

**INSTRUCTIONAL LEADERSHIP PRACTICES AND
TEACHERS' MOTIVATION AT SECONDARY
LEVEL: A CORRELATIONAL STUDY**

BY

Adil Khan



**NATIONAL UNIVERSITY OF MODERN LANGUAGES,
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TEACHERS' MOTIVATION AT SECONDARY LEVEL: A
CORRELATIONAL STUDY**

By

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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the faculty of social sciences for acceptance.

Thesis Title: Instructional Leadership Practices and teachers' Motivation at Secondary Level: A Correlational Study

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Candidate of **Master of Philosophy** at National University of Modern Languages do hereby declare that the thesis "**Instructional Leadership Practices and teachers' Motivation at Secondary Level: A Correlational Study**" submitted by me in partial fulfillment of M. Phil Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it should not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Instructional Leadership practices and teachers' motivation at Secondary level: a Correlational study.

The focus of this study was on assessing the status of Instructional Leadership practices of head and its relationship with teachers' motivation. The main objectives of this study were to assess the level Instructional Leadership practices and teachers' motivation at Secondary level, to investigate gender-based difference on Instructional leadership practice and teachers' motivation. Additionally, the relationship between Instructional Leadership practices and teachers' motivation was explored. This study was quantitative and correlational in nature. Two self-developed questionnaires were used for data collection. Descriptive statistics, t-test and Pearson correlation were used. It was found that secondary school heads employ Instructional Leadership at moderate level and teachers are also motivated to moderate level. This study found that based on developing and communicating school goals, instructional supervision, developing school climate and promoting professional development, male heads were rated good by their teachers as compared to female heads. While female secondary school heads were rated as good instructional leaders on the aspects of monitoring student progress and protecting instructional time as compared to male secondary school heads. Moderate positive correlations were found between Instructional Leadership practices and teachers' motivation. It was suggested that Education Department should arrange in service training for heads to train head in order to make them good instructional leaders. It was also suggested that heads should give some degree of authority to their teachers.

Key words: Instructional Leadership, Teachers' Motivation, Secondary School,

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LIST OF ABBREVIATIONS

| Abbreviation | Terms |
|--------------|---|
| Kp | Khyber-Pakhtunkhwa |
| SST-Sc | Secondary School Teacher Science |
| PIMRS | Principal Instructional Management Rating Scale |
| IS | Instructional Supervision |
| MSP | Monitoring Students Progress |
| PPD | Promoting Professional Development |
| DCSG | Developing and Communicating School Goals |
| SST G | Secondary School Teacher General |
| DEO | District Education Officer |
| DSC | Developing School Climate |
| PIT | Protecting Instructional Time |
| ILQ | Instructional Leadership Questionnaire |
| TMQ | Teachers Motivation Questionnaire |
| RSP | Responsibility |
| <i>ADV</i> | Advancement |
| <i>REC</i> | Recognition |
| <i>WITS</i> | Work itself |
| IL | Instructional Leadership |
| TM | Teachers' Motivation |

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Adil Khan

DEDICATION

I dedicate my research work to my loving parents and my brother Atif khan, who never stopped supporting me during this journey.

CHAPTER 1

INTRODUCTION

1.1 Background of the study

With other resources for smooth functioning of the institutions, human resources are above all in the effective functioning of an organization because all other resources like equipment and infrastructure are managed by human resources. Having well developed infrastructure and equipment has got immense importance but only when they are organized and allocated by personnel who is conscious of the profession and the responsibilities it comes with. Leadership has got very much importance for the organization in order to be successful. The school principal is the person who takes responsibility of this position along with performing other functions in the organizations as well. The principal is said to be very important person in the school who helps teachers in acquiring necessary knowledge and providing teachers the opportunity to develop himself in order to make their instructions effective which will ultimately affect students' achievement (Brailsford, 2001).

According to Alsaleh (2018) Instructional Leadership (IL) practices of leaders are important characteristics for the effectiveness of organizations because those leaders not only focus on management but also look at some challenges they are facing (Niqab, 2014). Kwindia (2002) similarly states that Instructional Leadership is all about improving and developing teachers and their professional competency. Samrat et al. (2021) stated that Secondary schools heads in Pakistan are bestowed with responsibilities for fulfilling society' need and providing excellent education to the students. The behavior of principals

affects teachers in one way or the other and this influence helps in achieving the broader aim of education.

Ashraf et al. (2015) mentioned that in Pakistan teachers are properly not trained and there is scarcity of teacher training. They further mentioned that teachers are very old, and the courses change every year and teachers' knowledge don't get updated. Similarly, as mentioned by Khan, (2014) that in our country teachers training programs are very limited and of very low time duration if compared to other countries.

In Pakistan, the system of Secondary Education begins at the 6th grade and concludes after the 10th grade. Secondary Education can be a terminal stage for many students while for some it is preparatory stage, and it prepares them for higher education. According to Government of Pakistan's (National Education policy, 2017) secondary education has got great importance because it bridges the basic primary education and higher Education. It is not only producing a middle level work force for the country but also act as a feeder factor for higher education (p.52). Higher education that Results in the production of specialist in different fields, depends largely upon quality product from Secondary Education. Therefore, this level of education, the Secondary Education, should be designed, renovated and refurbished in such a way that it should not only makes enables the individuals, both men and women, of this level ready for getting higher education and additionally to enable them in spending their lives purposefully and effectively. It is clear the Secondary level of Education fulfill different needs and wants of a country. From the above discussion it can be concluded that Secondary Education in Pakistan is of very much importance because of its varied utility one as a provider where it provides products in form of students to the HEIs and other it produces work force for the country as well.

Education is the primary source of the development of society. Apart from other resources, one of the most crucial factors in education is the teachers' quality and number of teachers in the institutions, principal leadership style and facilities available at work. Among those factors, principal leadership style and teachers' motivation are of utmost importance. After plethora of research, it is concluded that teacher's motivation is highly affected by leadership style (Inayat Ullah and Jehangir, 2012). In encouraging these aims the school head is supposed to play very important roles. The main role a secondary school head needs to play is to provide effective school leadership for the purpose of improving teachers' motivation. Effectiveness of principals in performing this role is a matter of concerns for all the educationist (Hardcastle, 2014).

Mahsood (2007) mentioned that educational needs and effective functioning of organization can help us achieve our educational goals but for this we need motivated and trained teachers and in addition to this we need effective heads for those organization in order to cope with the need and to channel the talents and capabilities of teachers in best possible way. There are various documents which depicts the poor quality of teacher education in Pakistan, and it is facing various difficulties which has resulted in poor quality of education in Pakistan (Akhtar et al., 2020). Similarly, National Education Policy (2009) has also mentioned regarding the importance of Teacher Education and this document further added that programs of Teacher Education in Pakistan are unsatisfactory. It's no with any exaggeration that teachers are a very essential element of schools, and they have greater impact on students' performance.

A teacher must learn art of teaching, typically, in two places-one the teacher training institute and second, the actual school where he/she has to teach and render

services. As far as training institute is concerned, it provides the prospective teacher with the necessary knowledge and training to have the right attitude towards teaching. In short, these institutions are there to solve the mechanical difficulties a teacher will face when he/she is teaching. While the actual training of a teacher happens in the school where he/she has to teach and where prospective teachers get the opportunity to apply whatever they have learned during their training and pre-service teacher education programs. Getting knowledge is a life-long process and just like others, teachers too need to be educated constantly. For this continuous and constant training an institution needs an experienced head because in context of schools, teachers will always approach Head for their difficulties.

The motivation of a teacher is affected by the school head in one way or another through leadership that would lead to motivation or amotivation. The school head develops teachers by providing them guidelines and because of this input the school overall environment is developed and this change has the ability to help in achieving not only school goals but aims of education in a broader sense as well. Previous research has indicated that support from head teachers' professional development is also crucial in developing teachers' learning (Akiba et al. 2015). Similarly, School Principals who employ Instructional Leadership principles have greater potential for improving teaching and learning in their schools (Brolund, 2016).

Naz & Rashid (2021) argued that teachers and school heads can both act as leaders in the school and by collaboration they can develop an inclusive environment that would ultimately enhance the progress and safety of individuals. Additionally, they mentioned that instructional heads create and flourish an environment that is productive and supports

quality instructions. Intrinsic and extrinsic motivation are very important for teachers to get rid of negativity. Therefore, there is a relationship of Instructional leadership and enhancing motivation of teachers and the teachers in-turn will turn these into positives for school (Bafadal et al., 2019).

According to Buttler and Shibaz (2019) mentioned that there is Relationship between school instructional leadership and teachers' motivation they mentioned that instructional leaders can improve teachers work motivation by improving their teaching practices. Because Instructional leadership will supervise instructions and will constantly suggest improvements, this will help teachers in improving their practices and ultimately improving students' learning.

Since 1990 it is noted that research on teacher motivation has increased in different social cultural contexts. According to the studies conducted by OECD (2005) and Richardson & Watt (2005) there are certain reason of the increase of research on teacher motivation and possible reasons reported is, teacher loss of interest, high demand from teachers followed by less benefit to teachers, shortage of career opportunities and low prestige. Teacher motivation, according to many scholars, is a related factor with many variables in educational settings such as teaching practice and teacher psychological satisfaction. As, Instructional Leadership is all about supporting teachers in teaching learning process, helping them in choosing appropriate teaching methods which will improve teacher performance and ultimately work motivation.

1.2 Statement of the problem

Due to the declining performance of the public sectors school of the province Khyber Pakhtunkhwa has resulted in pressure on the public sector and consequently, public are in a state of gradually losing confidence on them. This trust deficit has posed numerous challenges to the leadership of schools (Khan, Z., 2014). Effective leadership may play a critical role in increasing teachers' motivation and, as a result, students' success in meeting time constraints (Berry et al., 2010). Teachers' work performance and motivation are affected directly or indirectly by school leaders. Given that instructional leaders prioritize high-quality teaching and learning, the successful execution of heads is critical to the organization's overall success (Mulford, 2003). Additionally, the government spent great amount on training teachers each year and due to some reason, most of the teachers quit the job when they get another opportunity somewhere else. Hence this study on Instructional Leadership (IL) and teachers' motivation was conducted to assess the status of IL practices and its association with teachers' motivation(TM). Additionally, Gender based differences in motivation also be drawn to know if there is any difference between Male and Female motivation' attribute.

1.3 Rationale of the Study

Study on Instructional Leadership (IL) and its relationship with teachers' motivation is important for several reasons including: the heads who follows the functions of Instructional Leadership influence the standard of education of students by shaping the culture and climate of schools (Senol & Lesinger, 2018). Understanding how their leadership practices can impact teacher motivation can help to improve the effectiveness of educational leaders. Teacher motivation is an important element in determining teacher

effectiveness, which has a direct influence on student learning outcomes. By understanding how Instructional Leadership can impact teacher motivation, educational leaders can take steps to improve teacher engagement and performance (Butler & Shibaz, 2019).

The role of Instructional Leadership' practices is widely acknowledged in the educational research literature that Instructional Leadership' practices may contribute to the satisfaction and motivation level of employees (Babelan et al., 2019). All those behaviors and activities of school heads that are directly or indirectly meant for improving instructions in the classrooms is instructional leadership. These practices can include setting clear expectations for teachers, providing instructional feedback, supporting teachers in their professional development and developing an environment and school culture that is positive and conducive (Hallinger, 2008).

A great number of studies are conducted on the Instructional Leadership practices and teacher motivation (Demirdag, 2021; Sakerani et al., 2021; Eyal, 2011), there is a dearth of study in Pakistan. Given Pakistan's peculiar cultural, social, and political context, it is critical for one to understand how schools head and their practices are rated by their employees. This research study "Relationship between Instructional Leadership' practices and teacher motivation" was initiated for the purpose of examining the Instructional Leadership (IL) practices and its relationship with teachers' motivation in the context of Pakistan.

Previous studies conducted outside of Pakistan have demonstrated the status of Instructional Leadership' practices in improving teacher motivation and job satisfaction. For example, Leithwood and Jantzi (2006) found that Instructional Leadership' practices were positively linked with teacher job satisfaction and student achievement in Canadian

schools. Similarly, Kimmelman (2014) found that Instructional Leadership practices such as support for teacher learning and development were associated with higher levels of teacher motivation in American schools.

Still, this thing is worth noticing that the cultural and institutional context of Pakistan is different from that of these studies. It is critical to conduct research in the Pakistani context to understand how Instructional Leadership practices are viewed by teachers in Pakistan. This will help in getting knowledge on the contemporary landscape of education in Pakistan and additionally it will allow us to come up with strategies that can help build better leaders that are instructional and also aids teaching learning process.

1.4 Significance of the Study

This study with its focus on IL and the relationship of this leadership style with teachers' motivation has several significant implications: this study may be helpful in improving the Instructional Leadership behavior of school heads by offering them with a deeper understanding of how their leadership practices can impact teacher motivation. This study may be significant for students in many ways for example if the head of school not only look at the administration related problems of the school but also focus on the teaching and instructions within the classrooms, this will improve student learning.

This study may help policymakers and teacher education organizations to know more about the current status of Instructional leadership practices and will help them organize such in-service trainings for school heads in order to make them better Instructional leaders. Additionally, school heads may be benefitted by this study through

letting them know regarding aspects that needs to be addressed in order to keep teachers motivated in their work environment.

This study can be significant to improving the culture and climate of school and may help improve factors that are significant to students learning. It can assist educational leaders in ensuring that teachers are motivated and engaged in their job, which will result in improved student outcomes which is the ultimate purpose of teaching and learning.

Additionally, this study will help teacher training institutes in identifying the areas of Instructional Leadership that require attention of teachers' educators. Similarly, the importance of different aspects of Instructional Leadership and its relationship with teachers' motivation will help policy makers in arranging targeted training.

Overall, this research on Instructional Leadership and its impact on teacher motivation is important because it has the potential to improve school heads practices that are vital to students learning and teachers' motivation and engagement in the instructions and learning processes.

1.5 Objectives of the Study

The following objectives were formulated for this study:

- 1) To assess instructional leadership' practices of secondary school heads as perceived by their teachers.
- 2) To assess motivation of Secondary School teachers.
- 3) To examine gender-based differences on Instructional leadership' practices of heads as perceived by their teachers.

3a: To examine gender wise difference of heads' practices on the aspect of Developing and communicating school goals.

3b: To examine gender wise difference of heads' practices on the aspect of Instructional supervision.

3c: To examine gender wise difference of heads' practices on the aspect of Developing school climate.

3d: To examine gender wise difference of heads' practices on the aspect of Monitoring students' progress.

3e: To examine gender wise difference of heads' practices on the aspect of Protecting Instructional time.

3f: To examine gender wise difference of heads' practices on the aspect of Promoting professional development.

- 4) To explore gender-wise differences regarding motivation of Secondary School teachers.
- 5) To find the relationship between Instructional Leadership' Practices and Teachers' Motivation at Secondary School level.

1.6 Hypotheses of the Study

The following hypotheses were hypothesized for current study.

H₀₁: There is no significant gender wise difference of Instructional Leadership' practices of secondary school heads as perceived by their teachers.

H_{01a}: There is no significant gender-wise difference on 'Developing and Communicating School goals' practices of secondary school heads as perceived by their teachers.

H_{01b}: There is no significant gender-wise difference on 'Instructional Supervision' practices of secondary school heads as perceived by their teachers.

H₀1c: There is no gender-wise difference on ‘Developing School Climate’ practices of secondary school heads as perceived by their teachers.

H₀1d: There is no significant gender wise difference on ‘Monitoring Student’ Progress’ practices of secondary school heads as perceived by their teachers.

H₀1e: There is no gender-wise difference on ‘Protecting Instructional time’ practices of secondary school heads as perceived by their teachers.

H₀1f: There is no gender-wise difference on ‘Promoting Professional Development’ practices of secondary school heads as perceived by their teachers.

H₀2: There is no significant Gender wise difference of motivation of teachers at secondary school level.

H₀3: There is no significant relationship between heads’ Instructional Leadership and teachers’ motivation at secondary school level as perceived by their teachers.

1.7 Theoretical Framework of the Study

Theoretical framework is a blueprint for research based on which all understanding of the research is formed (Grant & Osanlo, 2014). Theoretical framework provides structure for the study based on established theories, concepts or models. It includes theories or models expressed by the experts in the field into which the researcher plan to research (Kivunja, 2018). Since there is two variables involved in the study the researcher selected one model for Instructional leadership and Motivators of Herzberg tow factor theory

This research was based on Hallinger (2008) Instructional Leadership model. This model is divided into three broad dimensions which includes defining the purpose and goal of school, management of the instructions and developing of conducive school climate.

These three broad dimensions given by Hallinger (2008) are additionally divided into some functions pertaining to each dimension. The first dimension includes two functions that a leader is expected to perform is to establish a clear school' goals and then to communicate these goals to sub-ordinates effectively. The instructional leader will set clear and attainable school goals and convey these goals to their subordinates in a clear and precise manner.

