



Instructional Leadership Role of Principals in Improving Teachers Professional Development in Southern Districts of Khyber Pakhtunkhwa

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Abstract: *The present study emphasizes on the role of Principals in improving Teachers' Professional Development (TPD). The first objective of the study was to explore the role of principals as instructional leaders in TPD. The second objective was to compare the role of principals as instructional leaders in improving TPD as perceived by the Principals and Secondary School Teachers and the third objective was to compare the role of principals (instructional leaders), in improving TPD in the perspective of southern districts of Khyber Pakhtunkhwa. The researcher adopted a quantitative research design for the study. A questionnaire was used for the data collection process. The population consists of principals/headmasters (413) and secondary school teachers (1523), which working at the secondary school level. All the principals and teachers were taken as the main population for the study. A stratified sampling method was used to select the sample from the whole population of 332(18%), in which there were 68 Principals and 264 SSTs. The result indicates that school principals have a noteworthy role in improving TPD.*

Key Words: Instructional Leadership Role of Principals, Teachers' Professional Development

Introduction

Leadership plays an important role in the success of any organization, whether it may be of business, industry, or education. [Yukl \(2006\)](#) defined leadership as "the process of influencing other actions in achieving intended results". It can also be described as the process of helping individuals and shared efforts to accomplish joint objectives. Leadership is a managerial skill that requires the capability to give confidence to a group of people towards a common goal.

The Principal is the head of the school and his role is of a leader. [West-Burnham \(2001\)](#)

described that the success and efficiency of a school lie in leadership' quality of principal, offers within the school context. He is responsible for the overall tasks of the school. The school principal works collaboratively with students, teachers, and other stakeholders to bring a crystal-clear positive effect on school enhancement leads to better students results. The role of a school principal is significant for his performance.

The success of the students depends on the effective leadership of the school principal. The school principal can bring improvement in students' success by motivating and ability of

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school teachers. [Clark & Bates \(2003\)](#) found that school principals can improve the quality of teachers' instructions which directly affects students' learning. There are many characteristics of an effective school teacher: committed to the profession, qualified, certified/licensed, experienced, interested, and preservative in self-professional development. [Darling-Hammond \(2003\)](#); Strong, [Tucker & Hindman \(2004\)](#) explore d that the quality of teachers means that they would be pedagogically strong, have command of their subject, experienced, certified, and committed to their profession.

[Cotton \(2003\)](#) found that the role of the principal as an instructional leader is necessary to increase students' outcomes through teachers. Instructional leaders are keenly interested in instructional and curricular issues that are directly effective on students' achievement. As instructional leaders, they must participate actively and continuously in the school. [Lunenburg \(2010\)](#) examined that instructional leadership is "all those actions taken by principals to improve students' learning". He gives top priority to instructional quality in the school. He prefers instructional activities compared to administrative and managerial activities.

[OECD \(2009\)](#) found that instructional leadership plays a critical role in helping, enhancing, and encouraging students' academic progress. School principals as instructional leaders endorse frequently students' learning and growth through management of curriculum, allocation of resources, planning teachers' professional developmental activities, setting clear goals, and assessing teachers. [Robinson \(2007\)](#) described that instructional leaders can persuade teachers' quality and thus pupils' learning and growth. Teachers' quality could be improved through continuous professional development. Teachers' continuous professional development (CPD) is the process of gaining and promoting their knowledge, skills, and attitudes, which are the main domains of learning. Further, these domains

help them to improve teachers' classroom instructions.

Statement of the Problem

The school principal has so many roles and responsibilities to take because of an academic leader. Leadership is one of the significant factors that affect school success. The principal of the school plays a pivotal role in enhancing teachers' professional development.

It is the quality of school principals to create a learning environment and put into practice professional development programs. The role of the school principal is too much significant to provide opportunities for PDPs (Professional Development Programs) of teachers and their implementation. Research confirmed that some principals are more successful than others to plan, create, and give practical shape to the PDPs of teachers in the school.

