional leadership and teachers' self-efficacy on job performance at the secondary school level.

Conceptual Framework



Objectives of the Study

The objectives of the current study were to;

1. Find out the existing level of the effect of instructional leadership and self-efficacy on job performance.
2. Determine the relationship between instructional leadership and job performance.
3. Evaluate the relationship between self-efficacy and job performance.
4. Assess the effect of instructional leadership on job performance.
5. Explore the effect of self-efficacy on job performance.

Literature Review

The current study literature review included instructional leadership, teachers' self-efficacy and teacher job performance and previous studies.

Instructional leadership

Leadership is one of the most influential areas of social sciences that have been

debated for decades. School instructional leadership plays a significant role in the success of the school. Put a significant effort into strengthening schools by providing a better learning environment and enhancing teachers' skills through formal and informal ways (Northouse, 2019). Leadership contributes to the functioning of organizational structure through varying roles and influences on employees' performance (Adams et al., 219).

Instructional leaders are energetic people who struggle to assist teachers in providing resources and direction, facilitate professional development visit classrooms regularly to observe what is going on in the classroom, having technical, conceptual, and humanitarian knowledge essential for making the educational process successful (Blase & Blase, 2003; Glickman, et al., 2017; Gupton, 2009; Özdemir et al, 2020; Walker & Hallinger, 2015), guide teachers in selecting curriculum based teaching methods and assessment strategies during school curriculum implementation (Nawaz, 2020). Instructional leadership is one source of efficacy in social cognitive theory (Ross et al., 2004; Ebmeier, 2003), improving classroom learning through teachers teaching implementation individually and collectively (Blase & Blase, 2003). Head teachers as leaders have the role of supporting, motivating, and facilitating the needs of teachers during the teaching-learning process. Instructional leadership is an umbrella term and has been explored from different perspectives. In a meta-analysis study, Alanoglu (2022) claimed that instructional leadership enhances teachers' self-efficacy.

Teacher's Self-Efficiency

Teachers' self-efficiency views the experience of personal and others' success in teaching, the persuasion of others, and social conditions in the school ecology, further, emotional conditions and physical conditions at the time of teaching influence the success of teachers teaching. However, teachers' self-efficiency can be molded and improved through the effective mechanism of institutional systems in the form of training, professional development, and the positive role of leadership (Kotter & Cohen, 2014).

Teachers' self-efficiency is directly related to teacher's classroom behavior, openness to new ideas, and development of positive approaches toward education (Tschannen-Moran et al., 1998). Self-efficiency influences motivation, school culture, learning environment and teaching success (Ma'mun & Suryana, 2019). The results of the study showed a significant effect between teachers' perception of collaboration and learners' engagement in predicting teachers' stated self-efficiency (Guo et al., 2011). Results of the study indicated that teachers' self-efficiency was influenced by the instructional leadership of head teachers (Ma'mun & Suryana, 2019).

Teacher Job performance

Performance is a set of behaviors regarding institutional objectives. Job performance is an important indicator of gauging an institution's efficiency and effectiveness. Performance is the behavior of an employee to obtain specific objectives (Campbell, 2012). Job performance describes the efficiency of individuals regarding certain tasks and the level of energy that characterizes their behavior to perform that task (Tatlah et al., 2019). Job performance refers to the behavior of employees to complete a task at the workplace in a specific time (Jex & Britt, 2008). Job performance is the extent to which an employee completes a task using institutional resources under routine conditions (Jamal, 2007). Job performance from the behavior perspective is the outcome produced by the employee.

Teacher performance is the behavior that teachers display by integrating knowledge, skill, disposition, and motivation to achieve institutional objectives (Özdemir et al., 2020). Teachers' job performance is considered multidimensional (Adeyemi, 2006). Teachers' job performance is the teachers' propensity to complete basic and essential requirements of professional advancement to a specific level through attitudes, specialized knowledge, necessary skills, and ability to perform activities. Teacher job performance has a significant influence on the entire administrative process of educational institutions (Tatlah et al., 2019; Viswesvaran & Ones, 2000).