Hallinger (2008) model of Instructional Leadership has three dimensions the first one is "Defining of the school mission". This dimension has two functions which a leader is expected to follow. A leader under this dimension is expected to perform the functions of developing school goals and its communication to teachers. The first thing an educational leadership should consider for its effective functioning of its institute is to frame school goals. School principals are not only the superordinate of their staff but their effective leader as well. Organization without goals cannot be successful. According to Hellinger's Instructional Leadership model, an instructional leader should frame school goals clearly. The second function of this dimension is communicating school goals. Once you are done creating goals the next thing you should do as an instructional leader is to communicate these goals to your sub-ordinates so that they may work out on those goals. Both of the functions under this dimension have been put into one and named as Developing and Communicating School goals.

The second dimension of Hallinger (2008) model is to manage instructional program of the school. This dimension, just like the first one, also has some functions that a leader is expected to follow in order to be called as instructional leader. The functions pertaining to this dimension include the behavior of head regarding the supervision and

evaluation of the instructions in the school. This function requires a leader to supervise and evaluate the process of instruction. Secondly, this dimension includes the functions of coordination of curriculum. Under this function a leader is expected to act towards coordinating the curriculum with set standards. Third function pertaining to this dimension is regarding students monitoring. Under this function a leader is expected to follow the functions that aimed at monitoring the learning and progress of students in terms of objectives of the schools. An instructional leader must be engaged in supervising, monitoring, and assessing the school's teaching and learning processes according to this dimension. It is the dimension in which the director must be "hip-deep" in the matters related to instructions of the school.

Similarly, the third dimension of Hallinger (2008) model is regarding the fostering of good school climate. Under this dimension, there are five functions that a leader must follow to be called instruction. These functions include: the functions and practices aimed at protecting the instructional time of teachers and students. This function is related to the protection of time that is used for instruction. Similarly, the functions of school head pertaining to the development of teachers professionally. In this function, the heads are expected to let their subordinates develop themselves professionally and give them equal opportunities for development and arrange seminars for them and let them participate in professional training. This dimension, if compared to the other two, is broader in scope and function. This dimension focuses on the instructional practices of head to improve professional development of their staff and to provide them incentive in order to motivate them towards school goals.

All the above ten functions or practices found in a leader will be called instructional leader. If we generally look at the functions mentioned by Hallinger, (2008) these are those qualities and practices which can contribute a lot to organizational effectiveness.

For teachers' motivation Herzberg (1959, as cited in Alrawahi et al., 2020) two factor theory will be used. This theory was developed by Friedrich Herzberg back in 1959. This theory is generally used by researchers to find satisfaction of employees based on their motivation. Because this theory has one factor called motivators which, if we look at the dimensions, are the factors which are generally appreciated by any employee. The motivators and de motivators or hygiene. According to a study conducted by Herzberg in 1959 on two hundred engineers he found that almost all of the respondent mentioned some factors in the presence of which they feel motivated and there are those factors by which they get demotivated. The study of Herzberg resulted in the development of Herzberg two factor theory. The factors by which employees felt motivated were called motivators and by which they feel de motivated were called as hygiene or demotivators.

The researcher has selected one model and one aspect of theory. The model that is chosen for this study and for assessing Instructional leadership practices was of Hallinger and Motivation of teachers were examined based on the motivators of Herzberg tow factor theory.

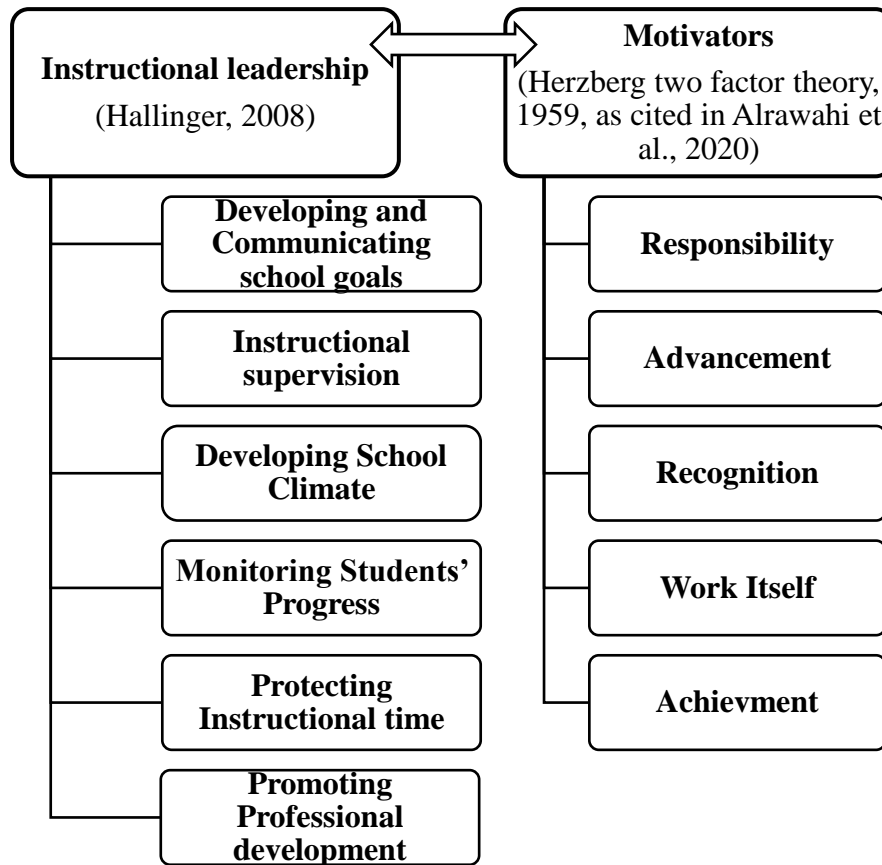


Fig: 1 Theoretical Framework of the study

1.8 Methodology

This section includes research design and approach, population, sample size and sampling technique, instrumentation, data collection, and data analysis.

1.8.1 Research Approach

The researcher has used Quantitative research approach for this study.

1.8.2 Research Design

Correlational research design was adopted for this study. This design entails investigating the association between two variables without manipulating them. This

research was looking into the relationship of Instructional Leadership and teachers' motivation.

1.8.3 Population of the study

The study's population comprises all secondary school teachers in Malakand District. The Annual School Census (2020-21) published by KP-EMA states that there are 90 High and Higher Secondary Schools in the district, with fifty-one being male schools and 39 being female schools. There are a total of 686 Secondary School Teachers working in these schools. Out of those 686 SST's, 333 of those are females and 353 of them are male.

1.8.4 Sampling Technique

In order to draw sample from the population, the researcher has used Stratified Random Sampling technique. The reason of selecting this sample technique was that it ensures specific group representation with proportion in the sample. This was done through many stages. Firstly, the district was divided into its tehsils and later on in the second stage both tehsils were divided into Union councils and thirdly, schools were randomly selected from each Union Council.

1.8.5 Sample Size

According to Kothari's (2004) assertion, a sample size refers to a subset of the target population that is incorporated in the research. The sample size for this study was selected through the utilization of Mugenda and Mugenda's (2003) source. As per the cited source, if the population size is below 10,000, a sample size ranging from 10% to 30% is deemed adequate.

1.8.6 Instrumentation

Two self-developed questionnaires were used for data collection. One questionnaire was for measuring Instructional leadership practices of school heads and the other was for motivation of teachers. Instructional Leadership questionnaire was based on Hallinger, (2008) model of Instructional Leadership while for motivation Herzberg, (1959, as cited in Alrawahi, 2020) motivators were used.

1.8.7 Validation of the Instruments

For validation of the tools, it was sent out to the field experts for its validation. The tools were validated by two experts.

1.8.8 Pilot Testing of the tool

For reliability of both questionnaires, the data collected from 70 participants were put up in SPSS and its internal consistency reliability was calculated.

1.8.9 Data collection

The researcher personally visited the school for data collection and data was collected from the respondents based on two questionnaires.

1.8.10 Data Analysis

The researcher analyzed the data by using SPSS version 26. For the first two objective descriptive statistics were calculated. Independent sample t-tests were used to find gender-based differences. Additionally, Pearson correlation was used to explore the relationship between Instructional leadership and teachers' motivation.

1.9 Delimitations of the Study

This study was restricted to the district of Malakand only and the focus was on the SSTs only. Additionally, since the focus of this study was on motivation of teachers hence only the motivators of Herzberg's two factor theory were taken into account.

1.10 Operational definitions

Instructional Leadership

Instructional leadership is a leadership style that includes functions that must be followed by leaders to be called instructional leaders. These functions are more related to teaching and learning. The model used in this study is Hallinger model of Instructional Leadership and it contains three main dimensions which are further divided into functions necessary for an instructional leader. Instructional leaders ensure the monitoring and supervision of teaching and instructions happenings in the institutes.

Developing and Communicating School goals

This function of Instructional Leadership model encompasses the characteristics of developing a clearcut vision of heads for the school and communication of this vision and goal to their subordinates. For a leader to be called an Instructional, it is pertinent that the leader must develop goals for teaching and learning and overall functioning of the schools and must convey these goals to the team in order to work upon it as a single unit.

Instructional Supervision

Instructional supervision means the functions practiced by a leader pertaining to the supervision instructions, visiting classrooms, reviewing students' work, and assessing the strengths and weakness of teachers. An instructional leader will supervise instruction and will give feedback for the sake of enriching instructions.

Monitoring students' progress

As its name indicates, the monitoring students' progress includes the functions of leaders pertaining to the process and practices of tracking the improvement in the learning and results of students and providing feedback to teachers after observing a class.

Promoting professional development

Promoting professional development is the function of instructional leader that includes giving opportunities to their subordinates equally and encouraging them to participate in professional development trainings. Giving equal opportunities to teachers will help leaders in making a good professional team.

Responsibility

Responsibility is one of the motivators in Herzberg two factor theory. It includes teacher's understanding of the organizational and personal goals and how responsible a teacher consider himself/herself regarding tasks that is performed.

Advancement

Advancement means the perceptions of teachers regarding opportunities provided by their head for professional development and promotion. This comprise of teachers' motivation from the prospect of current position and advancement.

Recognition

Recognition includes all the aspects of recognition for example if the work of teacher is recognized and appreciated by their colleagues and head or not. It also comprises of the feedback and recognition system of the institution that is currently in work.

Work itself

It deals with the environment and situation where the job is to be performed. It includes the working conditions and the satisfaction level of employees from their work and working environment.

Achievement

It comprises of the outcomes and the result that follow one's efforts. This dimension includes the teacher's sense of achievement towards his/her job-related goals.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This section of the research is an overview of the studies that are already conducted in the area of Instructional Leadership and teachers' motivation both as distinct and related variables. This first part of this chapter discusses the literature on Instructional Leadership along with different models of Instructional Leadership. The second part covers the literature review covers teachers' motivation and factors that affects teachers' motivation. The third section of this chapter discusses studies on the relationship of Instructional Leadership and teachers' motivation.

2.1 Leadership

Northouse (2010) has defined Leadership as the ability of a person that can influence the behavior of others for the achievement of a common and shared goal. It is an important component of any organization which has been studied much in Business, Psychology, and Education (Northouse, 2021). Different types of leadership styles are there, among them authoritarian, democratic, laissez-faire, transformational, and instructional leadership are worth discussing. Leadership is an essential component of any organization and has been the subject of extensive research and study in a variety of fields, including business, psychology, and education (Asrar-ul-haq, Anwar, 2018). Despite the significant attention given to the topic, there is still no universally agreed-upon description of leadership. Rather, leadership can be described as a complex and multifaceted construct that encompasses a variety of behaviors and traits (Yukl, 2012).

One commonly used definition of leadership is that it is the ability to influence and guide people or groups towards a shared goal (Yukl, 2013). This description stresses the necessity of vision and direction in leadership, as well as the quality and ability of a leader to inspire and motivate their sub-ordinates to achieve their full potential. It also highlights the idea that leadership is a social process, and that effective leadership requires an understanding of interpersonal dynamics and communication.

Other definitions of leadership have emphasized different aspects of the construct. For example, some researchers have focused on the idea that leadership has been studied very extensively but still it is less understood in the field of social sciences (Humphreys, 2001). It is clear from this definition that leadership, although studied extensively, still require understanding.

Another definition of leadership that has got importance in recent years is that it involves the ability to foster a culture of innovation and creativity within an organization (Amabile & Khaire, 2008). This definition emphasizes the importance of adaptability and flexibility in leadership, as well as the need for leaders to foster an settings in which staffs feel empowered to take risks and try new things.

Despite the many different definitions of leadership that have been proposed, there are some common themes that emerge across them. One of the most important of these is the idea that leadership involves inspiration and the capacity to stimulate and encourage others to achieve their full potential. Emerging as an essential concept is the idea that leadership is a collaborative phenomenon and that achieving leadership success requires an awareness of interpersonal dynamics and communication.

In conclusion. Leadership is a complex and multifaceted construct that encompasses a variety of behaviors and traits. Although there is no universally agreed-upon explanation of leadership, it is commonly known as the capacity of someone to influence and guide individuals or groups towards a mutual goal. Effective leadership also requires an understanding of interpersonal dynamics and communication, as well as a willingness to take responsibility for the outcomes of one's decisions.

2.2 Different types of leadership styles

2.2.1 Autocratic

This leadership style is one of the oldest and most traditional forms of leadership. In Autocratic style of leadership, the leader has ample control over decision-making and exercises their authority in a top-down manner (Bass, 2008). Ardichvili and Kuchenke (2010) mentioned that staff are never allowed to make decisions in autocratic leadership style and autocratic leaders are said to be very far from their subordinates. This leadership style, due to its approach, is referred to as coercive style of leadership (Baughman, 2008).

The Autocratic Leadership style is often linked with undesirable consequences, such as low morale, low job satisfaction, and high turnover rates (Lam, Huang, & Chan, 2015). This is because this style of Leadership can lead to a deficiency of trust between the leader and their subordinates and can create an environment where employees feel undervalued and disrespected (Schaubroeck, Lam, & Peng, 2011).

Although there can be negative outcomes of this style, there are situations where this leadership style works best. Let say in emergency situations or crisis situations, an autocratic leader may be needed to make quick decisions and take decisive action (Yukl,

2013). Similarly, in situations where there is a high level of uncertainty or ambiguity, an autocratic leader may be needed to provide clear direction and guidance to their subordinates (Lam et al., 2015).

One of the defining characteristics of the autocratic leadership style is its emphasis on control and authority. Autocratic leaders are typically very hierarchical and expect their followers to adhere strictly to their instructions and guidelines (Bass, 2008). This can create a culture of fear and intimidation within the organization, as subordinates may feel that they are not able to express their opinions or ideas freely.

In the same manner the Autocratic Leadership style can be effective in certain situations. For example, in environments where safety and security are critical concerns, an autocratic leader may be necessary to ensure that policies and procedures are followed strictly (Lam et al., 2015). Additionally, in organizations that are experiencing financial difficulties or other crises, an autocratic leader may be needed to make tough decisions and steer the organization back on course (Yukl, 2013).

However, the autocratic leadership style can also have significant drawbacks. One of the main concerns that is put forwarded by Northouse (2015) is that this style can rob organizations of its innovations and the reason being is the non-involvement of subordinates in taking decisions. Employees may become disengaged and unproductive if they believe their ideas are not appreciated or that they are unable to add to the decision-making. As mentioned by Cherry (2015) Autocratic leadership style has been criticized greatly due to the fact that the higher the number of autocratic leaders, the higher the turnover and absenteeism due to low motivation.

Another concern with the autocratic leadership style is that it can create a culture of dependency within the organization (Schaubroeck et al., 2011). When subordinates are not given the opportunity to make decisions or contribute to the organization in a meaningful way, they may become overly reliant on the leader for direction and guidance. This can lead to a lack of initiative and a reluctance to take risks, which can hinder the organization's ability to adjust to changing situations.

Overall, the autocratic leadership style is a highly directive and controlling form of leadership and this style of leadership may be effective in situations. However, it is important for leaders to carefully consider the context in which they are operating and to adopt a leadership style that is appropriate for that context. By doing so, they can help to develop a culture and settings of trust and partnership that promotes innovation, creativity, and high performance within the organization.

2.2.2 Democratic

Democratic leadership style is a leadership approach in which the leader work together with their team members and encourages them to contribute to the decision-making process (Northouse, 2019). This style is based on the principles of democracy, where each sub-ordinates' voice is heard and considered in the decision-making process. The democratic leader values their team members' opinions and insights, and they seek to create an inclusive work environment where everyone feels heard and respected (Yukl, 2013).

The democratic leader works alongside their team members, rather than above them, and encourages them to take ownership of their work (Northouse, 2019). The leader, who is democratic in its leadership style, helps in providing guidance and support, but

ultimately trusts their lineup associates to make decisions and take responsibility for their work. This leadership style fosters creativity and innovation, as team members are given the freedom to experiment and try new approaches (Yukl, 2013).

Democratic leadership style is particularly effective in situations where the leader needs to build a team, foster collaboration, and create a sense of ownership among team members (Northouse, 2019). It is also well-suited to situations where complex problems need to be solved, as it encourages team members to think critically and share their ideas. The Democratic leadership style has shown to improve job satisfaction, employee motivation, and overall organizational performance (Yukl, 2013).

