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Instructional Leadership Practices and Students' Academic Achievement

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Abstract: *Instructional leadership practices are essential components to promote a healthy environment and to get students' good performance, abilities, and satisfactory academic results within the classroom. The purpose of this study is to seek the learner's achievement with the help of motivation, teacher competency, self-efficacy, and teachers handling specific corporate challenges through the instructional practices rendered by school heads. A quantitative research design was used to target the data from the participants. The target population of the study was instructional heads of federal public secondary schools in Islamabad. The study sample comprised instructional heads of twenty secondary schools. The survey method was used to get the responses of the participants. A statistical package for social sciences (SPSS) was used to enter the participants' responses. Mean and correlation tests were used to get the participants' results. The study results showed that leadership practices have a positive impact on students' academic achievement. Teachers should encourage the students to promote a healthy environment for learning. Teachers' desires, reward systems, high expectations for students, an organization, and students, as well as teachers' commitment and engagement in classroom activities, are essential practices for student achievement. Curriculum designers must promote productive, continuous motivational & managerial teaching methods in textbooks for learners and teachers.*

Key Words: Instructional Leadership, Student Achievement, Satisfactory Practices, School Environment

Introduction

Leadership is the ability to plan, manipulate, lead, organize, and control school activities. It is a technique of encouragement wherein persons or agencies of people resolutely satisfy others to acquire positive goals. Leadership management is the skill or practice of encouraging human beings to work with full interest and effort for the achievement of educational goals. In this regard, leadership practices play an essential role in student's abilities, better performance, and success. Adeyemi (2004) states that teacher competency indicates human behaviours in a positive course to obtain organizational goals, aims, development, and success. Educational leader's high expectations for students are essential for school achievement. The heads of the school have the role of offering direction and utilizing a high degree of impact on humans and different things to be able to achieve the school's goals (Tedla & Kilango, 2022).

Most studies occur regarding multiple managerial teaching methods, procedures, and collaborative teamwork that affect the success of the institution as well as the effect on student achievement. The humans who lead schools and school systems are hired to behave in their best interest. So, it will become vital to decide if a district and school leaders impact the fulfilment of student instructional goals. Pieces of training can establish opportunities for professional improvement to facilitate future leaders in impacting the rural schools they oversee.

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Statement of the Problem

The purpose of this research is to promote the school environment, learners' abilities, and satisfactory students' academic achievement. In this regard, this research was to analyze the effective behaviour of the teachers regarding the productive school atmosphere with core capabilities of motivational practices, organizational leadership professional improvement, and productive methods for handling classroom student academic issues.

Research Objectives

The objectives were:

- To describe the views of school principals regarding motivation and students' academic achievement.
- To explain the responses of the school principals regarding teacher competency and students' academic achievement.
- To determine the views of school principals regarding teachers handling specific corporate challenges and students' academic achievement.
- To consider the responses of the school principals regarding teachers' self-efficacy and students' academic achievement.

Significance of the Study

This study is important for teachers, learners, and institutions for better performance and effective academic achievement of the students. Leadership practices of motivation, cooperative learning fulfilment of students' psychological and affective desires, teachers' and students' commitment, teachers' multiple classroom handling techniques to resolve academic issues, coaching leadership, and supporting students' social and academic development are essential features for learners and organizational achievement. In this regard, respect for others' knowledge, visions and understanding, self-expression, and collaborative behaviour are the best practices for overall performance.

Literature Review

Instructional Leadership

Instructional leadership is an important element of an organization's capacity to grow the effective performance of the employees. Leadership practices are important for continuous change in the social, economic, and real-world atmosphere (Aunga & Masare, [2017](#)). It deals with assembling assets, implementing strategies, establishing and managing functions to achieve goals, and managing procedures of leadership.

The effectiveness of long-term achievement of students and an institution is possible in terms of instructional leadership practices system. An effective management system helps educational institutions achieve. There are many educational institutions, companies, and departments that face many issues in work situations and atmosphere due to a lack of effective leadership management systems. In this regard, education for peace plays an essential role in promoting knowledge, behaviour, skills development, and practices. Value education promoting international procedures and social fairness among the staff members are important components of an effective management system (Rubab & Yousuf, [2022](#)).

Self-Efficacy

Teacher's competencies and an effective and strong management system are the key features of an institution that should be carried out in many effective ways. It is also important for school success. Educational leaders must promote high-degree observation and expectations of learners and employees as well as develop an enthusiastic, effective, and creative leadership management system for an institution. These reciprocal strategies are performed by principals. They must be supportive, committed, promised, reciprocal, critical thinkers, practical, challenging, and representative in their duties, responsibilities, and expectations. They must have a diverse vision for the school's achievement and students' performance (Basheer et al., [2015](#)).

