

## Effect of Instructional Leadership and Teachers Self- Efficacy on Job Performance at Secondary School



Iffat Sultana	Department of Education, National College of Business Administration & Economics, Lahore, Pakistan <a href="mailto:Usmaniffat000@gmail.com">Usmaniffat000@gmail.com</a>
Shumail Nasir	Department of Applied Linguistics, Government College University Faisalabad, Pakistan <a href="mailto:shumailnasir105@gmail.com">shumailnasir105@gmail.com</a>
Hira Munir	Department of Language and Literature, Riphah International University, Islamabad, Pakistan <a href="mailto:Hiramunirrajpoot@gmail.com">Hiramunirrajpoot@gmail.com</a>
Muhammad Haseeb Nawaz <b>(Corresponding Author)</b>	Department of Language and Literature, Riphah International University, Islamabad, Pakistan <a href="mailto:haseebnawaz509@gmail.com">haseebnawaz509@gmail.com</a>

**Abstract:** *Instructional leadership contributes in the development of teacher's self- efficacy for effectiveness on job performance. This study is quantitative based on correlational survey design. The sample of study consisted of 300 teachers of public sector secondary schools of Punjab. Three data collection tools; Instructional Leadership Questionnaire (ILQ), General Self-efficacy Scale (GSE), Job Performance Scale (JPS) were used to test the effect of the variables. The data were collected through a simple random sampling technique. Content Validity of instruments was ensured with experts. The reliability of (ILQ) .962 ;( GSE); .881 And (JPS); .924 were calculated by applying Cronbach Alpha's score respectively. The collected data were analyzed employing mean, standard deviation, Pearson correlation, and linear regression techniques. The results of the study showed positive mean value between instructional leadership and teacher job performance. The results of the study showed that there was a significant and moderate effect of instructional leadership on teacher job performance. On the bases of findings of the study, it was recommended that teacher training institutions prepared modules and training on teachers' instructional leadership and self-efficacy to improve teachers' job performance. Head teachers may play role in enhancing teachers' instructional leadership and self-efficacy to improve teachers job performance that are associated with students' learning outcomes.*

**Keywords:** Instructional leadership, teacher's self-efficacy, job performance

### Introduction

School leadership is one of influential area of social sciences ever been debated for last decades. It is said that Education works as a backbone of the development of a nation so far, school leaders take part a significant role for nation building. Head Leadership also becoming the point of attraction for many institutions due to its ever-increasing demands. School leaders put a significant effort in strengthening school by affecting teacher's skills through providing

of better learning environment (Bush, 2005; Nasra & Arar, 2020). The head teacher needs to be initiative one to make the staff work as a team. This team plays a role in achievement of organization through participation in culture and vision of school. Hence, a leader stands responsible for the infusing of a team spirit according to which the teachers determine the kind under which the head falls in said circumstances (Mutula, 2006). The head teachers working as a leader ensure the job satisfaction of teacher in school. So' many

leadership types taking active participation the way of interacting with employees by using power and making of decisions. These types input such quality which motivates the employees to work as needed through orientation or exercising leadership (Kunwar, 2001).

The theories of leadership are applied on the styles adopted by leaders in accomplishing their tasks to make the employees work as a team (Kunwar, 2001). The term style is also perceived as the manners adopted by a leader to influence their working (Lunenburg & Ornstein, 2020). Hence, all the ways in which the leaders fall an impact on the employees are called their leadership styles. Some of them discussed here. Transformational type of Leadership is considered to be an inclusive and active participation as much more active part to interpret and Transform Efficacy of the Teachers is about the leadership skill which develops a leader in a way that he becomes capable of understanding needs of time, creating idealism, giving way forward for the changes and finally implementing then in an efficient manner. Transformational leadership is comprised of four factors:

- Influential idealism.
- Motivational encouragement.
- Intellectual stimulation.
- Consideration of an individual being.

Such leaders adopt modern and innovative ideas for accomplishing the task (Singh, 2022). Transactional Leadership connected with autocratic form of leadership stands opposite from transformational leadership by which employees put forward of any assigned transaction in the way they are instructed by the head this leadership is carried forward with the concept of reward and punishment it put demoralize of Teacher's self-efficacy slightly. Somehow, the employees are assigned tasks under the fear of punishment more than the opportunity of given reward of good performance which discourages their working spirits and lessen their degree of self-efficacy (Seligman, 1980).

Team leadership another type which provides a vision for better future opportunities. Hence, Future outcomes are kept in mind in accordance with current situation. This factor involved in leadership is considered with a sense of reasoning and has a strong link with Teacher's efficacy provided opportunity to test their abilities in job performance (Kelley, Daugherty & Thornton, 2012). Cross-cultural leadership addressed different communities are formed of different races. This type of leadership is to deal with people belonging to realism. By following cross-cultural policy, it becomes easier to work with the recent globalized world. Mostly those organizations who are multitasking make use of this leadership skill as it involves climate changes as well (Avolio, Bass & Jung, 1999). However, it is hard to adopt in current study due to the limited area as because this present research is covered only one district of Punjab.

This phenomena Enlightened the need of further research to test some other leadership form i.e. Instructional Leadership which construct strong bounding of leaders with their team comes under the domain of planning made by heads of the institute for motivating the teachers work out efficiently to have an outstanding outcomes from students (Lim & Singh, 2020) it further leads the instructional leader far away from that of using old methodology to adopting the strategies needed to be performed by the leader (Ahmad, 2020). Study shows that instructional leader is the most important sort of leaders. Due to which instructional leadership is emerging up to be the most demanding type of leadership in present age. An instructional leader creates developed strategies in accordance with the need of hour and values the innovative ideas of employees working under. This innovation serves the purpose of learning at school. Further, the innovative pedagogical skills are also provided to teachers. On the other hand, as far as students learning outcomes are concerned it is directly connected with the self-efficacy of teachers. Teaching skills and competences are their ability to get the best results out of students. The efficacy of teachers enhances their job performances. The teacher's self-efficacy can only be utilized by a well experienced principal

most of the instructional leaders seem doing well in this regard. This thing makes the school reach set target. Hence, job performance of teachers and their self-efficacy is interlinked with instructional leadership. The teachers' efficacy is a trustworthy confidence about their subject command and the quality of capacity building may influence during teaching learning process (Rew, 2013). Only self-efficacy enables teachers to resolve problems they face confidently. The more any teacher has self-efficacy, the more they have capacity of handling uncertain situation (Miller & Vrugink, 2010).