However, the democratic leadership style is not always the best fit for every situation. In some cases, it can lead to slower decision-making processes and a lack of direction, particularly in situations where quick decisions need to be made. Additionally, it may not work well in situations where there is a clear hierarchy or where the leader needs to exert authority to maintain order (Northouse, 2019).

Democratic leadership can be identified by shared decision-making and employee involvement in the process of decision-making. This leadership style has been shown to have many benefits for organizations, including increased employee satisfaction, improved teamwork, and higher levels of employee engagement. According to Hassnain (2022) democratic leadership has found to have positive effect on the motivation, performance.

According to the study of Malik et al. (2018) democratic leadership style is positively related to employee job performance, indicating that employees who worked under democratic leaders had higher job performance ratings than those who worked under

other leadership styles. The study also found that democratic leadership had a positive impact on employee job satisfaction, with employees who worked under democratic leaders reporting higher levels of job satisfaction than those who worked under other leadership styles.

A survey study conducted by Zaman et al. (2017) concluded that Democratic leadership style was positively related to employee motivation, indicating that employees who worked under democratic leaders were more motivated than those who worked under other leadership styles. Additionally, this study concluded that Democratic leadership style was positively associated with employees' motivation and employees job satisfaction. Additionally, it was reported that employees had higher satisfaction under democratic leader and vice versa.

In addition to these positive findings, there are some scholars who argue that democratic leadership may not always be the best leadership style in the Pakistani context. For example, Ali and Arshad (2017) argue that democratic leadership may not be effective in certain situations, such as during times of crisis or when quick decisions need to be made. They suggest that autocratic leadership may be more appropriate in these situations, as it allows leaders to make quick decisions without needing to consult with others.

Overall, the literature suggests that democratic leadership style can have many positive benefits for organizations and employees in the Pakistani context. However, there may be situations in which other leadership styles, such as autocratic leadership, may be more appropriate. As such, it is important for leaders in Pakistan to carefully consider the context in which they are operating and to adopt a leadership style that is appropriate for that context.

2.2.3 Laissez-faire

Laissez Leadership style the leaders provide minimal guidance and direct to the minimum level their sub-ordinates (Avolio, Walumbwa, & Weber, 2009). In laissez-faire leadership, leaders delegate responsibilities to their subordinates and let them make decisions and solve problems independently (Bass & Riggio, 2006). Leaders who adopt this style tend to be highly trusting of their followers' abilities and skills, and they allow them to work in a self-directed manner. This leadership style is best suited to highly skilled and self-motivated individuals who do not require close supervision or direction (Bass & Riggio, 2006).

Laissez-faire leadership style has the potential to lead to great levels of employee empowerment and autonomy, which can result in increased job satisfaction and motivation (Avolio, Walumbwa, & Weber, 2009). When employees are given the freedom to make decisions and take ownership of their work, they tend to be more invested in their jobs and are more likely to produce high-quality work.

However, laissez-faire leadership style can also have its drawbacks. In the absence of direction and guidance, some employees may struggle to complete tasks or make decisions on their own (Avolio, Walumbwa, & Weber, 2009). In situations where employees lack the necessary skills or knowledge, laissez-faire leadership may lead to confusion and a lack of progress.

In conclusion, Laissez-faire leadership style is known by its characteristic of minimal guidance and direction from leaders. While it can lead to high levels of employee empowerment and motivation, it may not be suitable for all situations. Leaders must

carefully consider the skills and abilities of their employees before adopting this style of leadership.

2.2.4 Transformational leadership

Transformational leadership has been extensively studied and has received significant attention in academic research. This leadership, the Transformational leadership style is well-known for inspiring and motivating followers to accomplish extraordinary results and reach their full potential (Bass & Riggio, 2006). Bass (2006) has mentioned the four critical elements of transformational leadership style. Bass (2006) says that there are four key elements: “Idealized influence, Inspirational motivation, Intellectual stimulation, and Individualized consideration”. The goal of this study of the literature is to look at what transformational leadership is, how it works, and what its strengths and flaws are there. Additionally, we will examine the research conducted on transformational leadership in Pakistan's context.

Bass and Riggio, (2006) has defined Transformational leadership in which the leader encourages their sub-ordinates to go beyond their own self-interest in order to benefit the organization. They went on to state that transformational leaders are charismatic leaders who have high levels of emotional intelligence. This helps them to develop trust and credibility with their followers, which is essential for transformative leadership. They convey an unambiguous and persuasive plan for the years to come and provide their followers with the tools and resources they need to succeed.

Burns (1978) is credited with introducing the term transformational leadership and establishing its theoretical foundations. According to Burns, Transformational leadership involves a collaborative process between the leader and the sub-ordinate, where they

mutually elevate one another. Bass (2006) built upon Burns' work and identified four critical components of transformational leadership discussed earlier. The transformational leadership style has several advantages. One of the key benefits is that it leads to higher levels of employee satisfaction and commitment (Kark, Shamir, & Chen, 2003). Transformational Leaders are able to establish a positive work atmosphere by building trust and fostering open communication with their followers. This, in turn, leads to increased job satisfaction and motivation among employees. According to Jensen and Bro (2018) has mentioned that transformational leadership inspire subordinates by developing a vision improve employees' approach for the organizational goals and performances. Similarly, Brown and Reilly (2008) has mentioned that this leadership style is associated with emotional intelligence. The ability of transformational leaders to inspire their followers to achieve extraordinary results can lead to increased productivity, innovation, and profitability.

However, transformational leadership also has its drawbacks. Porter and Bigley (2003) has stated that when there is competing visions of transformational leaders, that can affect the organizational performances. The focus on the leader's vision and charisma can lead to a situation where followers rely too heavily on the leader for direction and guidance. This can create problems when the leader is absent or unable to provide the necessary support to their followers.

Transformational leadership has received a lot of attention in Pakistan. Transformational leadership was found to be positively associated with employee satisfaction and commitment in Pakistani organizations. Similarly, Rasool et al. (2015) discovered that transformational leadership was linked with enhanced organizational

efficiency in Pakistani banks. These results indicate that transformational leadership is applicable and valuable in Pakistan's context.

2.2.5 Instructional Leadership

According to Hallinger and Heck (2005), instructional leadership is a form of leadership style that tries to improve both the instructions and the procedures that are linked with the instructions. It is a leadership approach that recognizes the crucial role of Instructional Leadership in improving student outcomes (Murphy et al., 2009). Instructional leaders are responsible for creating a culture of continuous learning and improvement, and for facilitating teacher development and collaboration.

According to Hallinger and Heck (2010), instructional leaders are those who can articulate a clear vision of learning, set high expectations for student achievement, and provide support to teachers in achieving those expectations. Instructional leaders make use of data to pinpoint problem areas, devise productive teaching tactics, and track the progress of both students and teachers (Murphy et al., 2009).

It is the core duty of instructional leaders to provide education of high caliber to that of students through functions of IL. Murphy (2009) found that Instructional Leadership has a positive impact on the level of academic achievement among students. In Pakistan, there is a rising attention to Instructional Leadership, and academics have discovered that there is influence that Instructional Leadership has on the results of students' education.

Instructional leadership affects teachers' motivation and students learning positively (Khan & Sultana, 2012). This study further found that those leaders who support

teachers, checked their performance, and provided feedback to them had the high impact on students improved outcomes. This view was further supported by Iqbal et al. (2019) by mentioning that instructional leadership(IL) had a positive impact on the progress of organizations and school having good leaders tends to achieve their vision and goals successfully.

To sum up, Instructional Leadership is a type of leadership used in educational institutions with the main goal of improving the learning and teaching processes. Instructional leaders in the classroom ought to inspire their sub-ordinates to improve their skills and work together for the benefit of their students. Studies in Pakistan have verified the favorable impact that Instructional Leadership has on student performance.

2.3 Concept of Instructional Leadership

According to Bridges (1967), the term Instructional Leadership arisen in USA during 1950s-1960s as practical construct and not based on a theory driven concept later on in the mid of 20th century it was a familiar maxim that good schools have good school principals (Miller,1960; Uhls, 1962). Not only school principals but parents' superintendents in the United States started believing in that truism which resulted in the attention of scholars towards this practical construct. According to Hallinger and Wenchung Wang (2015), in his book "Assessing Instructional Leadership with the principal Instructional management scale," it was Bridges (1967) who published first ever study on Instructional leadership. Bridges' study was published in the United States. This study was critique on professional and academic discussion on principal' Instructional Leadership.

Scholars started work on this construct in the 1980s during a movement in America and United Kingdom.

During 70s some scholars began to investigate that, despite of low socio-economic status, being at poorly located areas and having challenging circumstances faced by some school, they still performed well and overcome their challenges of the that time (Brookover et al., 1977, 1982; Rutter et al., 1979, as cited in Hallinger & Wang, 2015). In addition to overcoming challenges despite of their poor background, their performance in terms of students learning outcomes were high as compared to that of other schools in the same area or somewhere else in the similar low socio-economic neighborhoods (Edmonds, 1979. 1978). This led the researchers to focus towards ‘effective school’ to investigate features, processes and conditions that led those schools to perform better than the expected performance (Clark et al., 1984). Institutions’ head that are central to teaching and learning and managing different resources of the school which supports teaching and learning. This is only one definition of Instructional Leadership, and this leadership style is defined by different researchers in different ways (Begum, 2004; Celikten, 2001).

According to Wong et al. (2019) Instructional Leadership can be conceptualized in two general concepts, the narrow concept and the broader one. The narrow concept looks at Instructional Leadership as a combination of activities relating directly to matters of classroom and instructions and its observations. This narrow concept according to Hallinger (2003) and Meyer & Macmillan (2001) was applied back in 80s in relatively poor areas. While if we look at the broader view of IL then it has all those activities included that may affect learning, we can take the example of school environment and culture and

so on (David, 2019). These aspects are of leadership which has the capability to deliver quality curriculum to students.

Instructional leadership has been defined as a leadership style where leaders support instruction by monitoring and supervising it (King, 2002) and to manage teaching and learning strategies (Hallinger, 2015). Teaching and learning is the core purpose of schools hence according to O'Donnell and white (2005) the first thing a school head should keep in mind is to help in building environment conducive for teaching and learning process.

Leithwood, Jantzi, and Steinbach (2002) proposed that Instructional Leadership is a leadership approach that centers around teachers, as their actions have a direct impact on students' development. They suggested that Instructional Leadership comprises two types of activities: management-oriented and leadership-oriented. These activities may include utilizing instructional resources effectively, obtaining consensus on established goals with subordinates, fostering a collaborative attitude among staff members, and most importantly, supervising and assessing instruction while counseling teachers for their advancement.

Robinson et al. (2008) mentioned that setting and communicating clear cut broader goals for schools, defining the overall mission of school and other things like resources availability for teachers, their development and additionally building in between them an atmosphere of cooperation is some of the activities an instructional leader is responsible to perform. Similarly, Quinn (2002) stated that some of the functions of instructional leaders are: to update teachers regarding new educational trends and

approaches and skills required to cope with the current needs and also the skill necessary for teaching. Head of the school should constructively critique the teachers in order make them and their skills improved and applicable for actual classroom settings.

Rutherford (2006) has given somehow similar concept of Instructional Leadership in terms of dimensions. He mentioned that five dimension constitutes Instructional Leadership which are: developing the vision for school and organization, working on transforming this vision into goals, building an environment that promotes development, supervision and evaluation of the progress and learning of students and teachers and lastly, giving feedback to teachers for corrective measures. Other similar characteristics which make leaders effective are the principals who stress on curriculum quality and students learning outcomes, fostering and establishing an environment that supports instructions, supervise the performance of students, developing plans for enhancing instructional programs and supports teachers' development (Weller et al., 1994).

Leadership plays an important role in the effectiveness of any organization and just like other organization educational institutions are no exceptions. As it is rightly stated by Fullen (2007) that a school cannot be improved without having leader who is good at leading the improvement. The leaders positively impact the organizational success (Rihal, C, 2017). According to Hansen & Lårudsóttir (2015) if a head is an instructional leader this will positively impact the outcomes of student achievement. Although there is no direct effect of head on student achievement but head, by influencing teacher behavior will indirectly effect student's achievement. Similarly, according to Pan et al. (2015) and Zhao (2018), With the increase in the educational reform worldwide it enhanced the importance of effectiveness of school, accountability system based on standards and Instructional

Leadership received a lot of attention additionally the Instructional Leadership theories is said to be the most significant of all leadership theories (Hallinger et al., 2015; Zheng et al., 2017).

Previous research has mentioned the importance of school's head behavior. Hoy and Miskel (2001) has considered head behavior as an essential factor for organization effectiveness. An instructional leader will not only plan educational objectives but will put it in practice as well in day-to-day activities (Munna, 2023). Head of the schools not only develop goals, but they have to develop and evaluate different programs, strategies relating to instructional setting of the schools. Additionally, school instructional leader will provide conducive learning environment and it is an important element for effective learning. NAESP (2001), termed this leadership style as a style that lead learning community and in any learning community people meet, discuss and given opinions on each other's work. In literature one can find one constantly presented idea is, that the more the leadership is effective the more the school will be effective. Similarly, as mentioned by Hao and Yazdaanifard (2015) effective leadership is an essential component in dealing with change which is the only way to sustain.

Similarly, as stated by Kaparou & Bush (2015) when a principal follows the Instructional Leadership practices and establish goals for the school and share these goals with the staff, this will positively impact the staff and they will work together in-order to achieve the common goal. They further added that it is observed in Greece that head don't share and discuss goals with the staff, but those high performing schools do share the vision and goals with the staff which shows how Instructional Leadership can impact the overall efficiency of an organization. Additionally, as stated by Larkin et al. (2016) that when a

teacher is passionate and dedicated towards his job, he has likely to perform better and less likely to leave the job and opt for another. Different Models of Instructional Leadership

There are many models of Instructional Leadership, say for example (Andrews & Soder, 1987; Bossert et al., 1982; Blase & Blasé, 1990; Baldanza, 2018; Day et al., 2016; Hallinger & Murphy, 1985; Krug, 1993; Leithwood, Begley & Cousins, 1990; Leithwood & Montgomery, 1982; OECD, 2009; Robinson et al., 2008; Van de Grift, 1987; Villanova et al., 1982). This study is based on Instructional Leadership model of Hallinger (2008). The reason for choosing this model is its worldwide most frequent use for empirical investigation (Hallinger, 2005). Hallinger model is used worldwide in more than 110 studies in different countries by various researchers and it the most used model for Instructional Leadership in empirical studies. Additionally, all other models of Instructional Leadership have influenced by Hallinger model of Instructional Leadership, and there exist some commonalities between models of other authors with Hallinger' model of IL. Some of the other models of Instructional Leadership discussed below have common dimensions to the leadership model of Hallinger. In the forthcoming sections I will discuss different models of Instructional Leadership given by different authors in different timeframe. Some of the models discussed will be Murphy's, Hallinger, Day et al., OECD, Baldanza, Krug's' conceptions of Instructional Leadership.

Murphy (1990 as cited in Hallinger, 2008) has developed a similar model of Instructional Leadership after comprehensively reviewing the literature. This model has an additional broad dimension and unlike Hallinger' model, Murphy (1990) model has four broad dimensions in it. These four dimensions are further divided into sixteen behaviors which is more than that of Hallinger' models' behaviors. The dimensions of Murphy (1990)

also includes development of school' mission and goals, organizing the instructions, helping teachers in their professional development, and fostering supportive environment for work.

The first dimension in Murphy (1990) model is developing mission and goals. This dimension is very necessary for the development of sense of collective purpose for the institution (Murphy, 1990). Whatever happening in school primarily revolves around one core idea and that is teaching and learning. Murphy further divides this dimension into 2 functions that are, a) principal developing the school goals and b) principal style in conveying and cooperating these goals. Development of school goals should be based on two important stakeholders of school, students, and teachers, while developing goals for school, students' achievement, student performance and teachers' duties to attain the goals. The second function of communicating school goals to students, teachers, and parents by formal or informal means. These stake holders should be involved in the discussion of school goals to let them make aware of the importance of school goals.

The second aspect in Murphy's (1990) model is about the function of the school principal in overseeing the schools' educational programs. This is referred to by Murphy as 'managing educational production'. This component focuses on the principal's management style. The instructional leader's duty is to improve the school's teaching and learning quality. A principal can do this by reviewing their instructors, visiting classes on a regular basis, and providing feedback to teachers as needed. Furthermore, the principal distributes and supervises teaching time in accordance with school policies and procedures. An instructional leader should regularly collaborate with teachers to align curriculum with

state requirements and to establish methods for leveraging student data to develop school goals and enhance instruction.

Murphy's (1990) model's third dimension is regarding the functions of developing instructions and academic settings. This factor has an impact on the customs, attitudes, and beliefs of the teacher's pupils and parents. Different aspects under this aspect are connected to the classroom teaching and learning model, with a primary emphasis on the principals' approach to developing a conducive learning environment. Furthermore, the administrator is supposed to be visible in the school, to set good expectations, and to provide incentives for students and instructors to learn and teach (Murphy, 1990).