Goodman and Svyantek (1999) described that job performance consisted of two dimensions task performance and contextual performance. The dimensions of contextual performance refer to extra effort to complete tasks successfully, voluntarily participating in task activities that are not part of own job, collaborating with others, following institutional rules and regulations, and supporting institutional objectives. Griffin et al., (2000) claimed that task performance and contextual performance are two different dimensions of behavior at the workplace that contribute to the effectiveness outcomes for the institution. The key elements of task performance include controlling situations, performing tasks, and operating facilities. Task performance is the behavior and actions of individuals to the work (Griffin et al., 2000). Task performance is regular behavior that teachers depict in real work practices, building relationships among students and teachers and formal teaching-learning procedures (Cai & Lin, 2006). Contextual performance represents behavior that is under the motivational control of individuals and might be controlled by situational satisfaction. Primary elements of contextual performance include teamwork, professionalism, and supporting institutional aims (Griffin et al., 2000). Contextual performance is related to individuals' abilities and emotion to accomplish institutions objectives (Borman & Brush, 1993). Contextual performance includes professional morality, commitment to work, job creativity, betterment of the institution, and enhancement of interpersonal communication skills (Cai & Lin, 2006). Capacity, achievement, and effectiveness are essential factors of teachers' job performance.

Teachers' job performance is not only limited to the classroom but also in all settings where learners are present. other dimensions are instructional planning, organizing co-curricular activities, classroom management, motivation, and assessment (Ali & Haider, 2017; Adeyemi, 2006), contextual and task performance(Bhat & Beri, 2016), considering learners individual differences, using various teaching styles, guidance and counseling to solve students problems (Yusoff et al., 2014). Other studies reported low teachers job performance (Adeyemi, 2006). Standard performance indicators are being used to measure employee credibility, objectives proficiently, and effectiveness related to the job in a timeline. Employees' performance is evaluated through their abilities, effort, and opportunity to complete tasks. Individual performance is also measured through knowledge of policies, quantity, quality of work, cooperation, task knowledge, timeframe, innovative ideas, administrative skills, and techniques related to the profession (Schuler & Jackson, 2005).

A study was framed by Saleem et al.,(2020) to explore middle leaders' head styles and teachers' job performance from urban private co-education secondary schools in Lahore, Punjab-Pakistan. A sample of 253 vice-principals, section-heads, and coordinators were

selected through a random sampling with the help of an online questionnaire. Partial Least Square-Structural Equation Modeling [PLS-SEM] was computed to analyze the data. The results of the study depicted that directive leadership style has a significant effect on teachers' job performance.

A study was framed by Parveen et al., (2022) to examine the relationship and effect of heads leadership style on teachers' job performance in Faisalabad, Punjab-Pakistan. The study was correlational. A sample of 102 heads and 512 teachers were selected through a simple random sampling technique. The collected data were analyzed employing percentage, multiple regression, and Pearson's correlation. The results of the study depicted that 59.3% heads through instructional leadership styles involved in teachers job performance.

A study was designed by Torlak and Kuzezy (2019) to explore the link among leadership, job satisfaction, and job performance in private education institutes in Pakistan. The data were collected from a sample of 189 employees through email/ interview. The data were analyzed employing frequency, paired sample t-test, person correlation, and regression analysis. The results of the study declared no significant relationship between leadership style and employees' job satisfaction, in addition, leadership have a weak positive significant association with employees' job performance.

A study was framed by Özdemir et al., (2020) to determine teachers' self-efficacy in terms of the school head's instructional leadership behavior. The study used a mixed-methods research approach. The sample of the study for the quantitative part was 435 teachers and qualitative part 24 teachers working in Sahinbey Gaziantep province, Turkey. The questionnaire and focused group discussion were used to collect the data. For quantitative data regression and correlation were employed and for qualitative data content analysis was used to analyze the data. The results of the study indicated a significant medium-level relationship between school heads' instructional leadership behavior and teachers' self-efficacy. Furthermore, instructional leadership behavior exhibited by heads contributes positively to teachers' motivation, development of self-reflection and student evaluations, and enhances the ability to complete tasks professionally in an institution.