It also addressed to the principals give directions for global setting especially in Pakistan how they can improvise their personal capabilities inbound their whole team both administrative and academic faculty for record excessive achievements. This study also provided new dimensions to the experts who design curriculum might suggest where the previously developed curriculum falls and how to take it to the higher level. The study aims at strengthening the connection of head with teachers by creating an atmosphere of understanding. The finding enlightens the role of educational leader is something around whom all the concerned points revolve from teacher's self-efficacy to their job performance. So, this study can prove helpful for school leader to take necessary steps in order to being as an instructional leader keeping in view the requirements of age and time. It is an admitted fact that teachers are to create the learning atmosphere in classroom. Many times, they face issue during teaching learning as are restricted to adopt their own strategies. This study might be helpful in resolving these issues by removing the gap between in-leader and teachers. Once the gap is removed their working can definitely get improved Instructional leader.

At present, the head teacher tends to face many challenges include: lack of understanding and clarity of roles, poor leadership qualities, ineffective professional autonomy and old traditional culture of school education may cause low performance of the employees and Head teachers as well. To fulfill the gape, it is highly recommendable to conduct new research

to test some administrative strategies along with Teachers self-efficacy.

## **Literature Review**

Instructional leadership, introduced in America in the 1950s, focuses on improving educational outcomes through practice-based constructs. The first article on instructional leadership was published in 1967 in the journal Educational Administration. Edmond's 1979 article on effective school explained the effect of good administration on school functioning. Principals focus on instructional leadership to achieve desired student outcomes. In the 1980s, instructional leadership became a leading topic in educational research, with practices strengthened to improve leaders' skills. Interest in instructional leadership shifted back in the past decade due to the introduction of other leadership forms. Instructional leadership emphasizes the targeted outcomes of students achieved by leaders and teachers in adopting necessary strategies. Heads of schools provide necessary facilities for teachers to carry out their teaching plans. In Asia, instructional leadership is still in its early stages, but more work is needed in less developing countries.

Job performance is a crucial aspect of organizational performance, encompassing all activities related to teaching and learning processes that aim to achieve students' learning outcomes. It is defined as a collection of measureable behaviors and actions performed by individuals relevant for the organization's goals. Job performance shows the talents and hidden qualities of employees through their behavior and outcomes achieved during a certain period of time. It is also about the employee-to-employee qualities and expected output from them with regard to the qualitative and quantitative betterment of the organization needed by the employees. The education sector, teacher job performance directly impacts the progress and success of the educational institution. Teachers need to have wholesome teaching qualities and be capable of making students well-learned and knowledgeable to meet the challenges of modern times and complexity. They must also motivate parents and work with their colleagues to exchange

ideas and improve teaching. Job performance is about qualitative and quantitative result expectations of employers from the employees, and the success of educational organizations also depends on job performance of employees. Teachers' job performance directly affects student outcomes and the success of educational institutions. They must involve in daily activities to ensure school productivity, lesson planning, teaching activities, evaluation of students, and maintenance of progress reports. They must also focus on the progress of students in fields such as learning, discipline, and academics by staying in touch with parents, colleagues, and discussing with high officials in the school. Various scales of measurement have been used to assess teachers' job performance, but the job performance scale developed by Goodman & Svyantek (1999) is considered suitable for assessing the performance of teachers in contexts with the roles and responsibilities assigned on individual and organizational levels. A good teacher possesses all the qualities and set roles for teaching by their concerned government, and they evaluate students through assessments. In conclusion, job performance plays a significant role in the teaching and learning process, with teachers playing a crucial role in achieving students' learning outcomes.

Coleman & Bormann, Griffin et al., van, Dyne & Lepine, Robbins & Judge, and others have all contributed to the understanding of contextual performance, a crucial aspect of job performance. Contextual performance encompasses three points: nation building, caring behaviors, and extra role performance. It is not limited to technical aspects but also includes psychological, organizational, and social settings. Robbins & Judge emphasize the importance of collaboration and following instructions from superiors in enhancing organizational performance. Adaptive performance, a crucial aspect of contextual performance, is essential for organizations to achieve objectives due to remote activities. It is defined by adaptive ability, modification, expertise, and transfer. Adaptive performance refers to changes in employee behavior in response to changing situations and new trends.

The fixed tasks that create the difference between professions come under the term task performance (Witt, Kacmar, Carlson & Zivnuska, 2002). This term deals with one profession at a time so it is profession specific as it does not include common points concerning to different occupation (scotter & motowidlo, 1996). It concerns with the achievement of objectives decided by an organization and also relates with the behaviors that are already mentioned in the job descriptions (Allworth & hesketh, 1999).

Instructional leadership (IL) is a crucial aspect of school leadership, focusing on the effectiveness of schools. It involves the structure of activities experienced by school heads to enhance the teaching and learning process. Scholars like Hallinger & Murphy, Krug, De Bevoise, Kis & Konas, and Greenfield have contributed to the understanding of IL. IL is characterized by the potential to improve teaching and learning processes through collaboration and problem-solving knowledge. It also involves the chain of actions performed to enhance students' learning (De Bevoise, 1984). Despite its age, IL continues to be practiced in schools today, with five behaviors introduced by Sisman (2016). Overall, IL plays a significant role in enhancing the learning process and strengthening school effectiveness.

There are a few functions performed by an Instructional Leader. The study conducted by puts forward the functioning of an Instructional Leader (Holtz & Harold, 2008). It is very important for the heads of schools to follow the functions for improving the standard of education (Knippenberg & Sitkin, 2013).

The formulation of educational objectives is a crucial step in administrative assignments, with the school head teacher playing both a principal and leader. A strong leader with decision-making power, clarity of vision, and witty arguments can create an effective instructional environment, ensuring maximum time for teachers to be spent on teaching and learning activities (Heck, 1992). An instructional leader has a clear vision about future goals of the institute and develops a supportive and learning

atmosphere at school. The objectives of an instructional leader are those steps taken to meet excellent performance on behalf of teachers and other staff members. Decision making and communication skills are essential in this regard, as they help teachers make decisions and improve their ability to communicate their views (Hallinger & Leithwood, 1996; Smit & Andrews, 1989). The school leader is responsible for mapping out a vision and conveying it to all staff members, fostering an enthusiastic effort to fulfill the vision (Mthombeni, 2004). Academic success is ensured by a visionary administrator and instructional leader (Petersen, 1999). The vision of the institute is conveyed through various methods such as meetings and seminars, where teachers learn self-grooming (Hallinger & Heck, 1996). Instructional leadership motivates teachers by stimulating them in achieving school targets (Brewer, 1993). The principal focuses on academic growth and maintenance of discipline in the school, while the instructional leader conveys messages to staff using various methods (Sergiovanni, 2008). The school leader is also responsible for arranging curricular and co-curricular activities, making plans, and assigning tasks to relevant teachers.