The four and final component of Murphy's (1990) model of Instructional Leadership is the creation of a supportive work environment. Practices in this dimension are all connected to work environment circumstances such as creating a safe and disciplined setting, allowing students chances for engagement, sustaining teamwork among staff, and connecting school and home. All heads who are interested in this dimension will work to create a favorable atmosphere for teaching and learning to take place as effectively as feasible. According to many studies cited in the literature have stressed the importance of school climate. They have argued that school climate is an important factor which influence may variables including the behavior of teachers towards teaching and students towards learning.

Krug (1993) has given a similar view regarding the dimensions of Instructional Leadership. He puts forward five dimensions necessary for an instructional leader and called those five dimensions as five(5) factor model. This five-factor model has the same functions as that of Hallinger (2008) except for the dimension on teachers' professional

development which is important element in Instructional Leadership, this dimension is included in almost all other models.

Sumiran et al. (2022) concluded that education's quality is largely dependent upon the quality of teachers that are there for teaching and learning and ultimately the quality of teacher is dependent on the professional training and competencies of school head. The quality of teachers' teaching can directly or indirectly be influenced by the leadership practices and leadership style of the head (Posner, 2016). That is why improving the skills and competencies and competencies of school' heads are of utmost importance and that needs investment (Mahmodah, 2016).

Another monumental mixed method study of Day et al. (2016) has also mentioned some of the dimensions of the Instructional Leadership. They argued that in addition to establishing well defined structure, improving culture and climate of the organization, developing its people Instructional Leadership, above all, gives importance to three main dimensions for a school to be improved.

According to Day et al. (2016) the emphasis is given to only classroom related things like curriculum, teachers and teaching improvement and all other important aspects like professional development is ignored which is the drawback of this model. By looking at this model and certain other model of Instructional Leadership, we can conclude that developing school goal, monitoring instructions, helping professional development of teachers are some of the core responsibilities and behavior characteristics of an instructional leader.

Baldanza (2018) has given a relatively latest model of Instructional Leadership. This model was named by her as an Instructional Leadership model for 21st century. Just like other models of different researchers, this model also has some dimensions. Baldanza (2018) model has four dimensions to which the researcher called as four theories of actions. These includes strong leadership, professional environment of organization, development of continuous professional development programs for teaching, and the selection of team that is good at getting goals achieved. The first theory of actions was explained by authors as, a leader should be able to create a shared vision for the school. Secondly, in adult professional culture, a leader is expected to act in professional way in creating and developing culture of the school caring as possible and should make the students as the center and priority of the school. Thirdly, continuous improvement of teaching expertise is focused on the behavior and approach of leader in giving teachers the opportunity to develop their self professionally. A leader should maintain and enact the best curriculum implementation strategy and should bear no excuse. Lastly, a leader should put all the efforts in engaging the stakeholders in the development of the school functions and processes. When all the stakeholders are engaged in their respective duties, it will lead to the development of best teams which ultimately will result in the quality human resources aimed at achieving one single goal.

Similarly, detailed model of Instructional Leadership is presented by Robinson et al. (2008). They presented five-dimensional view of effective Instructional Leadership. Just like other models of Instructional Leadership, Robinson et al. (2008) also has this common dimension of goal setting. They mentioned that leaders should not only stress on the activities that motivates the teachers towards direction rather leaders should give

emphasis to educational content and activities to use the content for the smooth attainment of intended outcomes and it was the first dimension in her model of Instructional Leadership.

The second dimension of Robinson's model is unique when compared to other models discussed in the study. This dimension is about allocating the required resources wisely. Robinson et al. (2008) while explaining the "strategic", mentioned that effective Instructional Leadership will not only attain the resources but will work for the attainment of aligned resources with intended purposes. This dimension is only dimension which is different from all other models. This dimension can play an important role in the improvement of the organization' processes by directing the right resources in the right direction.

The third dimension is regarding teaching and learning and making teaching learning and curriculum improved. The head of the school will continuously engage in observing teachers and their teaching and most importantly to provide feedback in order to improve instructions. This dimension according to Robinson et al. (2008) is very core to teaching and learning. Additionally, they mentioned that teachers and instruction in the core thing that a school leader must focus on because of its connection with the core objective of school. These three elements of the school are directly connected with each other and are dependent. Students learning can be improved by improving the quality of teachers as well as the quality of curriculum.

The fourth dimension in Robinsons' model is head participation in teachers learning and development as well a head's behavior of promoting the training of teachers. They mentioned in their study that, leaders should not only help their sub-ordinates in

learning things rather leaders should also participate in learning with their staff because a leader should lead from the front and supporting alone won't work for a leader. Robinson et al. (2008) expect leaders to be more knowledgeable regarding instructional matters and accessible as well more often to their sub-ordinates. Helping in professional development is dimension common to all the models and this is considered to be the important element.

The fifth and last dimension in this model is regarding school climate. Robinson et al. (2008) believed that an important element of Instructional Leadership is to create a positive environment not only for teachers to teach but also for students to learn as well. This will lead to the attainment of school goals. Plethora of research has shown the importance of school climate in improving different variables related to school. It is observed in the literature that school climate has important role to play in shaping students behavior towards learning and teacher behavior towards teaching.

According to the document of OECD (2009), there are five categories on which a principal should focus for the improvement of their management actions. Amongst those five categories three were of Instructional Leadership and other two were related to administrative leadership style. Managing school goals and its instructional events, direct supervision of teachers and instructions in the classrooms are under the umbrella of instructional leadership.

Instructional Leadership has got so much importance. The purpose and motto of Instructional Leadership model is to improve students learning (Carraway & Young, 2014). The Instructional Leadership model developed by Hallinger (2008) has three broad dimensions in it. The first broad dimension defining school goals and under this broad dimension there is two functions one of them is developing school goals and the second

one is communicating school goals. This dimension is very important in education perspective. According to Bottery (2004) leaders are appointed in order to influence their subordinate by providing them goals.

Similarly, as stated by McEwan (2003) the instructional leader will develop clear goals and will communicate it to their staff. In addition to this, Brolund (2016) mentioned that instructional leaders will not only develop and communicate clear goals but also will provide enough resources to their teachers that are needed for teaching. If we look at Instructional Leadership from the lens of model we are using in this study, then only we will be able to write how important this type of leadership is for quality teaching and ultimately quality performance which will lead to the achievement of schools' broader vision.

Hallinger (2008) model is the guiding model for this study and this model as explained in the theoretical framework, has got certain dimensions and ten functions which makes a leader an instructional leader. The first broad dimension is Developing vision and mission. Under this broad dimension there are two functions one is to develop clear school goals and other is to communicate these goals to subordinates. According to Brolund (2016) structuring and disseminating clear goals and vision of the institute is the most important task of instructional leader. Schools' heads need to develop and promote vision of the school for student achievement and head in result expect the teachers to accept the vision of head and work out on the vision with constant effort in the class (duPlessis, 2013). Kaparou and Bush (2015) mentioned that when there has clear vision of the school then it motivates them to create conducive environment for the students. They further added that

high performing school has visionary leaders, and they communicate and share school goals with their sub-ordinates.

According to Hallinger's (2008) model, the second broad component in Instructional Leadership is management of instructions and teaching learning. In this aspect, several other obligations of an instructional leader are included, such as supervising and assessing education, planning curriculum, and monitoring students' growth. It is possible for the performance of an organization, of individual instructors, and of individual students to be influenced by the supervision and assessment of teachers' instruction. An instructional leader will supervise teachers and will give them feedback accordingly. Adu, Akinloye and Olayoye (2014) stated that supervision should be a deliberate activity, and this will improve the performance of institute. Sullivan and Glanz (2013) called this instructional supervision as dialogue of instruction and its ultimate purpose is the improvement of teaching process. Similarly, Ekyaw (2014) termed instructional supervision as cycle of activities between head and teacher for the ultimate purpose of teachers' improvement. We cannot deny the importance of school head guidance and as mentioned by Mofareh (2011) it is the most important guidance in school settings.

In the model developed by Hallinger (2008), the third component of Instructional Leadership is the cultivation of a favorable school environment. This aspect of Instructional Leadership encompasses the following five functions: 1) protecting the allotted amount of time for classes 2) promoting further education and professional growth 3) Ensuring that a high level of visibility is maintained; 4) facilitating the provision of incentives for both learning and teaching; and 5) establishing rigors criteria and requirements. This dimension is larger than the other two. According to different scholars like, Barth (1990) Hallinger

and Murphy (1986) Heck et al. (1990) and others, effective school develop an atmosphere of continuous improvement where teacher and students are appreciated in the form of rewards so that school purposes may be achieved.

2.4 Functions of Instructional Leadership:

There are various functions under the umbrella of Instructional Leadership. These functions are different according to different researchers. We have discussed various models of Instructional Leadership in the above section, and it was noticed that, although, there are numerous models of Instructional Leadership having different functions but still we can find some commonalities in between them. Like, the model of Hallinger (2008) and Murphy (1990) are similar, but Murphy's model has an additional dimension in it. Similarly, the model of Robinson et al. (2008), OECD (2009) model, Dey et al. (2016) model have some similarities while there exist some differences as well.

In this section of the chapter, I will discuss some of the very common functions of Instructional Leadership according to different authors, and their importance one by one. Some of the functions are:

- 1) Developing school goals and disseminating it
- 2) Supervising instructions.
- 3) Developing positive school climate
- 4) Promoting professional development.

2.4.1 Developing school goals and disseminating it

According to Shahid (2009) Educational goals setting are of very much importance to the organizations. After reviewing the literature on leadership, it was found that leaders are the central part of institutions and strong leaders creates strong schools (Sparks, 2013). He further added that effective leaders are those who involve their subordinates in the process of decision making, have certain goals in their head. This kind of leaders have broader vision for its school and then they divide this vision into goals and then help their teachers in extracting expectations from those goals. Effective leader will ensure the improvement of existing environment of the school and will directly supervise and guide the school progress.

Hallinger et al. (2010) stated that there some of the behavior that are reflected in teachers and other staff which results in excellence, quality, and improved performance. The objectives established by the instructional leader serve as motivating factors for teachers to recognize the challenging nature of their work. The skills of leaders improve their abilities to lead others and manage other for the achievement of a common goal and the decision making skills enables leaders to explore the issues effectively make appropriate judgments. Similarly, enhanced communication skills can help teachers articulate their ideas clearly and gain a better understanding of others' perspectives. According to Kantabutra (2005) for leaving no loophole in achieving school goals, a leader should, effectively and in easy language, convey the developed goals to teachers.

Similarly, Carraway and Young (2014) stressed the importance of Institutional leadership and mentioned that the ultimate purpose of Instructional Leadership is to enhance and support students' learning. And for improving students' learning, the

leadership must have the quality and practice of vision of communication and according to (McEwan, 2003) Instructional leaders develop a clear vision and also communicate it to their subordinates. The leadership qualities of head of the schools are very crucial for developing and putting into action the vision which is drawn for school success (Stevens, 2008). The principal expressed the vision and shared it with teachers in a variety of ways, including meetings, seminars, and the invitation of a guest speaker. He desired for instructors to learn and grow in self-awareness (Hallinger & Heck, 2011). As per the study of Kyak et al. (2011) the way a head leads the school has an influence on teacher motivation by providing stimulation for their classroom objectives. Motivating the teachers and subordinates in achieving the goals and to successfully implement the prepared plan can be influenced by the leadership style of the head (Mukhtar & Fook, 2020).

According to Khan, Saeed, and Fatima (2008), school success is generally tied to the effectiveness of the institution's head; hence, school heads' function in enhancing the level of instruction through their instructors and teachers is critical. Secondary school principals must have a distinctive vision for the institution in order to be outstanding school heads and instructional leaders, and that vision must emphasize good teacher performance and student achievement. It is pertinent to point out that the Secondary School Head must communicate the mission and objectives developed by him/her regarding performance in school to their teachers, parents, and students in a simple and easy to understand manner so that they can easily understand it and help in achieving the goals. Sergiovanni (2006) emphasizes the importance of shared vision and commitment. When staff members have a clear vision and commitment, they will aim their energies towards the same goal. Improvement of something is of no meaning if we don't know where we are going. The

school vision that a leader had developed must include all areas specifically the areas of teaching and classroom. It shows that all members of the school should focus and work on the attainment of school goals that a leader has built for school improvement. Contact, meetings, and collaboration among staff members should be used to set goals. The instructional leader should model teamwork and make it the focal point of the school.

2.4.2 Supervising and Evaluating Instructions

Supervising instructions aimed at developing and improving teaching learning processes (Ali, 2020). To support this, Kotirde and Yunos (2015) mentioned that supervision is done in order to help teachers improve their pedagogical skills which will help in the professional development of teachers in the long run. In addition to this supervision helps improving the overall school administration and students' learning outcomes (Thobega & Miller, 2003). Supervision can be diagnostic in nature and the ultimate purpose of this diagnosis is to prescribe the needed improvement. Because of the prescriptive nature of supervision, it always plays influential role in improving the existing conditions of a process or practices.

According to Ahmed et al. (2021) instructional supervision tends to be a continuing process which aims at providing support and desired help to teachers. Shanka, & Thuo (2017) has mentioned a very crucial point regarding the relationship between teachers and head who supervises them. They assert that this relationship is suffering from tensions and teachers in most cases doesn't want to be supervised. On the other hand, Instructional leaders will provide guidance and mentoring to teachers and the teachers who gets this mentoring from their head will more probably practice those new learning in

academic setting and in classrooms (Carraway & Young, 2014) and duPlessis (2013) stressed that providing guidance to teachers are the prime duty of instructional leaders.

Similarly, as stated by Fisher (2011) the duty of a supervisor and the role he plays is directed only towards improving the processes of organization. In case of school the processes are teaching and learning hence the supervisor will cross check teaching and learning and organizational policies. As according to Igwe (2001) supervision is the use of knowledge and experience in order to improve teaching and learning. Supervision is linked with goal achievement of school (Archibong (2012). Instructional supervisory practices are said to be very important in terms of improving the education system (Terra and Berhanu, 2019). An instructional leader will not only supervise things but will help teacher in improving their motivation level. As stated by Sergiovanni (2006) head supervision leads to professional development of teachers. And according to many authors improvement of teaching methods and skill is core to teaching and hence continuously developing teacher is necessary for teachers (Carter, 2001; Zepeda, 2007). As we know that when head supervise the teacher then the head intervene in the practices of teachers for the purpose of improving teachers' practices in terms of Instructions and learning.

2.4.3 Developing positive school climate

School climate means the environment of school which can affect students and teachers' behavior. Relatively early research has shown the importance of school climate in developing teachers' behavior towards their work and students' behavior towards learning and other mental health outcomes (Payton et al., 2008). As it is well known that conducive environment is very much important for students learning.

According to many researchers, school climate is influential factor in terms of school performance and its achievement (Kiperman, Leadbeater, & Blatt, 2001). Perry studied this concept for the first time he studied different problems faced by school which were affecting the performance and learning of their students (Kwong, D., Davis, R. j., 2015) it was found that school climate has significant role in students' academic performance. Post 1980s research holds different opinions regarding effects of school climate on different facets of school settings. Collie, Shapka & Perry (2011) relate school climate with teachers' commitment, and they opine that wherever there will be positive school climate, there will be higher commitment of employees.

There is literature available on the school climate and its impact on different aspects of school. School climate is thought to be a multifaceted variable that includes the overall atmosphere culture values and the relations of people in the school (Wang & Degol, 2016). The literature has tried to identify and explore the relationship of positive school climate with academic achievement of students. According to Greenway (2017) School climate which was measure based on some parameters and students' performance is positively correlated and climate has effect on the academic performance of students.

School climate influences other variables of school as well. Different studies in the area reported the effect of school climate on different variables of the school. Lobardi (2019) mentioned that school climate has positive effect on the wellbeing of students. Similarly, Munir et al. (2021) also reported that positive school climate is positively correlated with teachers' motivation and their self-esteem. According to the study of Hamid et al. (2020) mentioned that positive school climate on teacher motivation is correlated.

From the above studies the importance of positive and conducive school climate for both teachers and students is influential.

2.4.4 Promoting Professional development

This is one of the functions of Instructional Leadership and it aims at developing the competencies of teachers in terms of teaching and developing their overall professional knowledge and skills required for teaching (OECD, 2014a). According to OECD's (2009) document, the quality of pre-service teachers training is not adequate for a teacher professional development, and one cannot expect these training to be able to fully equip teachers with the necessary knowledge. And hence, effective professional development needs to be the combination of not only training but practice and enough time to evaluate (OECD., 2005). This document further added that effective training programs are those which consists of those activities and learning opportunities which matches with the one that will be applied on students.

Different researchers have stressed upon the importance of professional development, and they argued that professional development is necessary drive for reforming overall school performance and students learning outcomes (Harris and Sass 2011; Mourshed et al., 2011). Moreover, the importance of professional development can be best understood by the views of American Federation of teachers, AFT (2002). The federation state that for high quality learning outcome of students it is important to have high quality professional development of teachers. Similarly, the science and training sector of the department of education of Australian government has second the views of American Federation of teachers and mentioned that it should be the top priority of every Education

Department to raise the level of their teachers and leaders' professional development (DEST, 2000).