Significance of the Study

The present study was conducted to highlight the school principal role in teachers' professional development. The study will be beneficial for the school principals, teachers, and apex bodies. This study will bring to light different approaches used by the school principals to appraise the teachers' need for professional development. For this rationale, the current study will provide a vision concerning leadership qualities in principals, and the creation of a conducive environment to improve teachers' professional development programs.

The study will be useful for planners, program designers, and Policymakers for Professional Development to improve teachers' competencies. The results of the study will supportive for the Apex bodies to find out the school principals are effective in enhancing the teachers' professional development.

Objectives of the Study

1. To find out the role of the principal as an instructional leader in improving

Teachers' Professional Development (TPD).

2. To compare the role of principals as instructional leaders in improving TPD as perceived by Principals and Secondary School Teachers (SST).
3. To compare the role of principals as instructional leaders in improving TPD from the perspective of Districts as perceived by principals and SST.

Research Question

What is the role of principals in improving Teachers' Professional Development as instructional leaders in southern districts of Khyber Pakhtunkhwa?

Hypothesis

H₀₁: There is no significant difference between the views of Principals and SSTs regarding the role of principals as instructional leaders.

H₀₂: There is no significant difference among the views of respondents (Principals and SSTs) in the perspective of Districts about the role of the Principal as Instructional Leader.

Limitations

The core shortcomings or drawbacks of a study are always its limitations. The current study is focused on the location of Khyber Pakhtunkhwa Southern Districts; hence, the findings of the study are not to be extended to other districts.

The principals are going to be completed a self-rated instrument under this study. Therefore, it will rather possible that principals overrated their ability level. Therefore, such kind of data may not be reflective of the true proficiency level of the Principal.

Delimitations

The present study delimited three districts of the Southern districts (Bannu, Lakki, and D.I.Khan) of Khyber Pakhtunkhwa.

The School Heads and Teachers of Secondary Schools participated in the Study. The

questionnaire was used for quantitative data collection in the present study.

Literature

Role School Principal as Instructional Leader

[Underwood \(2003\)](#) found that school principals determine their staff and students' performance prospect, create an institution climate, and set priorities for effective teaching and pupils' learning in the institution. This role encourages a mutual atmosphere for instructors to be significant in the school culture's success. [King \(2001\)](#) described that improving teaching and learning through assembling facts about student success tells improvements in instructional leadership. One another scholar [Grobler \(2013\)](#) described those actions taken by a school principal to support growth in students learning. In this way, [Bredeson & Johansson \(2000\)](#) found that school principals have four important roles to play and faster continuous professional development for teachers, in which instructional leadership role is presented in the following words.

Instructional Leader

[Goe, Bell & Litle \(2008\)](#) found that the instructional leadership of principals influences teacher professional development. He ought to use different activities to support and rejoice in learning. Media announcements, symbols, school mottos, awards ceremonies and visual displays, school ritual's first day, congratulations of personal expressions through daily interactions with students and teachers, and individual and group accomplishment celebrations. Learning is the key to all the efforts and energies of everyone in the school. School principals have to follow various initiatives and training opportunities as instructional leaders. He will keep in his mind the needs and resources to fulfill the targets and learning objectives of the school. Principals ought to act upon support, feedback, modeling, and coaching of teachers because of classroom practices. Principals have to tackle those

problems and change lying in the professional development of teachers.

[Church \(2008\)](#) explored that, as an instructional leader, the role of the school principal is too much important for the integration of new teachers. Principals exercise their key role in professional development to mold the teachers' skills and work through support and sound professional relationships with new teachers and their mentors. Establishment of school climate, the resolve of school performance expectations, and set priorities for effective teaching and students' learning.

