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## Explore the Leadership of Principals and its Influence on Job Satisfaction of Employees in Private Colleges of Lahore Punjab



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**Abstract:** Leadership motivates subordinates. Leadership styles determine organizational success. Leadership influences job satisfaction, commitment, and productivity. This study examined private college principals' leadership and success strategies. Parents, teachers, and students expect brand-commitment. Instructional leadership by a strong and experienced private college leader or supervisor ensures quality. We asked faculty and subordinates about Supervisor leadership styles. This exploratory descriptive research study interviews and samples faculty to assess Principal leadership style and job satisfaction. Five private college principals and 10 departmental faculty are chosen. A Principal, Instructional Management Rating Scale (PIMRS) and Self-Assessment Instrument for Teacher's Evaluation (SATE) interview protocol (SITE). Final theme analysis used 15 valid cases. Teachers had natural semi-structured interviews. Input, process, outcome, and teacher job satisfaction emerged. Principals' instruction made teachers happier. Principals should improve teacher job satisfaction through instructional leadership. Private colleges should improve teacher satisfaction with instructional leadership.

**Key Words:** Leadership, Principals, Instructional leadership, Organizational Goals, Job Satisfaction, Employees

**JEL Classification:**

### Introduction

Every organization is built on leadership, and a learning environment's efficacy is determined by that. In the private sector, where colleges are regarded as knowledge producers, this effectiveness is enhanced. There are many private colleges in Pakistan that work in tandem with public colleges to deliver high-quality education through organizational dedication and educationalist

service. There have been many methodologies developed for studying leadership during the past 50 years. Recent examples include leadership based on emotional intelligence (EQ) and instructional leadership (IL) in education (EI). For a variety of reasons, principals neglect their responsibilities as instructional leaders. according to Flath (2015) and Fullan (2011). These include a dearth of job descriptions, limited practice time for

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instructional tasks, a backlog of paperwork, and a lack of training. Higher education has a responsibility to foster a caring community, social peace, and civic responsibility. (National Education Policy, Pakistan, 2009). Higher education, according to Rehman (2011), is largely disregarded and subjected to poor administration under the guise of leadership, which lowers academic standards. According to Iqbal & Iqbal (2011), In both public and commercial organizations, there is a significant correlation between leadership duties and employee satisfaction. The pattern of primary contact or conduct that the leader utilizes to direct structure and encourage activities and relationships in a college is referred to as their leadership style in this study. House (1976) claims that a leader's leadership style affects how happy his or her followers are at work. The characteristics of a leader can create a unique leadership style, which may assist followers have a positive opinion of the leader. The group's attitude and behavior may change favorably as a result of the leader's good behavior, which could enhance the subordinates' job satisfaction and productivity. (Grosso, 2008). This study further clarifies the significance of principals' instructional leadership on faculty job satisfaction at private colleges, which ultimately promotes student achievement and upholds organizational commitments to that accomplishment.

### **Problem Statement**

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The problem has been recognized. Instructional leadership is just one of the many responsibilities that fall on the shoulders of college principals. The primary responsibilities of this position are to keep an eye on and provide assistance with the academic advancement of students. They are referred to as instructional leaders as a result of the fact that they are in charge of the activities and the process of instruction. Because principals use a variety of leadership styles to govern their organizations, it is important to consider the relationship between the leadership styles that principals use in their role as instructional leaders and the level of job satisfaction experienced by their employees.

### **Objectives of the Study**

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Objectives of the study were to:

1. To determine principals' self-reported leadership and faculty opinions on principal leadership styles and job satisfaction.
2. To examine how private college principals lead instruction.

### **Significance of Study**

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Although there is research on educational leadership in Pakistan, there has been no authentic and useful study in the domain of instructional leadership at the private college level. At this level, there is a research deficit and need for instructional leadership research. The study's findings will be relevant to Leadership Curriculum, Leadership Trainers, college principals, Policy Makers/Boards of Governors of private colleges /Boards of Advanced Studies and Curriculum, Higher Education Commission (HEC), College Directors, and Leadership and Further Research Studies.

### **Literature Review**

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#### **Why Instructional Leadership**

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We live in a world where teaching-learning conditions are always changing, making it difficult to address the educational issues of today. Furthermore, competition, the need for skill development, and improved teaching-learning strategies all need the increase of instructional leadership space at universities. Professors stay in their positions for much longer than college administrators, who typically stay in their positions for three to four years. The guardians of campus culture and colleges memory are frequently teachers. For colleges looking to grow, hiring teachers who can see the big picture and work on long-term initiatives is a sensible investment. Whatever its form, instructional leadership prepares the path for a democratic teaching-learning system. Teachers and students become more independent and stress-free as a result of well-managed educational practices since each group carries out its task with greater clarity and flexibility.