Borko (2004) mentioned that the teacher's professional development has multifold utility for the overall improvement of the school. This study further added that teachers' professional development helps in changing the flawed practices of classrooms, improve overall school and aiding students learning outcomes. The ultimate purpose of school is to impart knowledge and shape behavior in the best direction, and both of this happens in the classrooms.

Similarly, according to Timperley (2011) teachers develop professionally through proper formal training programs and the ultimate professional development is possible in the training. However, Little (2012) negates the views of Timperley and states that professional development is not only the product of proper training programs rather it can be done thorough positive collaboration of colleagues in the informal settings. Vast majority of the literature on teachers' professional development stressed on the importance of school-based teams where colleagues will share their knowledge with one another. One such study of Garet et al. (2001) mentioned that teachers engaging with their colleagues in school and discussing teaching and applying new practices can positively influence their professional development. Similarly, DuFour & Fullan (2001) also stressed the importance of discussion with colleagues and mentioned that when teachers engage with their colleagues it will help teachers in learning new things.

Additionally, Borko (2004) stated that collaborative practices can enhance professional development, but teachers find it hard to establish a positive relation with their colleagues (Van Es, 2012). One reason for not able to establish positive relation could be the

lack of openness in giving feedback to colleagues. Openness in giving feedback and openly disagreeing is necessary and it will help build positive relation of colleagues which will result in the constructive feedback (Dobie, Anderson, 2015; Grossman et al., 2001).

School leadership must play a very significant role in developing their teachers professionally. Some of the studies while highlighting the role of Head teachers in the professional development have mentioned somehow similar views. Thoonen et al. (2011) and Vanblaere and Devos (2016) discussed some of the common a head can play for professional development of teachers. Amongst those roles are the role of head in identifying the weak areas of teachers which requires development and giving the teachers the opportunities to try new things. Additionally, school head should provide necessary resources to teachers and should be able to implement new learning.

2.5 Importance of Instructional Leadership

Instructional Leadership includes the actions and decisions of school leaders that promote and support high quality instruction in their schools (McBrayer, 2020). Instructional Leadership has directly affected students learning and students' achievement (Sanchez, & Watson, 2020) and that is why this leadership style is considered an important one.

Previous research has mentioned that Instructional Leadership has positive impact on students' achievement. For example, studies have found that principals who provide teachers with regular feedback and support for instruction have schools with higher student test scores (Leithwood et al., 2004). Additionally, when school leaders are Instructional leaders and they are actively involved in instructions, they are well aware of the short

comings of teachers and hence those leaders can provide the required professional development to address the needs of those teachers in order to develop them professionally (Leithwood & Riehl, 2005).

Instructional Leadership also plays a critical role in teacher motivation and job satisfaction. Teachers who feel that their leaders value their contributions, provide them with opportunities to grow professionally and ensure the availability of resources and providing support they need to be effective are more probable to be motivated and satisfied with their jobs (Hallinger & Heck, 2010).

In addition to its positive impact on student achievement and teacher motivation, Instructional Leadership is also critical to school culture and climate. Principals who actively support instruction are better able to create a culture of learning in their schools, where students and teachers feel valued, supported, and safe (Leithwood & Riehl, 2005).

In conclusion, the leaders following Instructional Leadership style is impacting student achievement, teachers' motivation, school culture and hence it is considered and influential style of leadership. Since the importance of this leadership style has been studied in the literature, hence it is becomes necessary for a leader to follow the aspects of it in order to make its schools' instruction and effective one and provide support to their teachers also develop their subordinates professionally.

2.6 Teachers' motivation

Motivation is viewed as desire to achieve something. In the field of Educational Psychology, motivation is one of the most researched topics. There are various definitions of motivation according to different researchers. Guay et al. (2010) defined motivation as

behavior that is backed by a certain reason. Dissecting this definition of Guay et al. (2010) it can be concluded that motivation is something we do because of certain reasons, the reasons compel us to do something. Similarly, Gredler, Broussard and Garrison, (2004) mentioned that motivation, broadly, is an attribute that helps us decide to do something or not to do something. Ryan and Deci (2000) stated that motivation is the presence of desire to do something and to perform a task. If we observe all of the definitions given above we can conclude that motivation is actually performing some task or doing something based on some reasons. Most of the researchers have divided those reasons into two broader categories called- intrinsic motivation and extrinsic motivation. A detail discussion on both will be provided in the forthcoming sections of the chapter.

Sinclair (2008) defined teacher motivation by including three things that are attraction towards teaching, retaining teaching as profession, and giving full attention to the profession. What brings a teacher to teaching profession and the factors which influences a person to be a teacher is in the attraction while retention is how long they remain in the profession and stay motivated. Lastly, the concentration is all about teachers' approach towards courses and profession which means how much a teacher is interested in developing himself/herself in the profession. Sinclair's definition of teacher motivation is a comprehensive one, in sense that all of the factors which might influence someone's decision to be teacher and to remain in teaching, is included in it. There might be some reasons which will attract people to be teachers those reasons can external or internal. Similarly, in the case of retention if the reasons, which influenced a person to be teacher, is satisfied, the person will be motivated and hence ultimately will lead to continuing the profession. Lastly, if the first two things are satisfied, the person will put in some efforts

and will concentrate on the profession in order to make that satisfaction and motivation going.

Dörnyei and Ushioda (2011) puts forward that, due to the complexity of the nature of motivation there is lack of agreement on one common explanation of motivation. Two aspects of motivation given by William and Burden (1997, as cited in Walsh, 2022) are the motivation that is required for starting something and the motivation that is require to remain in the activity. As its names indicates the initiating motivation is all about motivation which decide to start doing something while sustaining motivation is the one for continuing and sustaining something. There is consensus among researchers on the aspects of defining motivation. Tow aspects given by Dörnyei and Ushioda (2011) are motivation gives us information why we are doing certain activity; how long we are willing to continue performing this activity and of what magnitude.

Researcher in the field generally study two types of motivation and hence they have stated in their studies that motivation is broadly divided into two categories. According to Ryan and Deci (2000) these two categories are called as internal motivation and external motivation. They added that intrinsic motivation is the motivation we have while performing certain activity because of our inner satisfactions and we are not looking at any external reward or outcome. When someone is intrinsically motivated that person will perform certain activity out of pleasure and challenge and will not look at any material and instrumental outcome.

The existing literature on teachers, motivation has highlighted some factors which contribute to influencing teachers. These factors include the four factors highlighted by Dörnyei and Ushioda (2011). They mentioned that intrinsic motivation of teachers to teach

is the first factor of teachers' motivation. Secondly, the external factors and hurdles influencing the decisions of teachers and the third is about the continuous commitment of teachers towards profession and the last factor mentioned by them is the negative factors as well which might change the thought process of teachers regarding teaching.

2.7 Importance of teacher motivation

Teacher motivation is said to be an essential factor for both teaching and learning. In addition to these two integral purposes of schooling, teacher motivation is believed to have a role in motivating students as well. Carson and chase (2009) mentioned that teachers' motivation improves classroom effectiveness. It is found in previous literature that, students learning outcomes is affected by quality of classroom practices and instructional quality. Since it related to classroom practices, hence teacher motivation has been studied in relations to different classroom factors. Amongst those factors are, teaching style, how teacher approach teaching, and instructional behavior are few of the factors mentioned by Butler and Shibaz, (2014), Han, Yin and Wang, (2015), Kunter et al. (2008). According to the studies of Pelletier et al. 2002; Radel et al. 2010 the level of teachers' motivation significantly effects the student internal motivation and determination. Motivated teachers are said to be more productive because they constantly look for improved techniques for making instructional process the best experience (Orphlins, 2002).

Nolen (1988) conducted a study on students in order to find out the association between students learning and ways and techniques students used for learning were explored. Based on this idea Nolen and Retelsdorf (2010) mentioned that teachers' goals

which they had in classroom for their teaching highly influenced the students' goals for learning.

Additionally, Hien et al. (2012) conducted a study on teachers of physical education from five countries to study the relationship between teaching style and teachers' motivation. This study found that the autonomous motivation of teachers was associated with teachers' student-centered teaching which they called in their study as the productive style of teaching while the non-autonomous motivation is associated with reproductive style of teaching.

Thoonen et al. (2011) developed a model based on the framework of Liethwood, Jantzi and Mascall, (2002) of educator's performance. The model developed by Thonen was a model of relations between motivational factors of teachers, organizational conditions of school, leadership practices of the leaders of the school, activities of professional development and instructional practices. One assumption of this model was that teacher motivation has an indirect effect on teaching quality. It further assumes that motivation of teachers tends to improve and push teachers to participate in professional development.

In order to test this assumption, they conducted a study on teachers and found that teachers motivational factors have effect on teachers' engagement in professional development. Teachers' motivation has been said to be associated with the student's motivation. And researches in the same area has used self-determination theory widely. Although, teachers' motivation has been linked to students' motivation through the use of motivational techniques by teachers (Bernaus & Gardner, 2008; Bernaus et al., 2009). Roth et al. (2007) used a self-developed questionnaire to examine the four factors of self-

determination theory. This study found that self-determination theory can be used for teachers' motivation research.

2.8 Theories of teachers' Motivation

There are a lot of theories of motivation presented by different researchers for different contexts. Few of the important theories, relevant to the topic of study, will be discussed in the coming section with their strengths and critics. Presenting a theory as a theoretical framework is an essential factor of conducting a study. As rightly puts forwarded by Camp (2001) that theoretical framework and theory provides a base to the issue we are considering for study. In the same manner, Imend (2014) mentioned that theory provides foundation to our study and a support to the topic selected.

As we know from earlier discussion that employee's motivation can either be Intrinsic or extrinsic and this categorization is supported by a lot of scholars in the field. Some of the theories that I will be discussing in the forthcoming section is, Maslow hierarchy of need, expectancy theory, ERG theory, Goal setting theory, and Herzberg two factors theory which is part of the conceptual framework of the study.

A) Maslow Hierarchy of needs theory:

Abraham Maslow develops Hierarchy of needs theory. He presented three points about motivation. Firstly, everybody is always in constant need of something or there is always something that an individual wants to achieve. The second point or assumption presented by Maslow is that any need that is fulfilled once doesn't motivates anymore as compared to unfulfilled desires. Lastly, all of our needs are categorized in priority order.

According to Taormina and Gao (2013) Maslow need hierarchy is divided into some levels of needs that are physical needs which includes food, water, shelter etc. safety needs that is family, job and wealth etc. Based on the assumption of Maslow Hierarchy of needs, the lower needs in the triangle of needs should be fulfilled in order to satisfy the needs of human present in the upper part of the triangle.

The basic human needs like food, security, shelter, and sex needs are at the bottom of the hierarchy of Maslow while the more advanced needs are at the top. These needs are called by Maslow as physiological needs and according to Shikalepo (2020) the needs are important for the survival and for the improvement to upper needs. The importance of physiological needs can be understood by the fact that Kaur (2013) mentioned that if these needs aren't satisfied then it will make the employees ill and will not be able to perform their task any organization can provides these needs to the employees by providing them better salary and good working conditions (Lunenburg & Ornstein, 2008).

Similarly, the second level of this hierarchy is about the security needs and employee require. An employee should be provided with safety from both physical and psychological threats.

2.9 Research on teacher motivation

The study of teacher motivation has undergone significant development and expansion, with a notable surge in scholarly works exploring this topic within diverse social and cultural settings (Han & Yin, 2016). The publication of a specialised edition on instructional motivation by Learning and Instruction in 2008 was a significant turning point. According to Watt and Richardson (2008), the publication is considered a *Zeitgeist*

of interest due to its emphasis on the integration of current motivational theories within the realm of education. The special edition was crucial in the implementation of motivational theories in the recently investigated field of teachers' vocational selection, educational research, and professional commitment. Consequently, it facilitated the establishment of the agenda for forthcoming research on teacher motivation.

Teacher motivation is said to be an essential factor for both teaching and learning. In addition to these two integral purposes of schooling, teacher motivation is believed to have role in motivating students as well. Carson and chase (2009) mentioned that teachers' motivation improve classroom effectiveness. It is found in previous literature that, students learning outcomes is affected by quality of classroom practices and instructional quality. Since it related to classroom practices, hence teacher motivation has been studied in relations to different classroom factors.

The existing literature on teachers, motivation has highlighted some factors which contribute to influencing teachers. These factors include the four factors highlighted by Dörnyei and Ushioda (2011). They mentioned that intrinsic motivation of teachers to teach is the first factor of teachers' motivation. Secondly, the external factors and hurdles influencing the decisions of teachers and the third is about the continuous commitment of teachers towards profession and the last factor mentioned by them is the negative factors as well which might change the thought process of teachers regarding teaching.

The motivation of instructors to pursue teaching as a career was the main topic of the initial studies on teacher motivation (J. Han, 2016). Research on In-service teachers motivation has begun in the recent past. I shall talk about these two distinct literary periods

separately, keeping in mind their differences. These factors influence both the desire to teach and the desire to remain in the teaching field in pre-service teachers.

2.10 Factors affecting teachers' motivation.

Many elements are thought to be vital while deciding on a profession as a teacher. A lot of research has been done on the subject, and the results are fairly consistent. The elements that influence instructors' motivation to begin teaching and motivation to continue teaching will be explored in light of various studies. These factors would be separated into two major categories and will be called as the motivation of teachers before they join the profession and the motivation of teachers that are planning to join the profession.

2.11 Pre-service teachers' motivation

The research on the attributes of pre-service teachers' motivation to teach indicates that intrinsic, altruistic, and extrinsic motivations are significant factors in their decision-making process. In advanced nations, intrinsic and altruistic motivations are particularly crucial for ensuring a fulfilling and enduring career in the classroom.

Previous research on the topic concludes that Intrinsic, Extrinsic, and Altruistic motivation are considered important in making decisions. Intrinsic and Altruistic motivation are considered crucial for satisfied career in advanced countries (Karavas, 2010; Kyriacou & Coulthard, 2000). Din et al. (2020) conducted a study on pre-service teachers which were students of B.Ed. (Hons) they mentioned some factors in their study which influence the choice to be a teacher. The factors mentioned by them is the learning factors and respect factor which was highly rated in their study. Most of the pre-service teachers choose teaching because they think that it gives them the opportunity to learn life long and

secondly, they mentioned that they want to be teachers because there is respect in the profession and you get those socio-economic benefits as well (Din et al., 2020). Similarly, Bilim (2014) mentioned that due to three reasons people chose to be teachers and these reasons includes, contribution to the society, shaping the future of the children and to enhance social fairness in the society.

Similarly, Watt and Richardson (2007) stated that throughout last three decades, the research on the aspects affecting the motivation of teachers to join teaching is done. The findings of those research also revealed that there are three types of motivating factors for people choosing teaching as a vocation (Abonyi et al., 2021). The first category is concerned with the perception of teaching as a significant career, as well as the perception of favorably influencing students' futures and society. The second group is concerned with the by-birth component, which includes all factors connected to innate interest in teaching and choosing the profession out of enthusiasm. Finally, the third category, extrinsic reasons, includes external considerations such as relax job having much off-days, adequate pay (Bergmark et al., 2018; Goller et al., 2019).

Although there is this broad categorization of teacher motivation, according to Watt and Richardson (2007), motivation theories have not been used properly by researchers to develop a comprehensive model for measuring the motivation of those who are considering entering the teaching profession in the future. Watt and Richardson (2007) created a questionnaire based on Wigfield and Eccles' (2000) expectancy value theory in order to produce a reliable framework. They dubbed this measure FIT-choice, where FIT stands for factor influencing instruction. The scale's core value classifications are intrinsic value, personal utility value, and social utility value. In addition to these three values, Nesje

et al. (2018) identified an additional element that is related to our belief of self and our approach towards teaching as task.

Intrinsic value of FIT-choice refers to internal satisfaction and this category entails internal choice and motivation and interest in teaching. Secondly, there are also factor involved that is more or less related to personal gains and utility and discusses to external factors like job security, its transferability, availability of adequate time for family are the extrinsic utility values. Lastly, the social value encompasses factors like social contribution to the society in the form of developing the future of children. Although this FIT-choice scale is said to more than just a motivation triad (Abonyi et al., 2021). But according to my opinion this scale and its three values are very much similar to that of Bilim (2014) factors with just different names. Bilim called these as categories and factors while Watt and Richardson (2007) called it as value classes.

Watt and Richardson (2007) administered the FIT-choice tool for the first time, and they reported that perceptions of teaching capability, internal and personal interest in teaching, and working with students were some of the factors that motivated people to choose teaching as a profession. Similarly, Nesje et al. (2018) used the Norway's version of the tool that measure the factors that influence teachers behavior to teach for survey and discovered that intrinsic and personal drive was the most important factor in selecting teaching as a vocation. Furthermore, contributing socially, assisting students in building their futures, and their impression of themselves as capable teachers are some of the elements that impact teachers' decision to pursue teaching as a profession.