Role of Teachers in Providing Secondary School Education

[Ankomah, Koomson, Bonsu, and Oduro \(2005\)](#) analyzed that the quality of education can be rigorously affected by an individual teacher in the classroom. The students' achievement depends on them. The quality of any education system is determined by them. Students' learning and achievement are based on teachers. They provide an attractive environment for a student for learning. Students' academic performance is greatly

influenced by them. Trained teachers are necessary for effective tasks in the school. These are the key factors in the provision of quality education. Teachers' function is pivotal at the secondary level to raise academic excellence in their students. Teachers take one or two subjects with students in grades 9-12 according to the lesson plan concerning objectives for ensuring a healthy culture of learning. They try to facilitate/help, monitor, and keep the student's developmental portfolio.

Research Methodology

Research Design

In the present study, the researcher used a quantitative research design. The questionnaire was used for the data collection process.

The Population of the Study

The researcher got information about the population from the Educational management information system (EMIS) sections of the respective District Education Offices (DEO). In this way, 413 principals/Headmasters male and female, and 1523 Secondary School Teachers (SSTs) work at the secondary school level.

Table 1. The Population of the Study

Districts	Principals		Teachers	
	Male	Female	Male	Female
D.I.Khan	102	59	396	217
Lakki Marwat	72	41	254	137
Bannu	86	53	322	197
Sub Total	260	153	972	551
Total		413		1523
			1936	

Educational Management Information System (EMIS)

Method of Sampling and Size

The researcher selected 332(18%) participants/individuals of the whole population (1936) by [Yamane's \(1967\)](#) formula. A Stratified sampling method was used to select a sample of 332 individuals (principals (68) and SSTs (264)). The researcher tried to select the required sample in

each stratum (Qualification, gender, and locality) respectively.

Research Instruments

[Khan \(2017\)](#) described that questionnaire is a data collecting tool or research instrument the researcher needs for the collection of the required information. The questionnaire is divided into two categories. Category- A

focused on providing demographic information such as Gender, Designation, Experience, Qualification, Districts, and Locality while category-b consists of statements in four areas concerning the role of the principal to improve the professional development of teachers.

Validity and Reliability of the Questionnaire

The researcher used Cronbach's Alpha method to measure the validity and reliability of the research instrument (Questionnaire). The measure the score of content validity, the Content Validity Ratio (CVR) was also used.

Analysis of the Data

The researcher used inferential and descriptive analysis to analyze the collected data.

Results and Discussion

The Instructional Leadership Role of the Principal

The role of the principal as an instructional leader can positively change the professional development of teachers. The principal as an instructional leader is one of the most dynamic features. The following table shows, the Principal's/Headmaster and SSTs' level of argument about the Instructional Leadership role of principals in the PDT.

Table 2. Presenting Views of School Heads and SSTs Regarding the Role of Principal as Instructional Leader

S. No	Statements	Respondents	SD	DA	UD	A	SA
			1	2	3	4	5
Percentage (%)							
1	Communicates to teachers that learning is central to the energies and efforts of everyone in the school.	Principal	9.0	6.0	1.5	68.7	14.9
		SSTs	6.4	16.2	2.3	54.4	20.7
2	Follows through on various initiatives and training opportunities by paying attention to needs and resources to accomplish learning objectives and school goals.	Principal	10.4	13.4	1.5	49.3	25.4
		SSTs	10.2	15.8	3.0	49.1	21.9
3	Helps to maintain a positive attitude about learning and how changes in teaching practices have the potential to improve student learning objectives and school goals.	Principal	9.0	23.9	1.5	43.3	22.4
		SSTs	12.8	16.2	5.2	43.9	21.9
4	Willing to confront problems and help deal with the contradictions that inevitably accompany PD and school change.	Principal	14.9	10.3	1.6	52.2	20.9
		SSTs	12.5	23.8	2.3	44.9	16.6
5	Accomplishes much of his/her daily work through oral interactions and interpersonal communications.	Principal	7.2	19.4	1.8	52.2	19.4
		SSTs	13.2	21.5	1.9	46.4	17.0

Table 2 reveals the views of School Heads and SSTs about the role Principal as an instructional

leader. A large number of Principals (83.9%) and SSTs (74.8%) favor item No.18. the

Majority of the respondents (Principals= 65.7%, SSTs=65.8%) confirmed the statement that principals maintain a positive attitude about learning and how changes in teaching practices have the potential to improve student learning objectives and school goals (Item 20).

