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Abstract: *Instructional leadership plays a crucial role in the teachers' motivation level. The current study aims to investigate the impact of instructional leadership on the motivational level of school teachers. The study makes it easier for teachers to see how important it is for them to contribute to creating a welcoming learning setting. The study aims to evaluate the effectiveness of instructional leaders and raise their awareness of the importance of their job in enhancing the effectiveness and climate of the school. Thirteen hundred private sector teachers made up the study's sample size. An information-gathering questionnaire was included. The study employs a quantitative methodology. In order to look into and evaluate how instructional leadership influences teachers' motivation levels and subsequent performance, it also contains a survey approach. The study's findings showed that every private school teacher in the tehsil Mandan of the Buner district was aware of the importance of instructional leaders. It gave an example of how instructional leadership influenced the school environment and promoted positive working relationships between educators and school heads.*

Key Words: Instructional Leaders, Teacher's Motivation, School Teachers, Education, Buner District

Introduction

When the successful school movement peaked in the 1980s, it increased pressure for improved student performance in the educational system. In the framework of instructional leadership, the role of the school in helping students achieve their goals has drawn a lot of attention (Alig-Mielcarek & Hoy, 2005). This research project's central thesis is the vital importance of school leadership, particularly the principal's and, more importantly, the public's roles, particularly in KP—Buner's rural areas. The three main factors included in the study title are instructional leadership, performance, and motivation of the teachers. Leadership is an essential stage in everything from business to the implementation of educational activities. It's one of those concepts that are hard to describe. Noting that roughly the same number of individuals have attempted to define it is extremely important (Blase & Blase, 2000). Even if it can be difficult, a good definition of leadership is essential. According to the research literature, it is an interpersonal influence that is used in a given situation and is focused on achieving a specific objective or inspiration through communication (Winston & Patterson, 2006).

Without instructional leadership, academic performance and educational activities could not be maximized. Leadership that promotes teaching and learning is known as instructional leadership. It is described as student-centred, pedagogical, and learning-centred leadership, among other descriptors (Akram et al., 2017). Certain leadership duties may be essentially administrative in nature, with little

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emphasis on enhancing teaching and learning. The goal of instructional leadership is to use instruction to improve the institution (Khan et al., 2020).

Raising the bar on instruction is the duty of instructional leaders if they want to give students the greatest education possible and help them complete their academic responsibilities. Ultimately, the principal helps the educational institution accomplish its goals by designing, implementing, supervising, leading, and coordinating all of the programs (Hallinger, 2018). Rather than focusing just on evaluation, instructional leaders also work to create common objectives that encourage dedication and confidence among all members of the school community. This is done by routinely observing the teaching-learning process. In order for their teachers to eventually benefit the school, the students, and the community as a whole, these leaders work very hard to help them realize their full potential (Mendels, 2012).

Motivation is the term used to describe the energy of behaviours that impact how people behave in the workplace. Motivation can also relate to the rewards and penalties for early and continuous participation in their task. Therefore, motivation is what propels employees to achieve at their highest level (Zubaidah et al., 2021). Being a teacher requires a lot of skills and is a very challenging profession. Teachers are required to be more than just instructors, depending on the circumstances. Factors influencing teachers' motivation include their work attitude, willingness to engage in pedagogical processes in the classroom, participation in extracurricular activities, and, most importantly, their interest in students' motivation both within and outside of the classroom (Eyal & Roth, 2011). As a result, instructors have three primary duties: enhancing students' understanding, upholding order, control, and discipline in the classroom, and identifying students' motivation and emotions through their responses and behaviour in class (Naz & Rashid, 2021). Since leadership is essential to the school's transformation, research is done on the subject and how it affects teachers' performance and motivation.

Statement of the Problem

It is widely accepted that instructional leadership has an impact on teachers' motivation and effectiveness anywhere in the world. Universities, colleges, and schools have all expressed interest in it. The relevant literature reveals that instructional leaders, particularly in Pakistan, have not been implementing to the maximum extent necessary to produce the intended results. As a result, even after extensive reforms and policies in the field of education, many myths have surfaced regarding the performance of teaching faculty and students' ineffective academic performance. In the same vein, the absence of strong instructional leadership in Mandan KP's private schools poses a significant problem.

Objectives of the Study

The research aimed to investigate these objectives.

- 1) To determine the substantial influence that instructional leadership has on teachers' performance.
- 2) To examine the important mediating roles that knowledge and motivation play in the relationship between teachers' performance and instructional leadership.
- 3) To examine how different views among educators differ on issues including instructional leadership, motivation, knowledge, attitude, and instructors' performance according to age and gender.