School Improvement

The global discussion on instructional leadership practices has targeted issues of school management and achievement. A student's low academic achievement depends on school administration. School administrators are responsible for students' low and high achievement. Many researchers say that school management and practices have a significant or non-significant effect on learner's classroom development (John & Mkulu, [2020](#)). Leadership practices and their implementation in schools are a big challenge in the institution; it has faced many problems and challenges that affect student achievement. In this context, training effectively plays a significant role.

Cooperative Leadership Practices

Collaborative teamwork & effective leadership approaches to comprise parents, instructors, and principals in decision-making in the context of organization system, curriculum, and pedagogical methods. School administrators are important in achieving academic success in the successful implementation of ideas and missions. In this scenario, it is the duty of the principals to make sure that instructors perform their responsibilities for the achievement of the set objectives of the school (Uy, Sasan & Kilag, [2023](#)).

Despite that, it appears from many schools' overall performance that principals have not examined the implementation of leadership practices and approaches in the academic achievement of the learners. Most school management systems are incompetent due to a lack of management capabilities to impact students' achievement (Basheer et al., [2015](#)). It is the agreement and responsibility of the school management to improve institutions, learning systems, and students' growth and development.

Motivation and Student Achievement

The dominance of various leadership practices of motivation, learner's desires, reward system, high expectations of teachers' morals, teachers' and students' engagements, teachers' commitments, and teachers' lesson planning may have a satisfactory or negative impact on learners overall achievement. The school operational system is developed by various members, i.e. learners, principals, employees, and school administration. All these members play an important role in students' overall academic achievement. The ministry emphasized that the capacity building of the management of the school is significant, but on the contrary, school heads had a low range of access to it.

According to Jengo's ([2016](#)) survey, most school directors and instructors lack leadership management capacity and the ability to control academic programs and functions, especially in secondary-level school programs. In this context, schools performed poor performance. An unsuccessful school leadership system is responsible for the extensive failure of learners at secondary level school performance, and the instructor's low level of determination has an effect on the student's and administration's failure ratio. Teachers' leadership practice is a crucial element that has a direct impact on students' performance and achievement. A factor that may have a great impact on teachers is probably related to receiving up-to-date training and development in various leadership practices (Anderson & Sun, [2017](#)).

Indicators of the Study

Democratic-Leadership Style

Democratic leadership is also called participative leadership, in which management systems perform their school functions with the help of team members. In which every person's decisions are valuable and representative compared to individual functions. It is a productive approach to an organization that produces extreme usefulness, critical thinking, and team leadership and creates an atmosphere for collaborative teamwork. Moreover, this style also inspires the communication skills of the employees to attain the school objectives, student achievement, and encouragement to succeed.

Transitional-Leadership Style

This transitional leadership style is also referred to as managerial leadership style. It emphasized the performance of managers, group work, and company supervisors. This style assigns particular



responsibilities to their employees by using the reward and punishment method to encourage the employees to achieve the organizational aims.

Instructional Leadership

It is a type of instructional leadership in which teaching and learning are major components of school achievement (Gumus et al., [2018](#)).

Coaching Leadership

It is a form of leadership in which individual abilities play the most important role in gaining student desires and achieving high potential in students' performance. This style is essential to helping the learners instead of teaching (Whitmore, [2011](#)).

Transformational Leadership

Hay (2012) states that this type of style focuses on the higher level of desires of the students. The leaders are involved with their team members to raise appreciation for the performance of an institution. Heads are used in advanced methods to raise performance and to get better results for institutions.

This style involves challenging and attractive ideas to get performance, and in which leaders work in cooperation with their team members. The vision of the leaders is practical functioning, expression of self-confidence, decisiveness, and positivity regarding effective ideas and their implementation to achieve the institution's achievement effectively. Small steps for the implementation of the vision are essential to get the direction of the plans and their achievement.

Methodology

Procedure & Method

This study investigates the instructional leadership practices and the level to which these practices measure the students' academic achievement regarding motivation, teacher competency, teacher handling specific corporate challenges, and teachers' self-efficacy. Zepeda et al. ([2015](#)) state that school principals should promote these practices as instructional leaders. Classroom practices play an essential role in learners' academic achievement, so the practices of instructional leadership among the students by teachers were analyzed and specifically based on the principal's perceptions.

Population & Sample

The descriptive research design was selected to collect the data from the participants. The population of the study included all instructional heads at federal public secondary schools. A simple random research technique was adopted for this study. Twenty federal school heads were invited to participate in this research procedure.