Most of the individuals ((Principals= 71.6%, SSTs=63.4%) favor the statement that principals achieve much of his/her daily work through oral interactions and interpersonal communication (Item 22).

Table 3. Presenting the Difference in Mean Score between Principal and SSTs Views Regarding the role of Principals as Instructional Leader

Status	N	Mean	SD	T-Cal	Levene's Test	Sig
Principals	67	3.7552	.60083	.940	.043	.347
SSTs	265	3.6755	.69329			

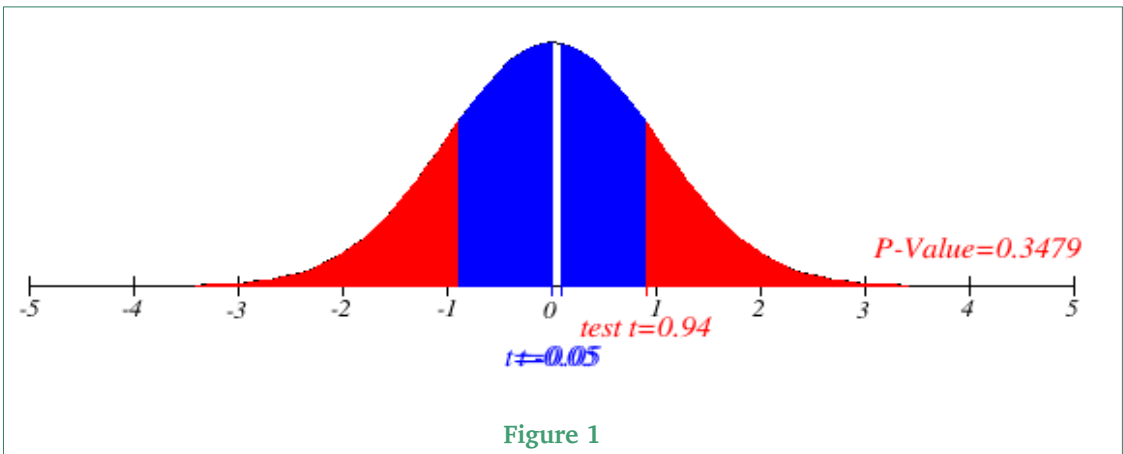


Table 3 reveals the statistics about the Mean difference between Principals' and Secondary school teachers' views regarding the Principal role as an instructional leader. For equality of group variances, Levene's test was performed and the score of Levene's test assumed no equal variance ($p=.043<.05$). The table statistics

indicate the Mean Score of School Heads and SSTs was calculated 4.00 and 3.85, respectively. The table also reveals that $p=.347>.05$ which depicts no significant difference between the school Heads' and SSTs' views about principals' role as instructional leaders. Thus, H_{01} is failed to reject.

Table 4. Mean Difference among the Views of Respondents (Principals and SSTs) in Perspective of Districts about the Role of Principal as Instructional Leader

	Sum of Square	Df	Mean Square	F	Sig
Between Groups	.432	2	.216	.472	.624
Within Groups	150.624	329	.458		