Research Questions

- 1) What effects does instructional leadership have on the performance of teachers?
- 2) Does knowledge and motivation play a moderating role in the relationship between teachers' performance and instructional leadership?
- 3) Do instructors' opinions vary on all aspects, including instructional leadership, motivation, comprehension, and teachers' approach based on their mental level?

Significance of the Study

Studies on pedagogical management, leadership, and its effects on teachers' motivation have been undertaken in a number of ways, but because these studies have mostly focused on government or higher

education institutions, gaps have been left in the research. This study's focus on organizations and initiatives that closely examine the most recent effects of instructional leadership in KP's rural areas makes it noteworthy. The findings of this study will also help private school administrators and faculty members get rid of numerous issues and structural defects in their curricula. Additionally, school administrators and other interested parties would gain from this research study since it will help them understand how to best implement their academic performance in order to meet the needs and aspirations of the children.

Review of the Related Literature

According to Saleem et al. (2020), through preparation, decision-making, and bold leadership activities, instructional leadership has a positive impact on teachers' performance at the college level. The principal aims of instructional leadership are to ensure the prompt and effective delivery of pertinent educational services and the implementation of governmental policies, so enabling the organization to concentrate on its predetermined goals. A group of essential organizational positions make up instructional leadership. They continue by saying that it would encourage the identification of appropriate adjustments to meet the children's present and future requirements (Saleem et al., 2020). In order to establish a productive workplace and a strong social structure, it also encourages and manages technical and other staff members. Researchers discovered that in order to interact with teachers and inspire them to meet their objectives, leaders rely on the abilities of the faculty to instruct. The institution's head makes sure everyone closely follows the rules and regulations by conducting frequent checks. Furthermore, according to Saleem et al. (2020), they mentor their teachers in effective teaching strategies and give them opportunities. The backdrop information regarding the extensive influence of instructional leaders on teachers' motivation is a little lacking in this study.

It is commonly accepted, according to Pinder (2017), that competent leadership is necessary for the efficient running of many educational operations. One aspect of education that has been linked to leadership in a school setting is students' capacity for learning. It is thought that the idea is crucial to school leadership and necessary for achievement. However, there isn't a comprehensive body of work that spans decades to substantiate leadership practices in education. Despite what many people think, not much research has been done on school leadership. He goes on to say that principals' skills and expertise are becoming more. Smith and Kackson (2022) elaborate on the leadership style of schools and how it affects teachers' performance delivery. They claim that strong leadership or effective governance within the organization requires highly qualified human resources or teachers, in this case. In their paper, they make the case that the development and advancement of education at the school level depends on human resources as the key components of management and leadership.

According to research by Suharina et al. (2022) on teachers' motivation and the impact of leadership, educators are further inclined to enhance their efficiency when the institution's management is appropriate for the circumstance and environment. Still, there is a situation where task-oriented leadership—which the teachers appreciate and want—is in jeopardy. They go on to explain that mentoring educators is a crucial component of the main endeavour to support education and guarantee its success (Suharina et al., 2022). How successfully instructors perform in terms of carrying out their responsibility to instruct and educate their students is largely dependent on how motivated they are to do so. Their research indicates that a leadership style is considered effective if it is both task-specific and used to influence subordinates (Suharina et al., 2022). When exercising influence on others, leaders should work to make their followers feel good about doing what they have to do. This will allow subordinates to cheerfully perform the tasks assigned by the school leader without feeling under pressure.

Research Methodology

The study uses a cross-sectional research methodology and is non-parametric. The researcher used survey methods (basic random selection) to get information from district Buner instructors. The study population consisted of teachers working in district Buner, whether in private or public schools. The sample was selected through a random sampling technique. The age range of the teachers in our study was from 20 to over 40 years old, and they were both male and female. The investigation included 130 samples in total. A



straightforward random sampling procedure was used to choose the sample. Data was collected through a self-developed questionnaire.