## **Theoretical Frameworks**

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According to his examination of the literature, there are five essential components of instructional leadership: identifying the goal, directing curriculum and teaching, creating a welcoming learning environment, evaluating and improving instruction, and assessing (Weber, 1996). The creation of a position for assessment, Establishing and communicating shared goals, keeping track of progress, and providing feedback are all necessary to promote and support college-savvy professional development. A three-pronged approach was described by Alig-Mulcarick and Hoy in 2005. Earlier methods connected every function to a specific behavior. "They all emphasize the need of setting and communicating goals, observing and offering feedback on teaching and learning, and encouraging professional development." These three procedures adhere to the goal-setting strategy proposed by Locke and Latham (1984), which is widely regarded as one of the most effective motivation theories (Hoy & Miskel, 2001). These roles of educational leadership facilitate the implementation of the goal-setting theory in the classroom. The instructional leader works with the team to develop and agree upon common objectives.

## **Attributes, Behaviors, and Competencies**

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In the literature, as Goldberg (2001) stated that there was no common list or pattern of leadership characteristics, behaviors, or skills, because instructional leadership practice has no clear definition. A variety of characteristics for good instructional leadership have been identified. and so on.

## **Quality Staff Development**

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Principal s must priorities adult professional development since it is so vital for student achievement and the college growth process (Payne & Wolfson). The principal as instructional leader concept involves the principal as staff development. A program of continuous staff development, as well as an atmosphere in which that program may thrive,

is one of the finest indications of instructional leadership. For teachers, the principal 's active engagement in staff development program is evidence. Payne and Wolfson highlighted five aspects of a principal s' involvement in professional development leadership (2000). By serving as an example of lifelong learning, the concept motivates others.

## **Research Design**

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The choosing of an acceptable approach for doing research in any discipline is known as research design. Appropriate research design may help guide the study in the appropriate path. As a result, the exploratory study of a principal's instructional leadership style on employee job satisfaction was investigated in the current study using a Qualitative research methodology. "The open-ended interview protocol and descriptive approach was used to gather data, which is the most suited method for a qualitative study.

## **Population**

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The entire number of respondents for interviews is referred to as the population. The people linked with principals from Lahore's private colleges would have access. In the research study of total number of populations within research scope 50 principals and 250 teachers as employees from private colleges of Lahore will be included as population.

## **Sample**

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The sample of the research refers to a tiny percentage of the population. The convenient sampling technique as easy sampling strategy was utilised to choose the samples in this investigation. A sample of 5 male and female college principals and 10 teachers to explore the instructional leadership and job satisfaction of employees was chosen. Respondents were chosen based on their convenience in terms of availability.

## **Findings**

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### **Themes**

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The Struggle to Enact Instructional Leadership

by Principals As per Participant A, B, C, E, I, K views All of the principals in the sample stated that they wanted to guide their teachers toward more creative and inclusive teaching methods. They acknowledge the presence of teacher-centered practices and assert that they are struggling to introduce teaching practices that are more student-centered; as a result, this challenge is related to their instructional leadership performance.

Whereas participant F have different views about this as he said principals should give a clear guidance which often, they fail to do so which ultimately lead of dissatisfaction of employees from their job.

Traditional Lesson Planning and Delivery Most of the participant allow to the systematic and well-planned delivery of teaching. While participant B remembers that most of my coworkers teach the theory and it is left in the backyard and claims that they are afraid to devise and deliver lessons in a different manner, participant a claims that it was difficult to remove them (teachers) from those structures.

Participant C, explains how it took two years and a lot of work to change the conventional techniques used by instructors to teach reading and writing:

The principal must provide clear instructions on how to organize the daily lessons and choose the appropriate instructional strategy for the given talk and lesson material.

Teacher-Centered Behaviors Additionally, the participants stated that they are working to alter how principals view and interact with their teachers. Principals provide descriptions of how certain teacher instructional practices in their institutions are shaped by behaviors that suggest deficit views and low expectations of students.

Teacher job satisfaction and instructional leadership Following are the themes and subthemes analyzed from the transcriptions of the participant teacher's interviews to explore the job satisfaction and its relation to instructional leadership of principals.

#### Factors Hindering Teacher Job

Satisfaction Participants also identified some important and external factors that lemmatized the possible outcomes for teachers to improve their performance as employees. Participants discuss the principals' lack of responsibility for providing instruction, their demoralizing salaries, and the lack of resources and rewards to award additional work. Such miss commitments are serious cause of dissatisfaction of employees.

Commitments and expectation are not fulfilled Most of the teacher claimed that commitments and expectations which they have from principals are not fulfilled which is the major cause of dissatisfaction of job. whereas principals who always give importance o their commitment and always fulfilled them and uphold the expectations of employees in that case employees shows high factor of satisfaction from their job which ultimately help to create a positive and growing culture in organization.

Instructional excellence is not a priority Principals' reports of severe instances showed that the way the overseeing organizations handle problems with fulfilling their obligation to provide instruction is not a top concern. One person said that I needed to find a solution because publicly, they don't back me filing a warning or asking for a suspension in addition to punishing the instructor I don't like.

Regarding failing to fulfill the educational obligation, it has occurred to me...Unfortunately, I didn't receive any assistance when I mentioned it to the superintendent. She instructed me to comprehend that the instructor might be fired if the circumstance was particularly serious, but only if it did so.