Goller et al. (2019) used FIT-Choice scale and compared the motivation of Finnish teachers with German prospective teachers foe choosing teaching as their profession. It

was found by the authors that German prospective teachers wanted to be teachers because they think that their teaching skills are good, and they perceive teaching to have personal, utility and security. According to the study conducted by Abonyi et al. (2021) on 300 prospective teachers, they mentioned that prospective teacher chooses the profession because of the perception that they can shape the future of the students. Additionally, some of the other factors included were, contributing to the betterment of society and to have the experience of teaching learning.

Similarly, in the context of Pakistan, Hussain and Kazmi (2021) administered the FIT-choice questionnaire to the ADE and B.Ed. (Hons) students and found that personal utility factor was one of the most motivating factors for choosing the teaching profession. It was further added that female had relatively high level of intrinsic motivation as compared to male.

2.12 In-service teachers' motivation

In-service motivation research began in the 1990s and is regarded as critical due to its effect on student motivation. (Jesus & Lens, 2005). Furthermore, research of teacher motivation can be divided into five categories. This category includes research on the factors affecting teachers' motivation, and teaching effectiveness, the connection between teacher motivation and students' motivation, and lastly, research on the development of a teachers' motivation scale for assessing instructors' motivation.

According to Han et al. (2016) the factors influencing teachers' motivation was the main focus of early research. The authors presented a review of the papers published

by different authors to give an account of the factors which influence in-service teachers in motivating them or demotivating them.

According to a study conducted by Gobena (2018) it was concluded that majority of teachers were not motivated of their teaching job. Certain factors reported by Gobena (2018) were lack of reasonable salary, social factors effecting teachers' motivation. It was further added by the researcher that lack of motivation leads to the poor quality of education. motivated employees are important for any organization. Martin (2003) puts forward that, motivated employees help the organization to improve over long run. Some other potential factors identified by the researcher are also in parity with the earlier findings discussed in the above sections. Peterson and Ruiz-Quintanilla (2003) has mentioned that teachers' status in society is found to have influence on in-service teachers' motivation. The working condition factor and the relations with the colleagues are also important and according to Mani (2002) it help in the development of in-service teachers' motivation. There are some direct and indirect motivation factors which affects the motivation level of in-service teachers. Oga-Baldwin (2008) has mentioned that better working environment, the freedom to decide the course of action and the support from head is crucial to the motivation of teachers to sustain their career. He further added that intrinsic motivation has role in pre-service teacher' motivation while that of in-service teachers' motivation is affected by extrinsic factors like, pay and other monetary benefits.

It can be concluded based on the available literature that the most common factors which influence in-service teachers are, the freedom given to teachers to choose their teaching methodology, professional relation of teachers with their colleagues and the support from organization and its head are the common factors. On the other hand social

benefits, salary and economic reasons also influence teachers to remain in the profession and they stay motivated.

2.13 Studies on leadership and teachers' motivation

Teacher motivation has been studied in relation to students' motivation, educational reform, teaching practices. The relationship of teachers' motivation is related to so many variables that it has made this variable an important element for school administrators. As according to Rawat's (2015) study on leadership and motivation, stated that there is positive relationship between transformational leadership style and employee's motivation. In the same manner, according to Kheir-Faddul, N., & Danaiata, D. (2019) puts it forward that there is positive correlation of transformational leadership style with teacher motivation. In this study the authors studied different leadership style and its effect on teacher's motivation. Among those leadership styles, it was found that transformational leadership style has a significant positive relationship with teacher's motivation. Teachers' motivation is of very much importance to teaching and learning process; yet, according to Jesus & Lens (2005) most of the teachers are not motivated.

Jabeen et al. (2019) mentioned in their study that leadership holds very importance to run and establish the educational institutions in Pakistan. Similarly, Robins et al. (2005) mentioned about leadership by defining it wholistically. They opined that leader are not only responsible for administration authority but also a leader must have capability to inspire others. The kind of relationship a teacher has with its leader has a great impact on the motivation of teachers (Robbins, & Finley, 2006). A good teacher-head

relationship according to Eyal and Roth (2011) helps in building professional environment and attitude and teachers ultimately find joy in performing their task related to school.

The motivation of a teacher is affected by the school head in one way or other through leadership that would lead to motivation or amotivation. The school head develops teachers by providing them guidelines and because of this input school overall environment is developed and this change has the ability to help in achieving not only school goals but aims of education in a broader sense as well. Previous research has indicated that support from head in teachers' professional development is also crucial in developing teachers learning (Akiba et al. 2015). Similarly, School Principals who employ Instructional Leadership principles have greater potential for improving teaching and learning in their schools. (Brolund, 2016).

Various studies in the literature have attempted to figure out an association of leadership and teachers' motivation order to determine the effect of principal on school performance (Hallinger & Heck, 2011). Similarly, other studies, for example, Leithwood et al. (2007) and Porter et al. (2010) have mentioned that school leadership indirectly affect performance. Different authors have mentioned different conditions for teachers' motivation. Geijsel et al. (2003) stated that when teacher will apply his/her extra effort in teaching it will lead to his/her motivation. While according to Leithwood and Jantzi, (2006) and Supovitz et al. (2010) trying new things in teaching, like new theories, methods, approaches and ways will ultimately increase teachers' motivation.

According to the study of Hardwicke (2013) lack of motivation at work can affect employee performance which results in satisfaction from job. High work motivation will

lead to hard work from employee and vice versa. Similarly, according to another quantitative study conducted by Haryono (2020) there is positive relation of head leadership style and work motivation. Although, there are a lot of studies conducted on relationship of different leadership styles and motivation for example (Kwan, P. 2020; Ma, X., & Marion, R. 2021; Shaked, H., Benoliel, P., & Hallinger, P. 2020; Mestry, R. 2017; Hanipah, 2020) but specifically the researcher found no study on the relationship of Instructional Leadership and teachers' motivation that's why this study is initiated to fill the gap in the literature.

Numerous studies have been conducted on leadership style and teachers' motivation across the world. The study of Demirdag (2021) has attempted to assess the relationship between Instructional leadership practices and teachers' motivation. The said study used teachers as a sample and principals were rated by teachers for their leadership practices. Similarly, the study on Instructional leadership practices and teachers' performance conducted by Khan (2012) is another such case where school heads of Khyber-Pakhtunkhwa has rated for their practices as perceived by their teachers. Additionally, a study titled "The Relationship Between School Heads' Transformational and Structural Leadership style towards Teachers' Teaching Motivation" by Siraj et al., (2022) in the context of Malaysia is another such study where heads leadership styles are rated by their teachers.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to investigate the association between instructional leadership practices and teacher motivation at Secondary school level. A correlational research design was employed to investigate the relationship between Instructional leadership practices and teachers' motivation. This chapter provides comprehensive information regarding the research design, target population, sample and sampling techniques, data collection methods, and data analysis methods.

3.1 Research Approach

Research Approach of this study was quantitative. A quantitative approach was used because this study determined the relationship between instructional leadership' practices and teachers' motivation.

3.2 Research Design

Correlational research design was adopted for this study. This design entails investigating the association between two variables without manipulating them. This research was looking into the relationship of Instructional Leadership and teachers' motivation. The survey questionnaire consisted of questions about Instructional Leadership practices and teachers' motivation, and statistical analysis was utilized to figure out the degree and direction of the relationship. A quantitative research approach was applied for this study. A quantitative approach is used in descriptive research design. It is used to assess hypotheses and objectives; it also offers a thorough grasp of research obstacles (Cresswell, J. W., 2012). Burney (2008) called this approach as "top to down" approach. This approach

comprises of gathering and analyzing numerical data using statistical approaches. A Survey was utilized for collection of data from the participants of this study.

3.3 Population of the Study

The study's population comprises all secondary school teachers in Malakand District. Teachers were selected as population of the study because it is teachers who spent most of the time with school heads and they can rate their heads for their practices across different aspects and their viewpoints offer valuable insights into day-to-day functioning of a school. According to the data from the Khyber Pakhtunkhwa Education Monitoring Authority Annual School Census Report of 2020-2021. The ASC (2020-21) published by KP-EMA states that there are 90 High and Higher Secondary Schools in the district, with fifty-one being male schools and 39 being female schools. There are a total of 686 Secondary School Teachers working in these schools. Out of those 686 SST's, 333 of those are females and 353 of them are male. These teachers are further divided into different subject areas. These subject areas are SST-Bio/Chem, SST-General, SST-Math/Physics and SST-IT.

Table 3.1

Population of the study

Secondary School teachers

| Male Teachers | Female teachers | Total teachers |
|---------------|-----------------|----------------|
| 353 | 333 | 686 |

3.4 Sampling technique

Given the constraints of time and resources, data and information were gathered from a representative section of the population. The study's population comprised all secondary school teachers in the Malakand District. However, due to practical difficulties, it was not feasible to collect data from the entire population. As a result, a representative sample was chosen for data collection. In order to draw samples from the population, the researcher used Stratified Random Sampling technique. The reason for selecting this sample technique was that it ensures specific group representation with proportion in the sample. This was done through many stages. Firstly, the district was divided into its tehsils and later on in the second stage both tehsils were divided into Union councils and thirdly, schools were randomly selected from each Union Council.

3.5 Sample size of the Study

According to Kothari's (2004) assertion, a sample size refers to a subset of the target population that is incorporated in the research. The sample size for this study was selected through the utilization of Mugenda and Mugenda's (2003) source. As per the cited source, if the population size is below 10,000, a sample size ranging from 10% to 30% is deemed adequate. The researcher distributed 286 Questionnaires and got back 249. Nine out of 249 questionnaires were either not completed or were filled by following a certain pattern so only 240 questionnaires were included for final data analysis. The response rate was 83%.

Table 3.2*Sample size of the Study*

| Male teachers | Female teachers | Total teachers |
|----------------------|------------------------|-----------------------|
| 131 | 109 | 240 |

3.6 Instrumentation

The following two questionnaires were developed by the researcher and used for data collection.

1. Instructional Leadership Instrument (ILI)
2. Teachers Motivation Questionnaire (TMQ)

The questionnaire measures the functions being practiced by principals as perceived by their teachers. This questionnaire was developed by the researcher by reviewing the relevant literature and consulting supervisor and other field experts (See Appendix B).

Hallinger (2008) posits that Instructional Leadership is comprised of various dimensions.

- 1) Formulating and disseminating educational objectives for the institution.
- 2) The Practice of Instructional Supervision in Education
- 3) Development of positive school climate.
- 4) The tracking and assessment of student advancement.
- 5) Preserving the duration of instructional sessions.

6) Facilitating the enhancement of professional skills and knowledge.

Teachers' motivation scale was another questionnaire which was developed by the researcher based on Herzberg (1959, as cited in Alrawahi et al. 2020) motivators to measure the work motivation of the teachers. This questionnaire was based on the motivators of Herzberg two factors theory. The motivators that were used in questionnaire development was:

- 1) Responsibility
- 2) Advancement
- 3) Recognition
- 4) Work-itself
- 5) Achievement

3.7 Validity of the questionnaires

Initially forty-seven statements were identified, logically arranged, and sent to field experts for their content validity. They were asked to provide feedback of the questionnaire such as the relevancy of the items with that of the functions, whether the items were suitable in Pakistani context or not, whether the items were clear, repeated items etc.

For Instructional Leadership tool, the experts advised removing seven items from the questionnaire for its ambiguous meaning and repetition.

Similarly, for teachers' motivation, another scale called Teacher Motivation Questionnaire was developed by a researcher based on motivators of Herzberg two factor theory. The questionnaire was validated from two field experts after, and their

recommendations were included, and the final questionnaire was then pilot tested for its internal consistency reliability.

Table No. 3.3

List of experts for tool Validation

| Expert Name | Designation | Institute name |
|----------------------------------|---------------------|---|
| Dr. Muhammad Munir Kayani | Associate Professor | International Islamic University Islamabad. |
| Dr. Sheikh Tariq Mehmood | Assistant Professor | International Islamic University Islamabad. |

3.8 Pilot Testing of Questionnaires

For reliability of both questionnaires, the data collected from 70 participants were put up in SPSS and its internal consistency reliability was calculated.

3.8.1 Reliability Instructional Leadership Questionnaire

After validating the instrument from experts of the field, the researcher sent the 40 items questionnaires to seventy teachers for its pilot testing. For internal consistency reliability SPSS was used and internal consistency reliability was calculated for its Cronbach alpha value. The Cronbach alpha value was .807 which shows that the tool was reliable and can be used for the population under study. Two of the questions of the tool were affecting the alpha value hence they were discarded from the final tool and finally an Instructional Leadership tool consisting of 38 items was used for the collection of the data from the sample.

Table 3.4*Reliability of Instructional Leadership Questionnaire*

| Scale | Major Dimensions | Items | Cronbach's Alpha Reliability |
|--------------------------|---|-------|------------------------------|
| Instructional Leadership | | 38 | .764 |
| | Developing and Communicating School Goals | 9 | .732 |
| | Instructional Supervision | 6 | .793 |
| | Developing School Climate | 6 | .712 |
| | Monitoring Student progress | 6 | .771 |
| | Protecting Instructional time | 5 | .784 |
| | Promoting professional development | 6 | .795 |

Table 3.4 shows Cronbach's Alpha coefficient reliability for Instructional Leadership questionnaire along with Cronbach's Alpha reliability of major dimensions of the tool. The overall Cronbach Alpha reliability was .764 which is valid and reliable and acceptable for current study.

3.8.1.1 Item total correlation of Instructional leadership and teacher motivation questionnaire

Table No 3.5*Item total correlation of Instructional leadership and teacher motivation (N=69)*

| Items | Correlation | Items | Correlation | Item | Correlation |
|-------|-------------|-------|-------------|------|-------------|
| DCSG1 | .49* | MSP3 | .41* | ADV2 | .43* |

| | | | | | |
|-------|-------|------|-------|-------|-------|
| DCSG2 | .52* | MSP4 | .39* | ADV3 | .56* |
| DCSG3 | .58** | MSP5 | .23* | ADV4 | .52* |
| DCSG4 | .53* | MSP6 | .31* | ADV5 | .53** |
| DCSG5 | .48* | PIT1 | .41* | ADV6 | .56* |
| DCSG6 | .47* | PIT2 | .39* | REC1 | .51* |
| DCSG7 | .54** | PIT3 | .46* | REC2 | .49* |
| DCSG8 | .46* | PIT4 | .44** | REC3 | .54* |
| DCSG9 | .49* | PIT5 | .47* | REC4 | .58** |
| IS1 | .47** | PPD1 | .53** | REC5 | .53* |
| IS2 | .43* | PPD2 | .39** | REC6 | .52* |
| IS3 | .39* | PPD3 | .46* | WITS1 | .49* |
| IS4 | .42** | PPD4 | .36* | WITS2 | .57** |
| IS5 | .56* | PPD5 | .45* | WITS3 | .59* |
| IS6 | .47* | PPD6 | .49* | WITS4 | .62* |
| DSC1 | .53* | RSP1 | .41* | WITS5 | .52* |
| DSC2 | .47* | RPS2 | .49** | WITS6 | .43** |
| DSC3 | .56* | RSP3 | .53* | WITS7 | .39* |
| DSC4 | .49** | RSP4 | .49* | ACH1 | .41** |
| DSC5 | .43* | RSP5 | .52** | ACH2 | .39** |
| DSC6 | .54* | RSP6 | .48* | ACH3 | .38* |
| MSP1 | .43* | RSP7 | .41* | ACH4 | .32* |
| MSP2 | .46** | ADV1 | .47** | ACH5 | .36* |

* $p < 0.05$, ** $p < 0.01$

Note. DCSG= Developing and communicating school goals, IS=Instructional Supervision, DSC= Developing School Climate, MSP= Monitoring Student Progress, PIT=Protecting Instructional time, PPD= Promoting Professional Development, RSP= Responsibility, ADV=Advancement, REC=Recognition, WITS=Work-itself, ACH=Achievement.

Table 3.5 shows the results of item total correlation of Instructional Leadership Questionnaire and teachers' motivation questionnaire. The highest correlation in Instructional leadership questionnaire was to the item DCSG3 (.58**) while the lowest correlated item was MSP5(.23*). Similarly, the highest correlated item in teachers' motivation questionnaire was WITS6 (.62*) while the lowest value was to the item ACH4 (.32*). The table shows that most of the items in the questionnaires are in the range of .3 to .6. The range between .3 to .7 is good range and it is considered as good scale (Ferketich, 1991).

Table No 3.6

Inter section correlation of Instructional leadership Questionnaire.

| | DCSG | IS | DSC | MSP | PIT | PPD | IL |
|-------------|-------------|-----------|------------|------------|------------|------------|-----------|
| DCSG | 1 | | | | | | |
| IS | .592** | 1 | | | | | |
| DSC | .673* | .73** | 1 | | | | |
| MSP | .591* | .781** | .69** | 1 | | | |
| PIT | .532 | .274** | .534** | .494** | 1 | . | |
| PPD | .412 | .308** | .239** | .572** | .493** | 1 | |
| IL | .691** | .669** | .665** | .645** | .640** | .607** | 1 |

* $p < 0.05$, $p < 0.01$

Note. DCSG= Developing and communicating school goals, IS=Instructional Supervision, DSC= Developing School Climate, MSP= Monitoring Student Progress, PIT=Protecting Instructional time, PPD= Promoting Professional Development, IL= Instructional Leadership.