Data Analysis

Table 1

Analysis of sample size

		COUNT	COLUMN N %
Gender	Male	79	61%
	Female	51	39%
Age	20-25	11	7.3%
	26-30	26	20%
	31-35	46	35.4%
	36-40	12	9.2%
	Above 40	25	19.3%
School	Private	39	30%
	Public	91	70%
Locality	Urban	27	21.7%
	Rural	103	79.3%
Academic qualification	BS	42	32.4%
	MS	58	44.6%
	Above MS	30	23.1%
Professional qualification	CT	18	13.84%
	B.Ed	61	46.92%
	M.Ed	46	35.38%
	Other	5	3.84%

Table 1 displays the demographic results of our investigation, which show that 39% of the teachers who responded are female and 61% are male. Of them, 55 per cent are between the ages of 26 and 35, 19% are between the ages of 40 and above, and only 7.3% are between the ages of 20 and 25. About 70% of our respondents work as teachers in public schools, while the remaining 30% work in private schools. In a similar vein, 79.3% of instructors work in rural regions, compared to just 21.7% in metropolitan areas. According to our academic results, 44.6% of teachers hold an MS, 23.1% hold an MS or higher, and 32.4% hold a BS.

Table 2

Male and female Teachers' opinions about instructional management, motivation, knowledge, and motivation

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Instructional Management	male	81	4.1142	.63114	.06983
	female	48	4.3518	.73354	.08770
Motivation	male	81	3.9028	.63821	.08133
	female	49	3.8653	.79015	.12369
Knowledge	male	81	3.9268	.68227	.07846
	female	49	3.8627	.80027	.09622
Performance	male	81	3.9260	.73348	.08031
	female	49	3.6509	.63551	.07118
Attitude	male	81	3.8276	.58332	.07381
	female	49	3.6935	.62281	.07225

A straightforward independent t-test was used to analyze differences in instructors' opinions on all aspects, including instructional leadership, motivation, knowledge, attitude, and gender-specific performance. Male and female were the categories for gender. According to the results of our independent t-test, male teachers ($M = 4.1142$, $SD = .63114$) and female teachers ($M = 4.3518$, $SD = .73354$) have significantly different opinions about the factor of instructional leadership; $t(110.2) = 3.113$, $p < 0.001$.

Similar to this, the analysis showed a striking variation in the instructors' opinions about performance between males and females ($M = 3.8759$, $SD = .71854$); $t(117.5) = 3.644$, < 0.001 . Males' opinions are as follows. The outcome, however, also demonstrates that there is no discernible difference between male and female instructors' opinions on other aspects, including performance, motivation, and knowledge.

Table 3

Analysis related to age group of teachers

ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
Instructional Leadership	Between Groups	5.583	4	1.396	2.831	.027
	Within Groups	71.491	145	.496		
	Total	77.073	149			
Motivation	Between Groups	2.609	4	.652	1.100	.359
	Within Groups	86.023	145	.593		
	Total	88.632	149			
Performance	Between Groups	6.066	4	1.517	3.219	.014
	Within Groups	68.318	145	.471		
	Total	74.384	149			
Knowledge	Between Groups	.899	4	.225	.383	.821
	Within Groups	85.136	145	.587		
	Total	86.035	149			

To ascertain the variations in instructors' perspectives regarding features such as motivation, instructional leadership, and knowledge in terms of age, the study used a one-way analysis of variance between groups. Five age groups were assigned to the questionnaire. A significant difference in opinions was noted between the teachers over the two factors: age-appropriate performance and instructional leadership. The p-value is less than 0.05 for these two parameters. The results also indicate that there is no statistically significant difference in the judgments of teachers based on age with respect to the two factors: motivation and knowledge. The p-value is greater than 0.05 for these two parameters.

Table 4

Analysis of variance related to their professional qualification

ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
Instructional Leadership	Between Groups	.739	3	.246	.471	.703
	Within Groups	76.334	146	.523		
	Total	77.073	149			
Motivation	Between Groups	.755	3	.252	.418	.740
	Within Groups	87.877	146	.602		
	Total	88.632	149			
Knowledge	Between Groups	3.763	3	1.254	2.226	.088
	Within Groups	82.272	146	.564		
	Total	86.035	149			
Performance	Between Groups	3.049	3	1.016	2.080	.105
	Within Groups	71.335	146	.489		
	Total	74.384	149			
Attitude	Between Groups	.061	3	.020	.054	.983
	Within Groups	55.079	146	.377		
	Total	55.140	149			

Analysis of variance within the groups was computed to ascertain the difference between teachers' opinions about instructional leadership, motivation, knowledge, and attitude in connection to their professional credentials. Professional qualifications held by teachers were divided into four categories: CT, B.Ed., M.Ed., and others. As a result, there is no discernible difference in the attitudes of instructors



regarding any part of their professional qualifications. A p-value greater than 0.05 is present for each factor.