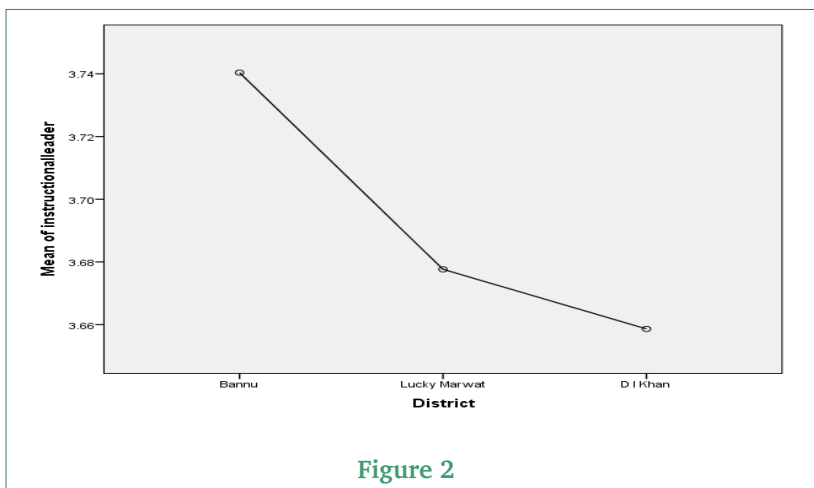


Figure 2

Table 4 reveals the Mean difference in the respondents' views (Principals and SSTs) of three districts about the role of the Principal as an instructional leader. The table statistic indicates the value of $F=.472$ with

$p=.624>.05$ shows that no significant difference lies among the views of respondents about the role of principals as instructional leaders across districts. Hence, H_{02} is hereby failed to reject.

Findings

The findings of descriptive analysis indicate that a large number of Principals (83.9%) and SSTs (74.8%) favor the school principals Communicate to teachers that learning is central to the energies and efforts of everyone in the school. The result shows that the majority of the respondents (Principals= 65.7%, SSTs=65.8%) confirmed the statement that principals maintain a positive attitude about learning and how changes in teaching practices have the potential to improve student learning objectives and school goals. The data analysis depicts that most of the individuals ((Principals= 71.6%, SSTs=63.4%) favor the statement that principals achieve much of his/her daily work through oral interactions and interpersonal communication.

The data analysis reveals the statistics about the Mean difference between Principals' and Secondary school teachers' views regarding the Principal role as an instructional leader. For equality of group variances, Levene's test was performed and the score of Levene's test assumed no equal variance ($p=.043<.05$). The table statistics indicate the Mean Score of School Heads and SSTs was calculated 4.00

and 3.85, respectively. The table also reveals that $p=.347>.05$ which depicts no significant difference between the school Heads' and SSTs' views about principals' role as instructional leaders. Thus, H_{01} is failed to reject.

Table 4.3 reveals the Mean difference in the respondents' views (Principals and SSTs) of three districts about the role of the Principal as an instructional leader. The table statistic indicates the value of $F=.472$ with $p=.624>.05$ shows that no significant difference lies among the views of respondents about the role of principals as instructional leaders across districts. Hence, H_{02} is hereby failed to reject.

Conclusion

One cannot deny the pivotal role of the principal to improve the professional development of teachers. Although they are busy with administrative activities in school, the researcher identified highly effective ways to improve the professional development of teachers. The instructional leadership role was the first way in improving TPD. A questionnaire was used to collect the data and then analyzed through different statistical techniques. The

following conclusions were made based on research findings.

The head of the school has a positive role in improving teachers' professional development. The researcher concluded that most of them focus on interpersonal relationships through effective communication. Creating a learning environment is one of the vital areas for principals to influence TPD. Both principals and teachers agreed that principals shared ideas and their professional knowledge to improve professional skills.

Recommendation of the Study

The principals are the academic leaders and are responsible for all the activities to improve teachers' professional development. According to the result, most of the principals are not

playing a significant role in all the areas to improve TPD.

1. The results show that school principals are playing a high instructional leadership role to enhance teacher professional development. Most of the principals focus on academic activities and students' success. The study recommended that principals' support and quality of teaching are also necessary for improving the performance of the students.
2. The quality of instructions is also recommended to improve teachers' professional development. Effective instructions can play a significant role in directing and reshaping their schools.

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