The above table shows the correlation of sub-scales of the Instructional leadership questionnaire. The data shows that all sections are in statistically significant correlation. The highest correlation was found between Instructional leadership and developing and communicating school goals (.691**). While the highest intersection correlation was found between Instructional supervision and monitoring student progress (.781**).

Table No. 3.7

Intersection correlation of Teachers' motivation scale.

| | RSP | ADV | REC | WITS | ACH | TM |
|-------------|------------|------------|------------|-------------|------------|-----------|
| RSP | 1 | | | | | |
| ADV | .531** | 1 | | | | |
| REC | .632* | .572* | 1 | | | |
| WITS | .512* | .512** | .592* | 1 | | |
| ACH | .491* | .531* | .612** | .532** | 1 | |
| TM | .693* | .624** | .732** | .642** | .672** | 1 |

* $p < 0.05$, ** $p < 0.01$

RSP= Responsibility, ADV=Advancement, REC=Recognition, WITS=Work-itself, ACH=Achievement, TM=Teachers' Motivation.

The above table shows the inter scale correlation of teacher motivation scale. The highest correlation was found between teacher motivation and recognition (.732**). While that of the lowest intersection was found between responsibility and achievement (.491*).

3.8.2 Reliability of Teachers Motivation Scale

Similarly, after validating Teacher's motivation Scale from the experts, it was distributed among seventy (70) participants for its pilot testing. The data obtained from the participants was put up into SPSS software. The instrument's Cronbach alpha coefficient was computed to be .730.

Table 3.8

Reliability of Teachers Motivation Scale

| Scale | Major Dimensions | Items | Cronbach's Alpha Reliability |
|----------------------|-------------------------|--------------|-------------------------------------|
| Teachers' Motivation | | 31 | .730 |
| | Responsibility | 7 | .771 |
| | Achievement | 6 | .723 |
| | Recognition | 6 | .716 |
| | Work-itself | 7 | .741 |
| | Achievement | 5 | .703 |

Table 3.8 shows the Cronbach's Alpha reliability of teacher motivation scale is .730 which is more than .7 and hence valid and reliable for current study.

3.8.3 Instructional Leadership Questionnaire (ILQ)

The development of the Instructional Leadership questionnaire was founded upon the Instructional leadership model proposed by Hallinger (2008). The model in question comprises six distinct dimensions, namely: “developing and Communicating school goals, Instructional Supervision, Developing School climate, Monitoring students’ progress, Protecting Instructional time, and Promoting professional development”. The present instrument comprises a total of 38 items.(Appendix B)

Table 3.9

Sub scales and items numbers Instructional Leadership Questionnaire

| Sr. No. | Sub Scale | Item Number | Total |
|--------------------|---|---------------------------|--------------|
| 1. | Developing and Communicating school goals | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 9 |
| 2. | Instructional Supervision | 10, 11, 12, 13, 14, 15 | 6 |
| 3. | Developing School climate | 16, 17, 18, 19, 20, 21 | 6 |
| 4. | Monitoring student progress | 22, 23, 24, 25, 26, 27 | 6 |
| 5. | Protecting Instructional time | 28, 29, 30, 31, 32 | 5 |
| 6. | Promoting professional development | 33, 34, 35, 36, 37, 38 | 6 |
| Total items | | | 38 |

3.8.4 Teachers’ motivation Questionnaire

Teachers’ motivation Questionnaire was developed based on the motivators of Herzberg motivators. This tool consists of five major dimensions: Responsibility,

advancement, recognition, work-itself, and achievement. The tool is composed of 31 items in total. (Appendix C)

Table 3.10

Sub scales and item numbers of teachers' motivation scale

| Sr. No. | Sub Scale | Item Number | Total |
|--------------------|------------------|----------------------------|--------------|
| 1. | Responsibility | 1, 2, 3, 4, 5, 6, 7 | 7 |
| 2. | Advancement | 8, 9, 10, 11, 12, 13 | 6 |
| 3. | Recognition | 14, 15, 16, 17, 18 19 | 6 |
| 4. | Work-itself | 20, 21, 22, 23, 24, 25, 26 | 7 |
| 5. | Achievement | 27, 28, 29, 30, 31 | 5 |
| Total items | | | 31 |

3.9 Exploratory Factor Analysis

Since the researcher has used self-developed tools in the research EFA was run to for the purpose of measuring the construct validity of the tool.

3.9.1 Exploratory Factor Analysis of Instructional Leadership questionnaire

Table No. 3.11

KMO and Bartlett's Test of Instructional Leadership Questionnaire

| Kaiser Mayer-Olkin Measure KMO | |
|---|------|
| Kaiser Mayer-Olkin Measure of sampling Adequacy | .745 |

Table No 3.11 Shows the result of Kaiser Mayer-Olkin Measure of sampling Adequacy value was .745 which fairly good value (Kaiser, 1974) and it shows the sample size is suitable for EFA.

Table No. 3.12

Total Variance Explained of Instructional Leadership Questionnaire

| Components | Total | % of Variance |
|-------------------|--------------|----------------------|
| 1 | 3.557 | 9.361 |
| 2 | 2.668 | 7.020 |
| 3 | 1.801 | 4.739 |
| 4 | 1.646 | 4.331 |
| 5 | 1.476 | 3.885 |
| 6 | 1.434 | 3.774 |

Table 3.12 Shows the explained total variance and shows that 6 factors were loaded. Factor 1 shows 9.361 % of variance, component 2 shows 7.02 % of variance, component 3 shows 4.739 % variance, component 4 shows 4.331 % variance, component 5 shows 3.3885 % of variance, component 6 shows 3.774 % of variance.

The results of rotated component matrix table (attached in Appendix H) shows that items ranging from DCSG1-9 were loaded on factor 1, Items ranging from IS1-6 were loaded on factor 2 and items from DSC1-6 were loaded on factor 3 and 6 items ranging from MSP1-6 were loaded on factor 4 additionally 5 items ranging from PIT1-PIT5 were loaded on factor 5 and 6 items PPD1-6 were loaded on factor 6. Value below .20 were suppressed.

3.9.2 Exploratory Factor Analysis of Teachers' motivation Questionnaire

Table No. 3.13

KMO and Bartlett's Test of Teachers' Motivation

| Kaiser Mayer-Olkin Measure KMO | |
|---|------|
| Kaiser Mayer-Olkin Measure of sampling Adequacy | .792 |

Table No 3.13 Shows the result of Kaiser Mayer-Olkin Measure of sampling Adequacy value was .792. which fairly good value (Kaiser, 1974) and it shows the sample size is suitable for EFA.

The rotated component matrix table (Attached in Appendix I) shows the rotation matrix component 1 shows that 7 items were loaded on factor 1, component 2 explains 6 factors, while component 3 explains 6 factors as well, component 4 explains 7 factors while component 5 explains 5 factors.

3.10 Data Collection

The study's data was obtained from participants through the utilization of two questionnaires: one for instructional leadership and another for teachers' motivation. The researcher personally visited the schools and distributed the questionnaires among the teachers. Teachers were selected as a sample to assess their school heads for Instructional leadership practices because they have got a pivotal role in the educational ecosystem and due to their direct engagement in daily classroom activities, they can offer invaluable insights into the leadership practices of school heads.

3.11 Data Analysis

The collected data was then put up to SPSS. Version 25 for its initial organizing and cleaning purposes. The data when cleaned and organized, were analyzed as required by the research objectives. As the researcher was interested in assessing the status of instructional leadership practices of the principals, for this purpose the questions pertaining to each dimension were descriptively analyzed. By doing so the current status of Instructional leadership practices were assessed by calculating the mean score of each dimension separately and identifying the trends and patterns.

After descriptive statistics, the researcher applied some statistical tests for inferential statistics. The test applied were t-test for comparing the Mean score on each dimension based on Gender. Gender-based demographic information is often included in correlational studies to explore relationships and associations between variables. Analyzing correlations involving gender can provide insights into how gender may be linked to specific behaviors, preferences, or outcomes within a given context. Lastly, gender wise comparison will give a more inclusive and effective educational leadership landscape. Furthermore, the statistical method of Correlation was employed to investigate the association between the independent(IL) and dependent variables(TM).

Table 3.14

Analysis Report of Objective and Hypothesis

| Objectives | Hypotheses | STATISTICAL |
|-------------------|-------------------|--------------------|
| | | TECHNIQUE |

| | | |
|---|---|------------------------------|
| To assess the Instructional Leadership Practices of secondary school heads as perceived by their teachers. | | Descriptive statistics: Mean |
| To examine the difference between male and female heads' Instructional Leadership practices as perceived by their teachers. | H ₀₁ : There is no significant gender wise differences of Instructional Leadership practices of Secondary school heads as perceived by their teachers. | Independent sample t-test |
| To assess the motivation attribute of secondary school teachers. | | Descriptive statistics: Mean |
| To explore Gender based differences regarding motivation attribute of teachers at secondary school level. | H ₀₂ : There is no significant gender wise differences motivation attribute of Secondary school heads as perceived by their teachers. | Independent sample t-test |
| To find out the relationship between heads' Instructional Leadership practices and teachers' motivation of secondary school teachers as perceived by teachers | There is no significant relationship between heads' Instructional Leadership and teachers' motivation at secondary school level as perceived by their teachers. | Pearson Correlation |

Chapter 4

ANALYSIS AND INTERPRETATION OF THE DATA

The present chapter presents the results of a survey-based investigation aimed at examining the correlation between leadership style and teachers' motivation. Descriptive statistics such as frequency percentages were calculated for the sample's gender and category distributions. Furthermore, descriptive statistics such as Mean, and frequencies are given for the various dimensions of the researcher's Instructional Leadership tool and Teachers Motivation Scale. The mean score for each dimension is given in a separate table to demonstrate the level of practices practiced by Instructional Leaders. This part of the study also compares mean scores based on gender and category. For the purpose of comparing the mean score of male and female heads' instructional leadership practices, independent sample t-test was utilized. For exploring the relation between IL and teachers' motivation, Pearson correlation was employed.

The following Mean score were compared based on independent t-test.

- i) Gender-based mean comparison of instructional leadership practices
- ii) Mean comparisons of Motivation attributes of teachers based on Gender.

For ease, this chapter is divided into three major sections: Demographic information, Descriptive Statistics and inferential Statistics.

4.1 Demographic information

This Section includes the demographic information of the participants pertaining to the study. This section includes Gender wise distribution of the participants and Category based distribution of the participant.

4.1.1 Gender-based Distribution of the Participants.

Table 4.1

Gender-based Distribution of the Participants

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 131 | 54.6 |
| Female | 109 | 45.4 |
| Total | 240 | 100 |

Table 4.1 presents the distribution of participants according to gender in relation to the study. The study's sample size was 240, comprising 131 males (54.6%) and 123 females (45.4%).

4.2 Descriptive statistics

4.2.1 Descriptive Statistics of Instructional leadership dimensions

This section presents an analysis of the descriptive statistics of the independent and dependent variables of the study. The topic of focus is Instructional leadership, which comprises five major dimensions. The present study aims to provide a comprehensive analysis of each dimension's mean score.

Objective 1: To assess Instructional Leadership practices of secondary school heads as perceived by their teachers.

Table 4.2

Overall mean score of Instructional leadership (n=240)

| Functions of Instructional leadership | Mean | Remarks |
|--|-------------|------------------|
| Developing and Communicating School Goals | 3.38 | Sometimes |
| Instructional Supervision | 2.95 | Sometimes |
| Developing School Climate | 3.00 | Sometimes |
| Monitoring Student progress | 3.07 | Sometimes |
| Protecting Instructional time | 3.21 | Sometimes |
| Promoting professional development | 3.09 | Sometimes |
| Instructional Leadership | 3.10 | Sometimes |

Note. The mean value ranging from 1.00-1.80= Never, 1.81-2.60=Rarely, 2.61-3.40=Sometimes, 3.41-4.20=Often, 4.21-5.00=Always.

Source adapted from Sözen and Guven (2019).

Table 4.2 illustrates the overall ranking of the dimension of Instructional Leadership with their Mean scores and Standard deviation. The dimension with higher value in the Instructional Leadership questionnaire is ‘Developing and Communicating school goals’ with Mean score of 3.38 (M=3.38) and protecting instructional time was ranked as second most practiced of Secondary school head of Malakand with its mean score of (M=3.21). Additionally, the third function mostly practiced by Secondary school head is ‘Promoting professional development’ with mean score of (M=3.09). The least practiced function of Secondary school head as perceived by their teachers is supervision of

instructions with mean score of 2.95 (M=2.95). Mean score of other dimensions of Instructional Leadership ranges from 2.95 to 3.38. The overall Mean score of Instructional Leadership Questionnaire was 3.10 (M=3.10) which falls in the category of moderate extent.

4.2.2 Descriptive statistics of Teachers Motivation's dimensions

Just like the above section, this section too is regarding descriptive statistics of teacher motivation scale. The description of each dimension will be given separately along with its Mean. This construct contains 5 main dimensions of teachers' motivation which are the motivators of Herzberg two factor theory. These dimensions are: 1) Responsibility, 2) Advancement, 3) Recognition 4) Work itself and 5) Achievement.

Objective 2: To assess motivation of secondary school teachers.

Table 4.3

Overall mean score of Teacher motivation (n=240)

| Variables | Mean | Remarks |
|-----------------------------|-------------|------------------|
| Responsibility | 3.18 | Sometimes |
| Advancement | 2.88 | Sometimes |
| Recognition | 2.75 | Sometimes |
| Work itself | 3.41 | Often |
| Achievement | 3.20 | Sometimes |
| Teachers' motivation | 3.08 | Sometimes |

Note. The mean value ranging from 1.00-1.80= Never, 1.81-2.60=Rarely,

2.61-3.40=Sometimes, 3.41-4.20=Often, 4.21-5.00=Always.

Source adapted from Sözen and Guven (2019)

Table 4.3 illustrates the overall ranking of the dimensions of Teachers motivation with their Mean scores. The dimension with highest mean score in the Teachers motivation scale is ‘Work itself’ with Mean score of 3.40 (M=3.40) and ‘achievement’ was ranked as teachers with its mean score of (M=3.20). The aspect which got the least mean score was recognition (REC). The mean score of this aspect is (2.75). The Mean scores of other aspects of Teachers motivation ranges from 2.78 to 3.18. The overall Mean score of teachers’ motivation was 3.08 (M=3.08) which falls in the category of moderate extent.

4.3 Overall gender wise difference on Instructional Leadership

Objective 3: To examine the difference between male and female heads’ Instructional Leadership practices as perceived by their teachers.

H₀1: There is no gender wise difference of Instructional Leadership practices of secondary school heads as perceived by their teachers.

Table 4.4

Gender wise difference on Instructional Leadership

| | Gender | N | Mean | df | t-value | Sig. |
|--------------------------|--------|-----|------|-----|---------|------|
| Instructional Leadership | Male | 131 | 3.14 | 238 | 2.56 | 0.01 |
| | Female | 109 | 3.06 | | | |

p < 0.01

Table 4.4 presents the results of t-test which was conducted to compare the IL practices of Secondary School Heads based on gender. The result shows that male Secondary School Heads (M=3.15) and female Secondary School Heads (3.06) Instructional Leadership practices are significantly different from each other. $t(238)=2.56$,

$p=0.01$. Hence, the null hypothesis “There is no gender wise difference of Instructional Leadership practices of secondary school heads as perceived by their teachers” is rejected.

4.4 Gender wise difference on different aspects of Instructional Leadership

Objective 3a: To examine gender wise difference of heads’ practices on the aspect of Developing and communicating school goals.

H₀1a: There is no significant gender-wise difference on the aspect of developing and communicating school goals.

Table 4.5

Gender wise comparison based on developing and communicating school goals (DCSG)

| Dimension | Gender | N | Mean | df | t-value | Sig. |
|---|--------|-----|------|-----|---------|-------|
| Developing and Communicating school goals | Male | 131 | 3.45 | 238 | 3.98 | 0.001 |
| | Female | 109 | 3.29 | | | |

Table 4.5 shows the result of independent sample t-test conducted to compare the mean score of male and female heads on the aspect of “developing and communicating school goals”. The results shows that male heads were good instructional leaders than female heads on the aspect of DCSG. The mean score of male head was 3.45 comparing to the mean score of females 3.29 at significant level 0.001. Therefore, the null hypothesis, which posits that “there is no significant gender-based difference in the development and communication of school goals”, has been rejected.

Objective 3b: To examine gender wise difference of heads' practices on the aspect of Instructional supervision.

H₀1b: There is no significant gender-wise difference on the aspect of Instructional supervision.

Table 4.6

Gender wise differences on the function of instructional supervision

| Dimension | Gender | N | Mean | df | t-value | Sig. |
|----------------------------------|--------|-----|------|-----|---------|------|
| <i>Instructional supervision</i> | Male | 131 | 3.03 | 238 | 3.69 | 0.05 |
| | Female | 109 | 2.84 | | | |

Table 4.6 presents the results of independent sample t-test conducted to compare the mean score of male and female heads on the aspect of “Instructional supervision”. Male heads were rated as good leaders on this aspect as compared to female school heads. Male got mean value of 3.03 while female heads were rated at 2.84. Therefore, the null hypothesis that posits that “there is no significant gender wise difference on the aspect of Instructional supervision”, is rejected.