Blasé & Blasé (1998) and Dimmock (95) emphasize the crucial role of school leaders in creating a supportive and conducive learning environment. They foster technical competence among staff, resulting in satisfactory results. Sheppard (1996) highlights the importance of effective interaction with teachers in instructional leadership. Khan (2009) emphasizes the need for a well-managed and organized environment, ensuring efficient learning and well-knit educational environments. Overall, instructional leaders play a vital role in improving educational standards by fostering a well-organized and well-trained environment.

This point is about the need of availability of suitable time for teachers while delivering lecture in the class, as shortage of time enforces, the teachers to speed up so, comprehension of students is compromised. While discussing on this topic (Hallinger & Murphy, 1985) stated

that if the instructions are interfered by the management, then it becomes tough for the teachers to deliver the lecture in given timings. It is highly recommended that time management is to be looked forward for the accomplishment of teaching tasks in the class.

Supervision is crucial for improving teaching skills and enhancing the standard of education at school. Instructional leaders hold meetings and seminars to develop interest in new teaching methods and enhance their involvement in instructional discussions. They ensure character building and growth of teaching skills (Blasé & Blasé, 1999). Supervision is the procedure of improving instructional methodology by working on teachers, who then work on students, thereby connecting instructional leaders, teachers, and students (Afridi, 2008). Classroom supervision is valuable in this regard, focusing on the personal interaction between the head as a leader and teachers. Leadership enhances the standard of education by visiting classrooms to understand the quality of education and teaching methods of teachers. They can identify the performance of the class and the methods of teaching adopted in classrooms (Leithwood, 1994). Common strategies adopted by school leaders include direct supervision of teaching methodologies (Heck, Larsen & Marcoulides, 1990), providing feedback, and analyzing teaching techniques and results. Supervision aims to improve learning and strengthen productivity in the classroom, allowing teachers to show their talent by implementing innovative ideas and questioning students to judge teaching methodology. Encouraging teachers and fostering friendly relations with staff can help overcome hindrances in the teaching-learning process and strengthen positive activities.

The researcher explains that effective instructional leader contributes to the development of school and an increase in strength. Along with facing a lot of difficulties still the school leaders try to provide a learning-based environment at school and shape the activities including cultural events for everyone to make teach easy (Kurt, duyar & calik, 2011). The techniques adopted by an instructional leader directly or indirectly effect the education

of students at school and play vital role in effective school work (Klein & Rice, 2012).

### Research Questions

This research aims to address following research question as an exclusive discussion of the study as:

1. What is the existing level of instructional leadership, teacher's self- efficacy and job performance of secondary school teachers?
2. What is the relationship between instructional leadership and job performance of secondary school teachers?
3. How is the relationship between self- efficacy and job performance of secondary school teachers?
4. Determine the relationship between instructional leadership and self- efficacy of the secondary school teachers?
5. To what extent the effect of instructional leadership on job performance of secondary school teachers works?
6. To what extent the effect of self- efficacy on job performance of secondary school teachers works?
7. To determine assess as effect of

instructional leadership on self- efficacy of secondary school teachers?

### Research Methodology

The comprehensive study approach used to examine the impact of instructional leadership on secondary school teachers' self- efficacy and job performance is described in this section. The study design, demographic and sampling, instrumentation, validity and reliability of instruments, data collecting, data analysis, and ethical considerations are all covered in detail.

#### Research Design

The present investigation employs a quantitative, correlational research approach to assess the associations among the variables. Since surveys are an effective way to obtain responses from a large sample in a way that is statistically significant, they were used to collect data. Using this method, the study seeks to provide answers to the research questions that were created.

#### Population and Sampling

All of Punjab's secondary school teachers contribute to the study population. Using basic random sampling, a sample of 300 teachers was chosen from public secondary schools. Table 3.1 provides specifics on the sample distribution by tehsil, gender, and locality (rural/urban), guaranteeing a representative subset of the population

Tehsil	Rural	Urban	Male	Female	Total
Sheikhupura	38	79	70	47	117
Sharakpur	29	40	40	29	69
Safdarabad	53	61	77	37	114
<b>Total</b>	120	180	187	113	300

### Instrumentation

Three common tools were employed to get the data: The Instructional Leadership Questionnaire (ILQ), which was modified from Khan's (2014) work, consists of thirty elements arranged into five categories: formulating learning objectives, creating a learning environment, encouraging professional growth,

safeguarding

#### Validity and Reliability

Expert reviews validated the instruments' face and content validity. Cronbach's Alpha was used to measure reliability; values over the 0.7 cutoff indicated strong internal consistency, instructional time, and supervising and tracking progress.

The General Self-Efficacy Scale (GSE), which has ten items, was modified from Zeng et al. (2020).

The Job Performance Scale (JPS), which has 14 items divided into 6 items for Contextual Performance and 8 items for Task Performance, was adapted from Goodman & Svyantek (1999).

A 5-point Likert scale, with 1 denoting "strongly

disagree" and 5 denoting "strongly agree," was used to score the responses.

### Validity and Reliability

Expert reviews validated the instruments' face and content validity. Cronbach's Alpha was used to measure reliability; values over the 0.7 cutoff indicated strong internal consistence.

Factor	Items	Cronbach Alpha Score
Formulating Educational Objectives	6	0.845
Developing Learning Environment	6	0.870
Protecting Instructional Time	6	0.774
Supervising & Monitoring Progress	6	0.878
Promoting Professional Development	6	0.895
Overall	30	0.962

### Data Collection

All three of the standardized questionnaires were used to gather data. Both in-person and online approaches were used to survey teachers. Working with the leaders of the schools, the researcher made participation easier by giving clear directions on how to complete the surveys.