A study was structured by Wahab et al., (2020) to determine the head teachers' instructional leadership relationship with teachers' performance in Malaysia. The study was quantitative based on the survey method. The sample of the study consisted of 92 teachers through a simple random sampling technique. The collected data were analyzed employing frequency, and Spearman correlation. The results of the study declared a significant relationship between head teachers' instructional leadership practices and teachers' performance.

A study was structured by Calik et al., (2012) to determine the relationship between head teachers' instructional leadership and self-efficiency of teachers in Turkey. The study was descriptive and correlational to examine relationships. The sample of the study consisted of 328 teachers employed in primary school Ankara. Pearson product-moment correlation coefficient (r) was calculated to find out the relationship between variables, furthermore, Partial Least Square-Structural Equation Modeling [PLS-SEM] was computed to analyze the data. The study results indicated that the model fitted the data with acceptable goodness of fit

statistics. Furthermore, instructional leadership has a significant direct and positive effect on teachers' self-efficiency.

A study was designed by Chen and Rong (2023) to explore the relationship between teachers' instructional leadership and teacher's self-efficiency in China. A sample of 1498 teachers was selected through socioeconomic representative sampling techniques. Results of the study indicated that instructional leadership has a positive effect on teachers' self-efficiency. A study was planned by Bellibas and Liu (2017) to analyze the relationship between heads' perceived practices of instructional leadership and teachers' self-efficiency in Turkey. A sample of 104358 participants was selected through random sampling techniques from 32 countries. The results of the study depicted a positive significant relationship between head instructional leadership and teachers' self-efficiency.

A study was designed by Ahmad and Hamid (2021) to analyze instructional leadership practices on teachers' effectiveness at the primary level in Karachi Pakistan. The study was qualitative. The purposive sampling technique was used to collect data from eight teachers. The finding of the study revealed that head teachers' instructional leadership practices enhance teachers' effectiveness in the form of students' academic performance and achievement.

A study was designed by Tatlah et al., (2019) to explore the effect of instructional leadership on job performance and job commitment in Punjab, Pakistan. The sample of the study consisted of sixty faculty members of public and private universities. The collected data were analyzed employing regression analysis. The results of the study declared a significant effect of instructional leadership on teachers' job performance and there was no significant difference between public and private universities job performance and commitment.

A study was structured by Ma'mun and Suryana (2019) to determine the effect of instructional leadership on the teachers teaching self-efficiency in Indonesia. The sample of the study consisted of 147 teachers. The collected data were analyzed employing regression analysis. The results of the study declared that relationship leadership has a significant effect on teachers' self-efficiency.

A study was framed by Akman (2021) to examine the relationship between teachers' leadership, teachers' self-efficiency, and teachers' performance in Turkey. The descriptive study adopted a survey method to explore the phenomenon. A random sampling technique was used to collect a sample of 401 teachers working in K12 Ankara schools. The data were collected through teachers' leadership scale, self-efficacy scale, and job performance scale. The collected data were analyzed employing mean, median Pearson correlation, and multiple regression. The results of the study delineated a high level of teachers' leadership, self-efficacy, and performance in teachers. Moreover, a positive and significant relationship was observed among instructional leadership, self-efficacy, and job performance of the teachers. Teacher leadership was demonstrated to predict self-efficacy and job performance significantly.

A study was designed by Zheng et al., (2019) to explore the relationship among instructional leadership, professional learning communities, and teachers' self-efficacy in China. The sample of the study consisted of 1082 teachers of elementary school. The

collected data were analyzed. The results of the study demonstrated that instructional leadership influences professional learning communities and teachers' self-efficacy.

A study was designed by Hallinger et al., (2018) to explore the relationship among head teachers' self-efficiency, instructional leadership, teachers' self-efficiency and commitment in Iran. The quantitative study used a cross-sectional survey design to explore the phenomenon. A sample of 111 heads and 345 teachers were selected through the socioeconomic status of Mashad's primary schools. CFA and Partial Least Square-Structural Equation Modeling [PLS-SEM] were computed to analyze the data. The results of the study affirmed a significant and positive relationship among head teachers' self-efficiency, instructional leadership, teachers' self-efficiency and commitment.