Another person asserts, "You are not fired for poor behavior. We would have a distinct educational structure in the nation if that were possible. She further stated that they receive assistance based on the college's superintendent:

Low salaries Low Salaries, which low the moral of teachers from enhancing their performance in various ways, which ultimately cause of poor job satisfaction, were as one factor that some participants felt was impeding their

efforts not only to enhance teachers' teaching practices but also to comply with required requirements. And displeasure with the work they are doing.

Due to this, it appears that principals are forced to choose between putting pupils first and being considerate of the working circumstances of teachers, which eventually lead to dissatisfaction.

No incentives and rewards for extra work Principals' efforts are hampered not only by low salaries, but also by the challenges they face in handling the college budget and establishing college structures that allow them to raise the success of their institutions.

Participants said that there is no such system present to reward and appreciation who or doing out the way extra ordinary efforts for organization which lead them to dissatisfaction of their job.

On the other hand, were a system is present to appreciate and acknowledge the contribution of employees the job satisfaction level found high in employees.

**Professional Development Needs**  
Participants' responses to questions about what they would change about the trainings they attended or what they believe they need to learn show the need for professional development based on both transformational and educational leadership. Principals' reflections suggest that a trajectory in teaching does not always translate into effective instructional leadership.

**Instructional Leadership Strategies**  
In order to guarantee academic progress, all participants agreed that their role in dealing with teachers was pedagogical – advising and assisting them. The participants' practices were centered on administering the educational program and keeping high exposure, which has to do with the third dimension of the model, which is establishing a good college environment, as well as overseeing and assessing instruction, which correlate to the model's second dimension.

**Supervising and Evaluating Instruction**  
All of the participants acknowledged that they keep an eye on instructors' teaching

responsibilities by casually observing classes and editing students' work.

**Maintaining High Visibility**  
All the college leaders expressed behaviors which show they focus on being approachable and visible in the college not only for the students and families, but also for the teachers, thus fostering positive interactions and relationships. Visiting classrooms informally and collaboratively seems to be one of their strategies. They also make use of break and recess time to informally interact with teachers around different topics and concerns.

**Transformational Leadership Strategies**  
The participants also discussed the transformative behaviors and actions they engage in every day to guide and assist instructors. According to the TL model, they put a lot of effort into encouraging teachers' minds, giving them individualized support, and, to a certain degree, involving teachers in decision-making.

**Providing Intellectual Stimulation**  
Participants support staff members who want to attempt new things without applying pressure. Regardless of their area of expertise, the majority of administrators place a high value on training and personal development chances and characterize themselves as lifelong learners. As a result, they are sources of fresh concepts that they share with their instructors.

Encouragement of teachers to advance their careers was a problem when Principal A first became a principal, she recalled. I motivated them by looking for free training opportunities and sharing the information with them via our WhatsApp group, creating and delivering workshops myself, asking them to attend conferences with me, and now there are teachers pursuing postgraduate degrees.

### **Providing Individualized Support**

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All of the participants described actions that demonstrate their concern for teachers by offering emotional and/or technological support, creating a climate in which teachers trust their principals.

Principal B remarked that her interactions



with instructors are centered on their motivation. Teacher Participation in Decision Making All college administrators claimed that they discussed decisions with their instructors at various levels. However, given the limitations on authority and resource management that shape their performance, this participation in decision-making seems to be more connected with a survival strategy than with a deliberate action to empower teachers. The majority of them spoke of having a support structure made up of the most dedicated educators and involving educators in some choices.

### **Conclusion**

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Instructional leadership contribution to attain job satisfaction of employees in the light of above data recorded and transcript from participants and respondents of this study we come to conclude that instructional leadership is a key tool to inspire and keep motivated employees in private sector of colleges. Job satisfaction is the mental condition of employees which have directly correlated to the engagement of employees in leadership phenomena if principal keep involved and engaged the employees and keep rewarding on their performance keep providing proper vision and motivation through providing the their promised and committed rights such as salaries should be provided on time and they also receiving respect and dignity from principal as an instructional leaders they will be in the mental situation of job satisfaction which only can help to achieve the

organizational growth. Under the light of this qualitative study we come on the final conclusion that it is very important to adopt instructional leadership which is the ultimate source of job satisfaction of employees and growth and development of organization as whole.

### **Recommendations**

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Recommendations of the study are as following.

1. To increase teacher satisfaction, school leaders should foster an open and welcoming environment in their colleges, allowing teachers to openly voice and collaborate on key choices. This will lower stress levels while also increasing work satisfaction and morale.
2. Pre- and in-service training programs should be established to provide prospective and existing school leaders with the necessary leadership skills and competencies to lead more effectively. Examining various leadership styles in leadership courses and seminars for administrators may also assist administrators have a better understanding of the components of effective leadership. Additionally, it is advised in this recommendation that educational ministries and collegial boards organize and implement programs that help school leaders in developing transformational leadership traits.

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