### Data Analysis

Descriptive statistics (mean, standard deviation) and inferential statistics (Pearson Correlation and Multiple Regression) were employed. Regression analysis was used to ascertain the impact of instructional leadership on work performance and self-efficacy, while Pearson's correlation was used to evaluate the correlations between the variables.

### Ethical Considerations

Ethical guidelines were strictly followed. The appropriate authorities granted permission, and participants were guaranteed the privacy and anonymity of their answers. Because there were no rewards and participation was entirely voluntary, the results were objective. This methodology makes sure that the research topics are thoroughly investigated and that the necessary precautions are taken to guarantee the study's validity, reliability, and ethical integrity.

### DATA ANALYSIS

This chapter deals with data analysis and interpretation. At first find out effect of each variable included in this current study descriptive statistics was used to evaluate the means, standard deviation, and factor loading of each dimension influence the variables. Moreover, Pearson correlation used to calculate the relationship between the variable and conclude the evaluation of the 3<sup>rd</sup> objectives of research. Additionally, investigate effect of IL & TSE on JP multiple regression Analysis was adopted to evaluate the results of 4th and 5th objective.

#### Objectives 1

To find out the existing level of instructional leadership, teacher's self- efficacy and job performance of secondary school teachers

Table 4.1

*Descriptive analysis about formulating educational objectives of instructional leadership*

<i>Sr. No</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	The Head of Institution calls staff meeting to set academic targets	3.97	1.02
2	The Head of Institution assigns duties to teachers in accordance with educational objectives of school	4.20	.94
3	The Head of Institution makes plan for improving educational standard of the school	4.24	.98
4	The Head of Institution consults teachers on subject interest for planning school time table	4.11	1.12
5	The Head of Institution holds discussion about academic progress of students in the staff meeting	4.08	.98
6	The Head of Institution develops collective vision for school by involving staff members	4.06	1.08
<b>Overall</b>		<b>4.11</b>	<b>1.02</b>

Table 4.1 Revealed that formulating educational objectives has a strong influence of the secondary school teachers regarding Instructional leadership with overall (M = 4.11, SD =1.02) depict the acceptance position of Instructional leader regarding the said dimension. The means value ranged from 3.97

to 4.24 showed the positive response of this given factor.

Table 4.2

*Descriptive analysis about developing learning environment of instructional leadership*

<i>Sr. No</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	The Head of Institution gives enough autonomy to teachers in instructional work.	4.05	1.05
2	The Head of Institution develops positive working relationship among teachers.	4.34	.91
3	The Head of Institution honours teachers' opinions and ideas.	4.23	.98
4	The Head of Institution encourages teachers for their innovative approaches in teaching.	4.24	.99
5	The Head of Institution appreciates teachers for their work related to student engagement.	4.23	1.0
6	The Head of Institution helps teachers to solve their teaching problems.	4.17	1.0
<b>Overall</b>		<b>4.21</b>	<b>1.01</b>

Table 4.2 determined state of instructional leadership's factor Developing Learning Environment the descriptive analysis result

showed that all the items including in the given factor expressed high positive influence among secondary school teachers with overall (M =

4.21, SD = 1.003) that mean value ranging 4.17 to 4.34 expressed positive impact to the respondents regarding the role of instructional leader about creating healthy learning environment.

Table 4.3

*Descriptive analysis about protecting instructional time of instructional leadership*

<i>Sr. No</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	The Head of Institution makes an alternative arrangement for class when a teacher is late/or on leave.	4.39	.94
2	The Head of Institution implements school rules for the effective use of time allocated to instruction.	4.34	.92
3	The Head of Institution discusses class room activities with teachers.	4.11	.99
4	The Head of Institution readily available to teachers for discussing matters Dealing with instruction.	4.19	1.06
5	The Head of Institution limits the interruption of extra and co-curricular Activities on instructional time.	3.96	1.09
<b>Overall</b>		<b>4.19</b>	<b>1.00</b>

Table 4.3 declared high level administrative qualities of an Instructional leader to set strategic planning regarding managing the time according to the situation the overall (M = 4.19, SD = 1.00) of the factor showed the positive influence among the respondents with mean value ranging 3.96 to 4.39 evaluate the trustworthy remarks among the Secondary school about the factor of protecting

instructional time as recognize the consent of instructional leadership about the above given factor.

Table 4.4

*Descriptive analysis about supervising and monitoring the progress of Instructional Leadership*

<i>Sr. No</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	The Head of Institution evaluates the teaching according to syllabus break up.	4.11	1.09
2	The Head of Institution visits classrooms to monitor teaching learning process.	4.08	.967
3	The Head of Institution provides feedback to teachers after classroom observation.	4.01	1.08
4	The Head of Institution shares teaching strategies with teachers for improvement of instruction.	4.17	1.01
5	The Head of Institution observes teachers' lesson planning and use of Audio Visual Aids.	3.91	1.18
6	The Head of Institution checks test results of students for their learning Outcomes.	4.05	1.01
<b>Overall</b>		<b>4.05</b>	<b>1.06</b>

Table 4.4 interpret that respondents admitted the instructing role play of instructional leader about the said factor supervising and monitoring all the actives performed under their leadership above given statistical descriptive analysis information with overall (M = 4.05, SD = 1.05) and mean value ranging 3.91 to 4.17 depict the positive influence of the instructional

<i>Sr. No</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	The Head of Institution nominates teachers for in-service training on need Basis, whenever program is available.	3.97	1.22
2	The Head of Institution encourages teachers to improve professional qualification.	4.15	1.11
3	The Head of Institution guides teachers to improve their teaching skills.	4.18	1.07
4	The Head of Institution encourages collaborative learning among the teachers.	4.08	1.12
5	The Head of Institution encourages collaborative learning among the teachers.	4.05	1.09
6	The Head of Institution supports teachers for use of skills acquired during in Service training.	4.08	1.09
<b>Overall</b>		<b>4.08</b>	<b>1.11</b>

Table 4.5 demonstrate all the statistical calculation showed consistent and positive influence of instructional leader regarding promoting professional development of their employees but there was a slightly little role play about their training because it depends upon more external influence and less from internal effect. The overall (M = 4.08, SD = 1.11) with mean ranging 3.97 to 4.18 showed that respondents were accepted positive influence of promoting professional development under head of instructional leadership rather less support to induction in

leadership's factor supervising & monitoring the progress about secondary school teachers.