Tool Development

The survey method was used to conduct this research. The responses of the principals were gathered via the use of a questionnaire, including a five-point Likert scale of strongly agree, agree, neutral, disagree, and strongly disagree. According to Creswell (2008), the survey is among the most common methods of education research. A self-developed questionnaire comprising eighteen aspects under four main categories was considered as the tool of research. Motivation covers the desire, reward, willingness to do something, and organizational climate. Teacher competency included classroom management, realistically high expectations, teacher effort, and teacher morale. Teachers handling specific corporate challenges covered systematic instructional planning, knowledge about students' problems, and making a plan before teaching. Self-efficacy includes the aspects of mastery of experience, psychological aspects, and affective aspects of teachers. The tool was pilot-tested to check the validity & its reliability. The reliability of the tool was checked by using SPSS. The Cronbach alpha value was 0.806.

Data Collection

For the data collection process, with the approval of a competent authority, consent was sent to relevant experts to get the participants' views. The researcher visited the selected schools & heads to ensure the participant responses.

Analysis of Data

A statistical package for social sciences (SPSS) was used to enter the participants' responses. Mean & correlation statistics tests were used to interpret the data. The responses of the participants were analyzed and interpreted for further research.

Results

This research is carried out to find out the responses of the school principals regarding motivation, teacher competency, teacher handling specific corporate challenges, teachers' self-efficacy, and student achievement.

Table 1

Considering the views of principals regarding leadership practice of motivation in relation to students' academic achievement

Instructional Leadership Practices	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	20	3.00	5.00	4.2000	.76777
Desire	20	3.00	5.00	4.1500	.74516
Reward	20	3.00	5.00	4.1000	.71818
Willingness to do something	20	3.00	5.00	4.2500	.78640
Organizational climate	20	3.00	5.00	4.2500	.71635

The data depict that motivation regarding responses by principals was highly prevailing. The mean scores described that motivation, desires, reward system, willingness, and organizational climate were effective and highly motivated regarding student achievement. The data show those said components are highly significant and esteemed for students' achievement. It also indicates that the above-mentioned leadership practices have the greatest degree of observation regarding motivation and student achievement.

Table 2

Considering the views of principals regarding leadership practice of teacher competency with relation to students' academic achievement

Instructional Leadership Practices	N	Minimum	Maximum	Mean	Std. Deviation
Teacher competency	20	3.00	5.00	4.2000	.76777
Classroom management	20	3.00	5.00	4.1500	.74516
Realistically high expectation	20	3.00	5.00	4.1000	.71818
Teacher's effort	20	3.00	5.00	4.2500	.78640
Teacher morale	20	3.00	5.00	4.2500	.71635

The data depict that teacher competency regarding responses by principals was highly prevailing. The mean scores (M: 4.1, 4.2 & SD: .767, .745, .716, .786) described that teacher competency, classroom management, realistically high experience, teachers' efforts, and teachers' morals were effective and highly motivated regarding student achievement. The data show those said components are highly significant and esteemed for students' achievement. It also indicates that the above-mentioned leadership practices have the greatest degree of principal observation regarding teacher competency and student achievement.

**Table 3**

Considering the views of principals regarding the leadership practice of teachers handling specific corporate challenges in relation to students' academic achievement

Instructional Leadership Practices	N	Minimum	Maximum	Mean	Std. Deviation
Teacher handling specific corporate challenges	20	3.00	5.00	4.2500	.63867
Systematic instructional planning	20	3.00	5.00	4.2000	.61559
Knowledge about students' problems	20	3.00	5.00	4.3500	.67082
Make a plan before teaching	20	3.00	5.00	4.4500	.60481

The data depict that teachers handling specific corporate challenges within the classroom regarding responses by principals were highly prevailing. The mean scores (M: 4.2, 4.2, 4.3, 4.4 & SD: .638, .615, .670) described that teachers handling specific corporate challenges: systematic instructional planning and knowledge about students problems were effective and highly motivated regarding student achievement. The data show those said components are highly significant and esteemed for students' achievement. It also indicates that the above-mentioned leadership practices have the greatest degree of principal observation regarding teachers handling specific corporate challenges and student achievement.

Table 4

Considering the views of principals regarding leadership practice of teacher self-efficacy with relation to students' academic achievement

Instructional Leadership Practices	N	Minimum	Maximum	Mean	Std. Deviation
Self-efficacy	20	3.00	5.00	4.1500	.58714
Mastery of experience	20	3.00	5.00	4.1500	.58714
Psychological aspects of teachers	20	3.00	5.00	4.1500	.58714
Affective aspects of teachers	20	3.00	5.00	4.1500	.58714

The data depict that teacher self-efficacy regarding responses by principals was highly prevailing. The mean scores (M: 4.1, & SD: 0.587) described that self-efficacy: mastery of experience, psychological aspects, and affective aspects was effective and highly motivated regarding student achievement. The data show those said components are highly significant and esteemed for students' achievement. It also indicates that the above-mentioned leadership practices have the greatest degree of principal observation regarding self-efficacy and student achievement.