Research Methodology

The current study employed quantitative, correlational research based on the survey method. A sample random sampling technique was used to collect the data from 300 teachers. Three data collection tools Instructional Leadership Questionnaire (ILQ), General Self-Efficacy (GSE) scale, and Job Performance Scale (JPS) were used to collect data from the respondents. ILQ consisted of thirty items, GSE ten items, and JPS 14 items. The 5-points Likert scale was used to explore phenomenon. The content validity of instruments was ensured by five leadership experts. The reliability of ILQ; .962, GSE; .881, and JPS; .924 were calculated by employing Cronbach Alpha's score respectively.

Data Analysis and Interpretation

Collected data were entered in SPSS for the purpose of descriptive and inferential statistics exploration. For descriptive analysis mean and median were calculated and for inferential analysis Pearson correlation and multiple-regression was applied to analyze the data.

Table 1

Descriptive analysis

<i>Statements</i>	<i>M</i>	<i>SD</i>
Instructional Leadership	4.12	1.04
Self-Efficacy	4.23	.94
Job Performance	4.27	.92

Table 1 depicted the existing level of the teachers about the variables of the study descriptive analysis was applied. The statistical findings indicated that the respondents agreed regarding study variables while the overall mean value of the instructional leadership was $M = 4.12$, $SD = 1.04$, self-efficacy $M = 4.23$, $SD = .94$, and job performance $M = 4.27$, $SD = .92$.

Table 2

Pearson Correlation

<i>Variables</i>	<i>1</i>	<i>2</i>	<i>3</i>
Instructional Leadership	1 300		
Teacher's self-efficacy	.771(**) .000 300	1	
Teacher's job performance	.724(**) .000 300	.823(**) 300	1

.000	.000	
300	300	300

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

Table 2 demonstrated the relationship between instructional leadership and self-efficacy with the job performance of the teachers. The results showed that there was a strong and significant correlation between instructional leadership and self-efficacy with the job performance of the teachers, *r* values were .724 and .823 respectively.

Table 3

Multiple Regression Analysis

DV	IV	St. Er	Beta	t	Sig.
Job Performance	Instructional Leadership	.136	5.55	6.48	.00*
	Self-Efficacy	.049	.653	13.04	.00*

Dependent Variable: JP

Table 3 demonstrated the effect of instructional leadership and self-efficacy on job performance. The results indicated that there was a moderate effect of instructional leadership and self-efficacy on job performance of teachers, the beta values were 5.55 and .653 respectively.

Conclusion

Based on the results, it was concluded that the respondents were aware of the study variables such as instructional leadership, self-efficacy, and job performance. Moreover, there was a strong and significant correlation between instructional leadership and self-efficacy with job performance while self-efficacy had more relationship with job performance than instructional leadership. Further, there was a moderate effect of instructional leadership and self-efficacy on job performance whereas; self-efficacy had more effect on job performance as compared to instructional leadership.

Discussion

The current study was framed to explore the effect of instructional leadership and teacher's self- efficacy on job performance at secondary school level. The results of current study showed that there was a strong and significant correlation between instructional leadership and self-efficacy with the job performance of the teachers. Furthermore, there was a moderate effect of instructional leadership and self-efficacy on job performance of teachers were consistent with the study results of Akman (2021) to examine the relationship between teachers' leadership, teachers' self-efficiency, and teachers' performance in Turkey, study results of Wahab et al., (2020) to determine the head teachers' instructional leadership relationship with teachers' performance in Malaysia, study results of Calik et al., (2012) to determine the relationship between head teachers' instructional leadership and self-efficiency of teachers in Turkey and inconsistent with study results of Torlak and Kuzey (2019) to explore the link among leadership, job satisfaction, and job performance in private education institutes in Pakistan.

Recommendations

On the basis of results of the study, it was recommended that teacher training institutions prepared modules and training on instructional leadership of heads to enhance teachers' self-efficacy and teacher's job performance. Policymakers may encourage school heads to be instructional leaders observe classroom instructions and provide feedback to teachers. Head teachers may play instructional leadership role to enhance teachers' self-efficacy and job performance that are associated with students' learning outcomes.

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