Table 4.5

*Descriptive Analysis about promoting professional development of Instructional Leadership*

service trading program and more supportive to encourage self-efficacy to enhance their innate abilities that was be helpful in teaching learning process and becoming strong bounding with their students as well as with their head. Mean value 4.08 and SD =1.12 of fourth statement showed the high level bounding of all team work within the institute that was only possible the Instructional leader.

Table 4.6

*Descriptive analysis about of teacher's self-efficacy*

<i>Sr. No</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	I can always manage to solve difficult problems if I try hard enough.	4.37	.859
2	If someone opposes me, I can find the means and ways to get what I want.	4.07	1.077
3	It is easy for me to stick to my aims and accomplish my goals.	4.24	1.002
4	I am confident that I could deal efficiently with unexpected events.	4.25	.933
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.	4.16	.992
6	I can solve most problems if I invest the necessary effort.	4.33	.82
7	I can remain calm when facing difficulties because I can rely on my coping Abilities.	4.10	1.01
8	When I am confronted with a problem, I can usually find several solutions.	4.21	.94
9	If I am in trouble, I can usually think of a solution.	4.37	.87
10	I can usually handle whatever comes my way.	4.28	.89
<b>Overall</b>		<b>4.23</b>	<b>0.94</b>

Table 4.6 revealed that all the given items that part from the Questionnaire of Teacher's self-efficacy depict strong influence about the teacher's personal skills Descriptive analysis was employed to assess the respondent's opinion about present position of instructional leadership in term of self-efficacy. The respondents were agreement with overall ( $M = 4.23$ ,  $SD = 0.94$ ) with an average score range

from 4.10 to 4.37. Expressed the positive influence of teacher's innate, experience and subject command for high rate of return to achieve the students learning outcomes.

Table 4.7

Descriptive analysis about contextual performance of job performance

<i>Sr. No</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	I help other employees with their work when they have been absent.	4.24	.93
2	I volunteer to do things not formally required by the job.	4.12	.99
3	I take initiative to orient new employees to the department even though not Part of my job description.	4.07	1.05
4	I help others when their workload increases (assists others until they get over The hurdles.	4.19	.93
5	I make innovative suggestions to improve the overall quality of the department.	4.23	.93
6	I willingly attend functions not required by the organization, but helps in its Overall image.	4.03	1.04
<b>Overall</b>		<b>4.14</b>	<b>0.98</b>

Table 4.7 conformed the present state of instructional leadership among the SST's the descriptive analysis used which showed overall ( $M = 4.14$ ,  $SD = 0.98$ ) and average score of 4.03 to 4.24 results that indicates the positive interpretations of the factor about contextual performance of job performance. The first statement results with Mean value 4.24 and  $SD .93$  depict the high-level association of both variables to enhance the job performance. The second statement's results explain the

availability of cooperation voluntarily associated with job. The overall results interpreted that contextual performance play active part in job performance to increase working capacity especially the employee's trying to adopt innovate strategies to improvise abilities.

Table 4.8

Descriptive analysis about task performance of job performance

Sr. No	Statements	M	SD
1	I achieve the objectives of my job.	4.39	.880
2	I meet criteria for performance.	4.45	.812
3	I demonstrate expertise in all job-related tasks.	4.35	.856
4	I fulfil all the requirements of the job.	4.52	.792
5	I can manage more responsibility than typically assigned.	4.32	.925
6	I appear suitable for a higher-level role.	4.41	.857
	I am competent in all areas of the job, handles tasks with proficiency.	4.33	.896
	I perform well in the overall job by carrying out tasks as expected.	4.46	.797
	<b>Overall</b>	<b>4.41</b>	<b>.851</b>

Table 4.8 revealed about instructional leadership factor about task performance of job performance used descriptive analysis which showed acceptance response of secondary school teacher's being as respondents of this research scoring with overall ( $M = 4.40$ ,  $SD = 0.85$ ) and mean value ranging 4.33 to 4.52. The overall results of all items might predict that IL and teacher's self-efficacy are strongly associated with task performance within the organization to manage responsibilities, adopting most suitable techniques which might

perform to produce high level output.

Objective:

To examine the relationship instructional leadership and job performance of secondary school teachers

Table 4.9

Factor loading analysis about the formulating educational objectives of instructional leadership

<i>Variable</i>	<i>Dimension</i>	<i>Items</i>	<i>Loading</i>
Instructional Leadership	Formulating Educational Objectives	FE1	.78
		FE2	.72
		FE3	.73
		FE4	.78
		FE5	.75
		FE6	.75

Table 4.9 related in order to compute the loading of each item factor loading analysis was conducted which elaborate that the loading of all items was from .72 to .78. the threshold value of factor loading was 0.6 it was determined that the factor loading was appropriate regarding formulation of

educational objectives.

Table 4.10

Factor Loading Analysis about the developing learning environment of Instructional Leadership

<i>Variable</i>	<i>Dimension</i>	<i>Items</i>	<i>Loading</i>
Instructional Leadership	developing learning environment	DLE1	.73
		DLE2	.80
		DLE3	.78
		DLE4	.82
		DLE5	.76
		DLE6	.81

Table 4.10 demonstrated a factor loading analysis was adopted to interpret how each item was loaded. By applying statistical analysis, the items loading ranging from .73 to .82. The

factor loading results found to be acceptable at 0.6 it showed that all items were consistent regarding developing learning environment of instructional leadership.

Table 4.11

Factor loading analysis about the protecting instructional time of instructional leadership

<i>Variable</i>	<i>Dimension</i>	<i>Items</i>	<i>Loading</i>
Instructional Leadership	Protecting Instructional Time	PIT2	.67
		PIT3	.78
		PIT4	.70
		PIT5	.81
		PIT6	.69

Table 4.11 evaluated the loading of each item, factor loading analysis was used from range .67 to .81 deemed to positive response about every item's factor loading 0.6 acceptable. The above items response shows that each item was acceptable for applying this study about protecting instructional time of instructional

leadership.

Table 4.12

Factor loading analysis about supervising and monitoring the progress of instructional leadership

Variable	Dimension	Items	Loading
Instructional Leadership	Supervising and monitoring the progress.	SM1	.72
		SM2	.79
		SM3	.84
		SM4	.80
		SM5	.80
		SM6	.81

Table 4.12 demonstrated the loading of each item by applying factor loading statistics the response values from .72 to .84 were supposed to be appropriate. 0.6 range was acceptable which illustrate that this study of supervising and monitoring was suitable.