Table 5
Analysis of variance related to academic qualifications

ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
Instructional Leadership	Between Groups	1.250	3	.417	.802	.495
	Within Groups	75.824	146	.519		
	Total	77.073	149			
Motivation	Between Groups	.488	3	.163	.269	.847
	Within Groups	88.144	146	.604		
	Total	88.632	149			
Knowledge	Between Groups	.747	3	.249	.426	.734
	Within Groups	85.288	146	.584		
	Total	86.035	149			
Performance	Between Groups	.207	3	.069	.136	.939
	Within Groups	74.177	146	.508		
	Total	74.384	149			
Attitude	Between Groups	.637	3	.212	.569	.636
	Within Groups	54.503	146	.373		
	Total	55.140	149			

Analysis of variance within the groups was computed to ascertain the variations in teachers' perceptions regarding aspects such as instructional leadership, motivation, performance, comprehension, and attitude in connection to their qualifications. Their degrees were categorized as Undergraduate, MPhil, and above MPhil. The outcome shows that, with regard to all aspects pertaining to the teacher's academic qualifications, there is no discernible difference in the view of the teachers. Every factor has a p-value of more than 0.05.

Discussion

Student performance, instructor motivation, and instructional leadership are all related. There is a relationship of some kind between the three things. Data analysis demonstrates that instructors' motivation is significantly impacted by instructional leadership. Both teachers and instructional leaders concurred that the dedication of educators, regardless of gender, fosters respectful interactions between students and teachers, boosts teachers' morale, and believes in the potential of teachers. Teachers become more motivated as a result of the instructional leaders' attitude. The majority of educators in the survey agreed that instructional leadership significantly affects students' learning outcomes. They both agreed that instructors' active participation in the classroom is essential to improving student learning outcomes. To address the problems that students face, they arrange meetings with parents and instructional leadership. The association between instructional leadership attitude and teacher performance was found to differ significantly, indicating that teachers' performance is heavily impacted by instructional leadership, with low levels of attitude having a much greater effect on teachers' performance than high levels of attitude.

Findings

Every respondent agreed that there is a relationship between instructors' motivation, performance, and instructional leadership. It was agreed upon that the main responsibilities of the instruction leadership are to help instructors become more competent, to offer them constructive feedback, to support them when needed, and to involve them in the process of creating and implementing curricula. It was discovered that the aforementioned instructional leadership fundamental principles might guarantee a welcoming work atmosphere for instructors, inspiring them to effectively engage in academic activities. The perceptions of

male and female instructors regarding instructional leadership were shown to differ significantly based on gender.

Regarding other elements like motivation, performance, and knowledge, there was no discernible difference in the opinions of male and female teachers. The study discovered that instructors' performance and instructional leadership were significantly impacted by age differences. Additionally, it has been discovered that the age difference between instructional leadership and teachers has less of an impact on the motivation and expertise of teachers. Regarding instructional leadership, motivation, and performance, instructors viewed professional qualifications as having a critical and important influence. High-achieving technologists believe that when teachers work in tandem and set up private sessions to improve students' academic achievement, instructional leadership guarantees the teachers' efficient work.

Conclusion and Recommendations

The study comes to the conclusion that instructional leadership has a crucial role in the teaching-learning process in Tehsil Mandan's private schools. Their responsibility is to ensure that pupils acquire knowledge and grow in a successful manner. Their objectives are to support the school's vision while also improving and advancing the teaching staff's skills. They follow the rules, act fairly, and communicate with the teachers on a regular basis. It is important to remember that proper people, not rules or laws, make up an efficient school. Even while having a group of outstanding teachers is tremendously taxing, a school in the isolated town of Buner will suffer if its instructional leadership is weak. The report also comes to the conclusion that instructional leadership must acknowledge the necessity of providing teachers with a warm, inviting work environment in which they are valued for their abilities. Ultimately, it is the teachers' responsibility to transfer knowledge to the students in the classroom; hence, instructional leaders have a duty to constantly assist the teachers. It is unrealistic to expect an instructor to function at the best level inside the organization if they are dissatisfied with the behaviour or attitude of the instructional leaders. The issue is that most instructional leaders do not place a high priority on furthering their professional development. In order to attain outstanding student outcomes, school administrators must further their professional growth.

To obtain more accurate data, the deadline for assessing the effects of instructional leadership could be extended. The principals of the schools should support the teachers and pupils. Future researchers may use additional study samples, keeping this research as a backdrop, to further understand how school leadership affects both the smooth operation of academic programs and successful teaching. Future researchers looking to study the efficacy of teachers' lives and academic performance may find this research project to be a useful setting for demonstrating school leadership principles and jurisprudence.

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