Table 5

Correlation between motivation and teacher competency variables

		Motivation	Teacher competency
Motivation	Pearson Correlation	1	-.055
	Sig. (2-tailed)		.817
	N	20	20
Teacher's competency	Pearson Correlation	-.055	1
	Sig. (2-tailed)	.817	
	N	20	20

This table result of .055 shows that the correlation between the two variables of motivation and teacher competency is positive. Correlation is significant. This shows that there is a relationship between both above-mentioned variables. It is indicated that there is a profound relationship between motivation and teacher competency. This component of leadership practice plays an important part in student achievement.

Table 6

Correlation between teacher handling specific corporate challenges and self-efficacy variables

Teacher Handling Specific Corporate Challenges		
Pearson Correlation	1	.266
Sig. (2-tailed)		.258
N	20	20
	Pearson Correlation	.266
self-efficacy	Sig. (2-tailed)	.258
	N	20

This table result of .266 shows that the correlation between two variables, teachers handling specific corporate challenges and teacher self-efficacy, is positive. Correlation is significant. This shows that there is a relationship between both above-mentioned variables. It is indicated that there is a profound relationship between teachers' handling of specific corporate challenges and self-efficacy. This component of leadership practice plays an important part in student achievement.

Discussion

Academic leaders aim to develop the school's atmosphere and way of life via leadership capabilities and best academic practices to motivate learners' achievement. This way of reflected behaviour supports school principals in exploring central abilities that work collaboratively with teachers to support learners in achieving school achievement (Dunn et al., 2012; Muthler, 2015). There is a considerable effect of a connection between the relationship between instructors' quality and students' achievement. Leadership practice of motivation enhances student's engagement in the classroom and also encourages them to participate in the classroom collaboratively. In this regard, teachers are an essential part of imposing this classroom practice to get better learning progress and to improve teaching methods. Leadership practices can speak about the value of education and the capability to raise or better the school atmosphere and instructor performance. Cooperative leaders of the school can play an important role in encouraging teachers to participate in the classroom to improve the professionalism and effectiveness of the school organization (Rubab et al., 2023). Effective classroom teaching comprises different courses and programs that contain various types of assessment, suitable models for education achievement, and critical thinking regarding students' attraction and devotion to education (Dunn et al., 2012; Muthler, 2015). To obtain academic aims, principals have the responsibility to regulate their management performance to be more advantageous, innovative, teamwork, reflective, varied, and competent. Policymakers, managers, and leaders' behaviour, according to their principals and school administration, are very important components to support teacher's and students' achievement and school climate. School leadership is an important practice for student performance and job agreement to promote academic development. Principals have to determine the best leadership attitude in such a way that is constant so that schools and people have the strength to build trust and support from different team members. Effective academic heads develop strong and captivating procedures and unify the people to gain school targets by implementing plans.

Conclusion

This research is to investigate the impact of leadership practices on students' academic achievement. Instructional Practices are important factors in the implementation of teaching and learning. Teaching practices regarding motivation, problem-solving of students, teacher competencies, and self-efficacy play an important role in the consideration of merging features for educational development with the practice of active involvement. It is necessary for student's better future and teaching process. These above-mentioned practices have a significant relation with classroom implementation of practices. In this regard, teacher motivation & competencies both have a significant role in students' classroom achievement. Teacher handling and self-efficacy have also played an important role in the educational development of the students. Teachers are facilitators who facilitate the students regarding their classroom and academic issues and also foster their capabilities for collaborative teamwork. School experts, administration, and organizations also enhance students' learning and achievement. Principals are building students'



knowledge, and teachers' leadership styles must be trained and productive in various ways within the classroom practice. Students' desires, reward systems, teachers' high expectations, and classroom management systems are essential practices to achieve better performance from students. Teachers' planning before teaching, problem-solving instructional techniques to resolve the students' problems, and teachers' subject mastery of psychological and affective aspects also foster the students' capabilities and encourage them to perform better in the classroom. In this regard, teacher's interaction with their students and student's interaction with their colleagues develop good relationships to promote an effective classroom environment. The study implies that multiple leadership academic methods, instructor's commitments, student's motivational skills & behaviour, and teaching to students with handling different students have a greater effect on higher-level learner performance. Continuous motivational systems and management handling managerial methods should be promoted for learners and teachers. This study is also effective for future research using multiple managerial handling methods in the curriculum to train new teachers for student's better performance.

Recommendations

- This research recommends that school heads must ensure that the school environment is encouraging for learning.
- Teachers must play a consistent role with supportive aspects of the managerial behaviour of the students.
- Curriculum designers must add the various motivational systems & management handling managerial methods in teaching for learners and teachers.
- The effective instructional leadership components should be reflected in the curriculum that effectively trains new teachers for better student achievement.
- It recommends that educational heads must produce a productive school atmosphere and culture with the help of leadership management skills and better academic practices.

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