Table 4.13

Factor loading analysis about promoting professional development of instructional leadership

Variable	Dimension	Items	Loading
Instructional Leadership	Promoting professional development.	PP1	.76
		PP2	.83
		PP3	.79
		PP4	.83
		PP5	.83
		PP6	.84

Table 4.13 confirmed that factor loading analysis was done to determine how each item was loaded and found range from .76 to .84. A factor loading threshold is of 0.6. the above given results showed that every item was reasonable for use of this study take active part

to enhance professional development to get required out comes.

Table 4.14

Factor loading analysis about teacher's self-efficacy (GSE)

<i>Variable</i>	<i>Items</i>	<i>Loading</i>
teacher's self-efficacy	SE1	.68
	SE2	.63
	SE3	.72
	SE4	.75
	SE5	.76
	SE6	.71
	SE7	.61
	SE8	.72
	SE9	.72
	SE10	.73

Table 4.14 ascertained how each item was loaded, a factor loading analysis was conducted and found that loading values range from .61 to .76 of responsive items. The criterion for factor loading of 0.6. The given results predict that above item of self-efficacy was suitable for this

research study.

Table 4.15

Factor loading analysis about contextual performance of job performance

<i>Variable</i>	<i>Dimension</i>	<i>Items</i>	<i>Loading</i>
Job performance	Contextual performance	CP	.76
		CP	.81
		CP	.81
		CP	.77
		CP	.77
		CP	.70

Table 4.15 examined that each items of this factor contextual performance about job performance results ranging from .70 to .81 depicts that this factor is positively connected with this research study because its range was

under consistent to acceptable range of 0.6.

Table 4.16

Factor loading analysis about task performance of job performance

<i>Variable</i>	<i>Dimension</i>	<i>Items</i>	<i>Loading</i>
Job performance	task performance	TP1	.77
		TP2	.72
		TP3	.79
		TP4	.75
		TP5	.79
		TP6	.81
		TP7	.83

Table 4.16 declared each factor loading item from range .72 to .83 about task performance of

job performance was consistent and useable for this research paper. Because it's each item's

value meet in suitable value of factor loading that was 0.6.

Objective

To determine the relationship between self-efficacy and job performance of secondary

<i>Variable</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Job performance	1					
	.300					
Formulating Educational objectives	.745(**)	1				
	.300	.300				
Developing learning environment	.745(**)	1.000(**)	1			
	.300	.300	.300			
Protecting Instructional Time	.794(**)	.778(**)	.778(**)	1		
	.300	.300	.300	.300		
Supervising & monitoring the progress	.780(**)	.797(**)	.797(**)	.811(*)	1	
	.300	.300	.300	.300	.300	
Promoting professional development	.661(**)	.686(**)	.686(**)	.671(*)	.658(**)	1
	.300	.300	.300	.300	.300	.300

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

Table 4.17 demonstrated relationship of instructional leadership’s dimensions and job performance was used Pearson correlation statistics. The analysis examines moderate and significant correlation formulation of educational objectives and job performance with r value .661. Also, moderate relationship between developing learning environment and job performance range r value of .686. Moreover, there was a moderate relationship between protecting instructional time and job performance with r value. 686. Additionally, the moderate relationship of the factor supervising the progress and monitoring of instructional leadership between job performances with r value .671. Apart from other factors promoting

school teachers

Table 4.17

Relationship between the dimensions of instructional leadership and job performance

professional development factor also explain the moderate relationship with job performance with r value .658. It was concluded that all factors of instructional leadership show moderate relationship between instructional leadership with job performance.

Objective

To explain the relationship between instructional leadership and self-efficacy of the secondary school teachers

Table 4.18

Relationship of instructional leadership and self-efficacy with job performance

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

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

Table 4.18 declared relationships Instructional Leadership and teacher's self- efficacy along with job performance. Pearson correlation was applied in order to investigate relationship. Statistical analysis examines strong and significant correlation between instructional leadership and job performance with  $r=.724$ . Additionally there was also a strong significant relationship of self-efficacy and job performance  $r=.823$ .

Objective

To identify the effect of instructional leadership on job performance of secondary school teachers

Table 4.19

*Effect about the dimensions instructional leadership on job performance of secondary school teachers Coefficients (a)*

<i>Variables</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
Job performance				10.0	.000
Formulating educational leadership	1.565	.156		24	
Developing learning environment	.171	.060	.204	2.84	.005
Protecting instructional time	.272	.064	.305	4.23	.000
Supervising & monitoring the progress.	.144	.061	.186	2.37	.018
Promoting professional developing	.075	.056	.106	1.33	.182

Dependent Variable: AVJP

Table 4.19 interpreted the effect of all given factors Instructional leadership on (JP) performance of secondary school teachers .it Vol. 4. No. 02. (April-June) 2024

was conducted by multiple regression analysis. The finding of this statistics shows that Formulating of educational objectives had

moderate effect on job performance with beta value .204 in addition to this analysis the instructional leadership factor protecting instructional time is also shows significant moderate effect on job performance beta value.305 Furthermore, supervising & monitoring the progress the factor of the independent variable shows the positive moderate and significant effect on job performance the independent variable with beta value .186.again in this table the factor of (IL)

promoting professional development has also a positive effect on dependent variable (JP) with beta value .106.

Objective:

**To assess the effect of instructional leadership on self-efficacy of (SSTs) Table 4.20**

*Effect of instructional leadership and self-efficacy on job performance coefficient (a)*

<i>Variables</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig</i>
	<i>B</i>	<i>St. Error</i>	<i>Beta</i>	<i>B</i>	<i>Std. Error</i>
Job performance	.757	.136		5.550	.000
Instructional Leadership	.196	.044	.220	4.403	.000
Teacher 'self-efficacy	.643	.049	.653	13.045	.000

Table 4.20 showed the interpretation of regression analysis results. As indicated that beta value is 0. 220, that mean positive moderate and significant effect of independent variable i.e. (AVIL) average value of instructional leadership on dependent variable i.e. job performance by 0.220 units. Furthermore, the coefficient results show the status of the other independent variable (AVSE) as indicated beta value 0.653. Which means effect of independent variable self-efficacy is moderate and significant dependent variable i.e. job performance by 0.653 units.

**Results and Discussion**

Instructional leadership contributes in the development of teacher's self- efficacy for effectiveness on job performance. This study is quantitative based on correlational survey design. The sample of study consisted of 300 teachers of public sector secondary schools of Punjab. Three data collection tools; Instructional Leadership Questionnaire (ILQ),

General Self-efficacy Scale (GSE), Job Performance Scale (JPS) were used to explore the effect of instructional leadership and teacher's self- efficacy on job performance at Secondary School Level. ILQ involved five factors with 30-items, The GSE with 10-items and JPS with 14 -items. The data were collected through a simple random sampling technique. Content Validity of instruments was ensured with experts. The reliability of (ILQ) .962 ;( GSE); .881 And (JPS); .924 were calculated by applying Cronbach Alpha's score respectively. The collected data were analyzed employing mean, standard deviation, Pearson correlation, and linear regression techniques. The results of the study showed positive mean value between instructional leadership and teacher job performance. The results of the study showed that there was a significant and moderate effect of instructional leadership on teacher job performance. On the bases of findings, it was recommended that teacher training institutions prepared modules and training on teachers'

instructional leadership and self-efficacy to improve teachers' job performance. Head teachers may play role in enhancing teachers' instructional leadership and self-efficacy to improve teachers job performance that are associated with students' learning outcomes. Following findings are explore in order to apply statistical analysis

Formulating educational objectives of (IL) consists of 6 items all the items showed highly influence on respondents with mean value; 4.20, 4.24, 4.11, 4.08, 4.06 and

1. 3.93 but the mean value of item; head of institute call staff meeting to set academic targets express lower attention by the head showed lower mean value 3.97 with respect to other tasks that performed. Overall mean value 4.11 showed significant role of head about respondents.
2. Developing learning environment carry 6 items regarding (IL) showed positive response about respondents with mean value 4.05; 4.34; 4.23; 4.24; 4.23; 4.17 respectively explore the highly influence of head teacher in related area. The overall mean value 4.21 depict the positive response of instructional leader.
3. The instructional leader plays dominant role on account of teacher's efficacy with mean value 4.39; 4.34; 4.11; 4.19; 3.96. all the values depict the high-level influence o of (IL) on account of alternative arrangement of teachers, implementing the rules, discussing class activities and readily available to resolve teacher's daily routine issues the overall mean 4.19 predict the major role play of head teacher about said performance.
4. descriptive analysis of supervising and monitoring the progress of (IL) accessed with 6 items all presents the significant influence of (IL) on teacher's efficacy. Their main values 4.11; 4.08; 4.01; 4.17; 3.91 and 4.05 only the area of head teacher regarding lesson planning & use of Av aid depict less attention by the (IL). overall mean value 4.17 showed moderate attention.
5. (IL) position with respect to promoting professional development strongly connected with respondents with mean value 3.97; 4.15; 4.18; 4.08; 4.05 and 4.08 moderate level but very good response presents in encouraging teachers to improve professional qualification with mean value 4.15. overall mean value 4.08 shows high bounding of all team work within the institute.
6. Descriptive analysis was employed to assess the respondent's opinion about present position of instructional leadership in term of self-efficacy. The respondents were agreement with overall ( $M = 4.23$ ,  $SD = 0.94$ ) with an average score range from 4.10 to 4.37. Expressed the positive influence of teacher's innate, experience and subject command for high rate of return to achieve the student's learning outcomes.
7. The present state of instructional leadership among the SST's the descriptive analysis used which showed overall ( $M = 4.14$ ,  $SD = 0.98$ ) and average score of 4.03 to 4.24 results that indicates the positive interpretations of the factor about contextual performance of job performance. The first statement results with Mean value 4.24 and  $SD .93$  depict the high-level association of both variables to enhance the job performance.
8. instructional leadership factor about task performance of job performance showed acceptance response of secondary school teacher's being as respondents of this research scoring with overall ( $M = 4.40$ ,  $SD = 0.85$ ) and mean value ranging 4.33 to
9. 4.52. The overall results of all items might predict that IL and teacher's self-efficacy are strongly associated with task performance within the organization to manage responsibilities.
10. In order to compute the loading of each item factor loading analysis was conducted which elaborate that the loading of all items was from .72 to .78. the threshold value of

- factor loading was 0.6 it was determined that the factor loading was appropriate regarding formulation of educational objectives.
11. Factor loading analysis was adopted to interpret how each item was loaded. By applying statistical analysis, the items loading ranging from .73 to .82. The factor loading results found to be acceptable at 0.6 it showed that all items were consistent regarding developing learning environment of instructional leadership.
  12. Factor loading analysis was used from range .67 to .81 deemed to positive response about every item's factor loading 0.6 acceptable. The above items response shows that each item was acceptable for applying this study about protecting instructional time of instructional leadership.
  13. Supervising and monitoring the progress about (IL) factor's each item by applying factor loading statistics the response values from .72 to .84 were supposed to be appropriate. 0.6 range was acceptable which illustrate that this study of was suitable.
  14. Factor loading analysis determine how each item was loaded and found range from .76 to .84. A factor loading threshold is of value 0.6 showed that every item was reasonable for use of this study take active part to enhance professional development to get required out comes.
  15. Factor loading about (GSE) ascertained that loading values range from .61 to .76 of responsive items. The criterion for factor loading of 0.6. The given results predict that above item of self-efficacy was suitable for this research study.
  16. Contextual performance examined that each items of this factor about job performance results ranging from .70 to .81 depicts that this factor is positively connected with this research study because its range was under consistent to acceptable range of 0.6.
  17. Task performance declared each factor loading item from range .72 to .83 about job performance was consistent and useable for this research paper. Because it's each item's value meet in suitable value of factor loading that was 0.6.
  18. Pearson correlation statistics used to analyze that overall moderate and significant relationship with  $r$  values .661; .686; .686; .671; .658. It was concluded that all factors of instructional leadership explore moderate relationship between instructional leadership with job performance.
  19. Pearson correlation was applied to investigate the relationship among the three variables the result showed strong and significant correlation between instructional leadership and job performance with  $r = .724$ . Additionally there was also a strong significant relationship of self-efficacy and job performance  $r = .823$ .
  20. In order to interpreted the effect of all factors of Instructional leadership on (JP) performance of secondary school teachers .it was conducted by multiple regression analysis. The finding shows that all the factors about (IL) had moderate effect on job performance with beta value .204; .305; .186; .106 respectively.
  21. The interpretation of regression analysis indicated beta value is 0.220, depict positive moderate and significant effect of independent variable i.e. (AVIL) average value of instructional leadership on dependent variable i.e. job performance by 0.220 units. Furthermore, the coefficient results show the status of the other independent variable (AVSE) as indicated beta value 0.653. Which means effect of independent variable self-efficacy is moderate and significant dependent variable i.e. job performance by 0.653 units.
- The overall findings showed that Instructional

Leadership play dominant role on account of improved performance and teacher's self-efficacy also has a consequential role play to execute work performance. The positive mean value showed significant role of these variables. Factor analysis results revealed that correlational coefficient variance consistent about all the factors including Instructional leadership and Teacher's self-efficacy on job performance. Means they have positive association proved the collaborative work force. Pearson's correlation statistics revealed positive correlation of instructional leadership within the factor itself and also with Teachers self-efficacy regarding job performance. The results of current study showed consistent and dynamic association of Instructional leadership & teacher's self-efficacy as they fall under positive moderate effect. The present research gives a pathway to future researchers as they might work on relationship of Instructional leadership and teacher's self-efficacy in a diversified manner concerning to their geographical area using the methodology favorable according to provide circumstances. The present research discusses the effect in correlational manner there might be a possibility to conduct some more researches by applying any other techniques, increase the population or added some other variables. In same contrast, the current studies administered no significant different of instructional leadership and teacher's self-efficacy on job performance but mean difference was more consistent for (IL) than (TSE) another study that was conducted in Nakhonsawan Thailand. This study showed moderating effect of Instructional Leader and teacher's Self-efficacy showed affirms impotence shaping school culture (Siripara , Buasuwana & nanthachai, 2021) another research was conducted in China on instructional leadership included Teacher's professional learning .there results were also in same prospects to show there positive relationship between the variables (Liu & hallinger, 2018).

### **Conclusion**

According to the study's findings, school administrators' roles as instructional leaders are critical in improving teachers' work performance by creating a positive atmosphere in which objectives can be met. The findings indicate that instructional leadership and teachers' self-efficacy with regard to work performance are positively correlated. Furthermore, no one element showed weak responses; rather, all aspects of instructional leadership showed significant, positive, and moderate connections. Self-efficacy is moderately impacted by instructional leadership, which improves work performance. Adopting instructional strategies has a favorable impact on student results and teachers' work performance, as indicated by the positive mean difference. Overall, the results show that teachers' work performance and self-efficacy are much improved by instructional leadership.

### **References**

- Adams, D., Devadason, E., Periasamy, R., & Lee, K. C. S. (2018). *Instructional leadership: placing learning to the fore. Instructional Leadership to The Fore: Research and Evidence*, 1(1), 1-12.
- Ahmad, S. (2018). *Instructional leadership practices of the excellent school principals*. Lundon: Lambert academic publishing.
- Ahmed, U., Scholar, M. S., Khan, N., & Aslam, R. (2020). *Instructional leadership style of secondary schools' head and their gender-wise effect on teachers' job performance. Strength for Today and Bright Hope for Tomorrow*, 20(4), 132-146.
- Ali, A., & Haider, S. Z. (2017). *Developing a Validated Instrument to Measure Teachers' Job Performance: Analyzing the Role of Background Variables. Journal of Educational Research*, 20(1), 21-35.
- Allworth, E., & Hesketh, B. (1999). *Construct-*

- oriented biodata: Capturing change-related and contextually relevant future performance. *International Journal of Selection and Assessment*, 7(2), 97-111.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: WH Freeman & company.
- Barton, R., & Klump, J. (2008). Improving writing in secondary schools. *Principal's Review* 3 (4), 1-7.
- Bellibas, M. S., & Liu, Y. (2017). Multilevel analysis of the relationship between principals' perceived practices of instructional leadership and teachers' self-efficacy perceptions. *Journal of Educational Administration*, 55(1), 49-69.
- Campbell, J. P. (2012). Behavior, performance, and effectiveness in the twenty-first century. In S. W. J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology*, Vol. 1, pp. 159–194). Oxford University Press.
- Caprara, G. V., Alessandri, G., & Eisenberg, N. (2012). Prosociality: The Contribution of Traits, values, and Self-efficacy Beliefs. *Journal of Personality and Social Psychology*, 102(6), 1289-1303.
- Dimmock, C. (Ed.). (2013). *School-based management and school effectiveness*. Melbourne: Routledge.
- Goodman, S. A., & Svyantek, D. J. (1999). Person–organization fit and contextual 254-275.
- Greenfield, W. (1987). *Instructional Leadership: Concepts, Issues, and Controversies*. Longwood Division: Allyn and Bacon.
- Griffin, M., Neal, A., & Neale, M. (2000). The contribution of task performance and contextual performance to effectiveness: Investigating the role of situational constraints. *Applied Psychology*, 49(3), 517-533.
- Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational administration quarterly*, 32(1), 5-44.
- Hanif, R. (2004). *Teacher stress, job performance and self-efficacy of women school teachers*. (Doctoral dissertation, Quaid-i-Azam University Islamabad, Pakistan). *Pakistan Journal of Psychological Research*, 19(3), 87.
- Khan, A., Yusoff, R. B. M., & Azam, K. (2014). Factors of job stress among university teachers in Pakistan a conceptual review. *Journal of Management Info*, 2(1), 62-67.
- Khan, S. H., Saeed, M., & Fatima, K. (2009). Assessing the performance of secondary school head teachers: A survey study based on teachers' views in Punjab. *Educational Management Administration & Leadership*, 37(6), 766- 783.
- Khan, Z. (2012). Relationship between instructional leadership and teachers' job performance in secondary schools in the province of khyber pakhtunkhwa, <http://142.54.178.187:9060/xmlui/handle/123456789/6423>
- Witt, L. A., Kacmar, K. M., Carlson, D. S., & Zivnuska, S. (2002). Interactive effects of personality and organizational politics on contextual performance. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 23(8), 911-926.
- Xuan, W., Williams, K., & Peat, J. K. (2020). *Health science research: A handbook of quantitative methods*. London: Routledge.

Zorlu, h., & arseven, a. (2016). *Instructional leadership behaviors of school administrators on the implementation of secondary school curricula. International Journal of Higher Education, 5(1), 276-291.*

Zeng, G., Fung, S. F., Li, J., Hussain, N., & Yu, P. (2020). *Evaluating the psychometric properties and factor structure of the general self-efficacy scale in China. Cu*