Objective 3c: To examine gender wise difference of heads' practices on the aspect of Developing school climate.

H₀1c: There is no significant gender-wise differences on the aspect of developing school climate.

Table 4.7

Gender wise differences on the aspect of Developing school climate.

| Dimension | Gender | N | Mean | df | t-value | Sig. |
|----------------------------------|--------|-----|------|-----|---------|------|
| <i>Developing School Climate</i> | Male | 131 | 3.09 | 238 | 4.50 | 0.05 |
| | Female | 109 | 2.89 | | | |

Table 4.7 shows gender differences in the development of school climate. According to the aforementioned results, the mean score of male participants is (M=3.09), while the mean score of female participants is (M=2.89). The results of the study also show that there is a significant difference in the practices of male and female principals when it comes to creating school climate, $t(238)=4.50$, $p=0.05$ and the null hypothesis “There is no significant gender wise differences on the aspect of developing school climate” is rejected.

Objective 3d: To examine gender wise difference of heads’ practices on the aspect of Instructional supervision.

H₀1d: There is no significant gender wise differences on the aspect of monitoring student progress.

Table 4.8

Gender-based difference on the aspect of “Monitoring student progress”

| Dimension | Gender | N | Mean | df | t-value | Sig. |
|-----------------------------|--------|-----|------|-----|---------|------|
| Monitoring student progress | Male | 131 | 3.02 | 238 | -3.68 | 0.01 |
| | Female | 109 | 3.18 | | | |

Table 4.8 presents the results of the t-test conducted to investigate gender-based disparities in monitoring student progress. The findings indicate that female head teachers exhibit a higher degree of engagement in tasks related to monitoring the academic progress of students, as rated by their teachers. The mean score of female head teachers was 3.18 as compared to male head 3.02. the result shows that there is a significant difference between male and female head teachers in practicing the functions of student's progress monitoring. The obtained significance value of 0.01 is lower than the predetermined alpha level of 0.05, $t(238)=-3.68$, $p=0.01$. Based on the above, the null hypothesis "there is no significant gender wise differences on the aspect of monitoring student progress", is rejected

Objective 3e: To examine gender wise difference of heads' practices on the aspect of Protecting Instructional time.

H₀1e: There is no significant gender-wise differences on the aspect of protecting instructional time.

Table 4.9

Gender wise differences on the function of Protecting Instructional Time.

| Dimension | Gender | N | Mean | df | t-value | Sig. |
|-------------------------------------|--------|-----|------|-----|---------|-------|
| Protecting Instructional time | Male | 131 | 3.16 | 238 | -2.45 | 0.015 |
| | Female | 109 | 3.27 | | | |

Table 4.9 shows result of t-test conducted to examine the gender-based differences on the aspect of protecting instructional time. The results indicate that female head teachers exhibit a higher degree of engagement in activities related to safeguarding instructional

time, as evidenced by their mean score of 3.27 as compared to male heads mean score of 3.16, as reported by their respective teachers. A statistically significant difference was found between both genders as perceived by their teachers. The obtained p-value of .015 which is below the predetermined alpha level of .05, $t(238)=-2.45$, $p=0.015$. Hence the null hypothesis “There is no significant gender wise differences on the aspect of protecting instructional time” is rejected.

Objective 3f: To examine gender wise difference of heads’ practices on the aspect of Promoting professional development.

H₀1f: There is no significant gender wise differences on the aspect of promoting professional development.

Table 4.10

Gender wise differences on the function of Promoting Professional Development(PPD).

| Dimension | Gender | N | Mean | df | t-value | Sig. |
|---|--------|-----|------|-----|---------|------|
| <i>Promoting professional development</i> | Male | 131 | 3.18 | 238 | 4.7 | 0.01 |
| | Female | 109 | 2.94 | | | |

Table 4.10 illustrates the results of t-test conducted to examine the differences between male and female head teachers’ practices on the aspect promoting professional development. The result shows that Male (M=3.18) secondary school head practice more the functions of promoting professional development as compared to Female (M=2.94) and the null hypothesis “There is no significant gender wise differences on the aspect of promoting professional development” is rejected.

4.5 Gender wise difference on aspects of teachers' motivation

Objective 4: To explore Gender-based differences regarding motivation of teachers at secondary school level.

H₀2: There is no significant Gender wise differences of motivation of teachers at secondary school level.

Table 4.11

Gender wise differences regarding motivation attributes of teachers (n=240)

| Dimension | Gender | n | Mean | t-value | Sig. |
|------------------|---------------|----------|-------------|----------------|-------------|
| Responsibility | Male | 131 | 3.24 | 2.36 | .019 |
| | Female | 109 | 3.10 | | |
| Advancement | Male | 131 | 2.93 | 2.57 | .011 |
| | Female | 109 | 2.82 | | |
| Recognition | Male | 131 | 2.86 | 4.97 | .001 |
| | Female | 109 | 2.62 | | |
| Work itself | Male | 131 | 3.30 | -3.32 | .001 |
| | Female | 109 | 3.51 | | |
| Achievement | Male | 131 | 3.13 | -2.05 | .046 |
| | Female | 109 | 3.28 | | |
| Motivation | Male | 131 | 3.15 | 2.52 | 0.01 |
| | Female | 109 | 3.07 | | |

Sig. .05*

Table 4.11 illustrates the comparisons of male and female regarding motivation attributes of teachers. The results shows that male secondary school teachers are more

motivated on the aspect of responsibility with mean score of (M=3.24) in comparison to the female whose mean score is (M=3.10). Similarly, on the aspect of advancement, the mean score of male teachers (M=2.93) are significantly higher ($\alpha=0.011 < 0.05$) from female teachers (M=2.82). The mean score of male teachers (M=2.86) are significantly higher than that of female teachers mean score (M=2.62) on the aspect of recognition. Additionally, on the aspect of work itself female teachers are more motivated than male teachers. The mean score of females on this aspect is (M=3.51) which significantly higher than male teachers mean score (M=3.30). Lastly, on the aspect of achievement females mean score (M=3.28) is significantly higher than male teachers (M=3.13). The table further shows that Male teachers are significantly more motivated as compared to female teachers hence, the null hypothesis “There is no significant Gender wise differences of motivation attribute of teachers at secondary school level” is rejected.

4.6 Relationship between Instructional Leadership and teachers’ motivation

Objective 5: To find out the relationship between heads’ Instructional Leadership practices and teachers’ motivation of secondary school teachers as perceived by teachers.

H₀₃: There is no significant relationship between heads’ Instructional Leadership and teachers’ motivation at secondary school level as perceived by their teachers.

Table 4.12*Relationship between Instructional Leadership practices of head and teacher motivation*

| Dimension | Pearson (r) | RSP | ADV | REC | WITS | ACH |
|-----------|-------------|--------|--------|-------|--------|--------|
| DCSG | r | .521* | .415* | .481* | .619** | .526** |
| IS | r | .586** | .412* | .372* | .361* | .214* |
| DSC | r | .436 | .502* | .387* | .591* | .467* |
| MSP | r | .587* | .427* | .597* | .287* | .612** |
| PIT | r | .542** | .327* | .394* | .498 | .528* |
| PPD | r | .724** | .642** | .591* | .593* | .487* |

* $P < 0.05$, ** $p < 0.01$

Note. DCSG= Developing and communicating school goals, IS=Instructional Supervision, DSC= Developing School Climate, MSP= Monitoring Student Progress, PIT=Protecting Instructional time, PPD= Promoting Professional Development, RSP= Responsibility, ADV=Advancement, REC=Recognition, WITS=Work-itself, ACH=Achievement.

Table 4.12 shows the relationship between all of the six dimensions of Instructional Leadership practices with five (5) motivators of teachers' motivation at 0.05 significance value. The result shows that developing and communication of school goals

has a moderate positive relationship with responsibility ($r=.521$), work itself ($r=.619$) and achievement ($r=.526$). While with advancement ($r=.415$) and recognition ($r=.481$) there was moderately weak positive relationship. Additionally, there is moderate relationship of instructional supervision with responsibility ($r=.586$) while advancement (ADV) ($r=.412$), recognition ($r=.372$), and work itself ($r=.361$) has moderately weak relationship with instructional supervision and achievement ($r=.214$) has very weak positive relationship with instructional supervision (IS). The Pearson (r) of instructional supervision with motivators ranges from .586 to .214. Similarly, developing school climate (DSC) has moderately weak positive relationship with responsibility ($r=.436$), achievement (ACH) ($r=.467$), and recognition (REC) ($r=.387$) and moderate positive relationship with work itself (WITS) ($r=.591$) and advancement ($r=.502$). the Pearson (r) ranges from .387 to .591. The above further depicts that monitoring student progress (MSP) is in moderate positive relationship with achievement ($r=.612$), recognition ($r=.597$), responsibility ($r=.587$), and advancement (.427) while work itself (.287) is in very weak positive relationship with monitoring student progress (MSP). The Pearson (r) ranges from .287 to .612. Protecting instructional time has moderate positive relationship with responsibility ($r=.542$) and achievement ($r=.528$), while advancement ($r=.327$) recognition ($r=.394$) and work itself ($r=.498$) has moderately weak positive relationship with protecting instructional time. Lastly, promoting professional development (PPD) has moderately strong positive relationship with responsibility (RSP) ($r=.724$), and moderate positive relationship with advancement ($r=.642$), recognition ($r=.591$) work itself ($r=.593$) and achievement ($r=.487$).

Table 4.13*Relationship between Instructional Leadership and teachers' motivation (n=240)*

| Variable | Teachers' Motivation | |
|--------------------------|----------------------|--------|
| | Pearson Correlation | .608** |
| Instructional Leadership | Sig. (2-tailed) | .01 |
| | n | 240 |

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

Table No. 4.13 shows the relationship of Instructional Leadership and teachers' motivations. The results shows that Instructional Leadership has moderate positive relationship with teachers' motivation with Pearson (r) value of .608 at p=0.01. Therefore, the null hypothesis stating that "there is no correlation between instructional leadership and teachers' motivation" is rejected.

Table No. 4.14*General scheme for interpreting correlation coefficients*

| Value of Coefficient (r) | Extent of Relationship |
|--------------------------|------------------------|
| $.85 \leq r \leq 1.00$ | Very strong |
| $.70 \leq r \leq .84$ | Moderately strong |
| $.50 \leq r \leq .69$ | Moderate |
| $.30 \leq r \leq .49$ | Moderately weak |
| $.00 \leq r \leq .29$ | Very weak |

Adapted from Chase (1999)

Table 4.14 shows General scheme for interpretation of correlations coefficients which is adapted from Chase (1999).

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The aim of this study was to assess the Instructional Leadership practices employed by secondary school principals in the Malakand district, alongside the level of motivation demonstrated by teachers in the same district. The core objective of the study was to examine the difference of IL practices based on gender and to explore the relationship of IL with teachers' motivation. The aim of this study was to examine the correlation between instructional leadership practices and the motivation of teachers. This study's population included all of the SST in District Malakand. According to the Annual School Census Report (2021-22) there are 686 Secondary School Teachers working in these schools, with 333 females and 353 males. The sample was picked from the population of this study using stratified random sampling. This was carried out in phases. The district was split into tehsils in the first stage, and the tehsils were divided into union councils in the second stage. Third, three schools were chosen at random from each union committee. The researcher collected the data through 2 self-developed questionnaires. The researcher conducted on-site visits to the schools and procured the necessary data. The questionnaires developed by researchers were based on Instructional Leadership model of Hallinger and motivators of Herzberg two factor theory. The researcher developed the questionnaire by consulting with supervisor and other field experts and after reviewing literature items were developed initially and were sent to the experts for its content validity. After validation, the researcher

distributed the questionnaire among 70 participants for its reliability. The Cronbach alpha value of both IL questionnaire and teachers' motivation questionnaire was .802 and .826 respectively. The data collected through questionnaires were put into SPSS 26 for its cleaning and analysis purposes. The statistical methods of Mean, t-test, and correlation analysis were employed for the purpose of analysis. The Instructional leadership' practices of Secondary School heads, as perceived by teachers, were determined to be of a moderate level. The mean score of developing and communicating school goals (DCSG) was higher than other five functions of Instructional Leadership (M=3.38). The mean score of protecting instructional time (PIT), monitoring student progress (MSP), promoting professional development (PPD), developing school climate (DSC), was 3.21, 3.09, 3.07, and 3.00. The lowest mean value was to the function of instructional supervision (IS) with mean score of (M=2.95). The results of t-test, conducted to examine gender wise differences, shows that female head teachers are good instructional leaders than male head teachers as viewed by their teachers on the aspects of protecting instructional time, ($t(238)=-2.45, p=0.015$) and monitoring student progress, ($t(238) = -3.68, p=0.00$). While on the rest of four aspects namely Developing and communicating school goals, ($t(238)=3.99, p=0.00$) Developing school climate, ($t(238)=4.50, p=0.00$) instructional supervision, ($t(238)=3.69, p=0.00$) and promoting professional development, ($t(38)=4.7=0.00, p=0.00$) male Secondary school head were found to be good instructional leaders compared to female Secondary school head. Promoting professional development (PPD) has strong positive relationship with responsibility ($r=.724$), and moderate positive relationship with advancement ($r=.642$).

5.2 Findings of the study

5.2.1 Findings related to descriptive statistics of Instructional Leadership.

Objective 1: To assess the Instructional Leadership practices of secondary school heads as perceived by their teachers.

The subsequent sections delineate the main findings of the data analysis. The results have been arranged according to the predetermined goals of the investigation.

1. It was found that Secondary school heads practice Instructional Leadership practices at moderate level with mean value of (3.10). (See table 4.2)
- a. It was further found that Secondary school heads practice ‘developing and communicating school goals’ function the highest with mean score of (3.38) while the lowest mean was to the function of instructional supervision with mean value of (2.95). (see table 4.2).

5.2.2 Findings related to descriptive statistics of teachers’ motivation.

Objective 2: To assess motivation of Secondary School teachers.

2. It was found that teachers’ motivation level is at moderate level with mean value of 3.08 (see table 4.3)
- a. This study further found that teachers are motivated highly on the aspect of work-itself with mean score of (3.41) while recognition was rated the lowest with mean value of (2.75). (see table 4.3).

Objective 3: To examine the difference between male and female heads’ Instructional Leadership’ practices as perceived by their teachers.

3. It was found that male (3.14) secondary school heads are good instructional leaders than female (3.06). (See table 4.4)

a. It was further found that on functions of developing and communicating school goals, instructional supervision, developing school climate, and promoting professional development, male heads were found to be good instructional leader than female. (See table 4.5 4.6, 4.7 and 4.10 respectively). While on the functions of monitoring student progress and protecting instructional time female heads were rated as good leaders than male. (See table no. 4.8 and 4.9 respectively).

Objective 4: To explore Gender based differences regarding motivation of teachers at Secondary School level.

4. It was found that there is a significant difference between motivation of male and female secondary school teachers.

a. It was further found that male teachers are more motivated than female on the aspect of responsibility, advancement, and recognition while female teachers are more motivated than male on the aspect of work-itself and achievement. (See table No. 4.11)

5.2.3 Findings related to relationship between Instructional Leadership practice and teacher' motivation.

Objective 5: To find out the relationship between heads' Instructional Leadership' practices and teachers' motivation of Secondary School teachers as perceived by teachers.

5. This study found that there is moderate positive relationship between Instructional Leadership and teachers' motivation with Pearson (r) value of .608. (See table 4.13).

a. It was further found that there is a strong positive relationship between promoting professional development and responsibility with Pearson (r) value of .724. (See table No. 4.12).

5.3 Discussion

Discussing findings related to association of Instructional Leadership (IL) with teachers' motivation as perceived by secondary school teachers of Malakand district. The discussion on results is presented in the following section.

The first objective pertained to the assessment of the extent to which Secondary School Heads have implemented Instructional Leadership practices. Descriptive statistics mean was utilized for the aforementioned objective. The initial aim pertained to the extant practices of Instructional Leadership, which were evaluated based on six distinct facets of Instructional Leadership. These aspects were selected after reviewing the literature. There are many aspects of Instructional Leadership, but the researcher has taken only those aspects which are relevant in the context of Pakistan and especially public sector schools of Pakistan. The aspects selected from the literature were: Developing and communicating school goals, Instructional supervision, developing school climate, monitoring students' progress, protecting instructional time and promoting professional development. Findings related to level of Instructional Leadership practices shows that Instructional Leadership is practiced by secondary school heads of Malakand district shows that most of the functions are not practice by head at a good level and they only take into account their managerial side of job and not instructional.

This study found that school heads do develop and communicate school goals and then communicate those goals to the sub-ordinates. In the context of Pakistan most head teachers develop and communicate school goals, but they fail on turning these goals into reality. The school head will develop school goals to improve students learning and student learning is directly connected with the teaching quality and teachers' involvement in the classrooms. But in the context of this study, it was found that the head of the school give less time to instruction and more time to other matters like administration of the school etc.

The study's results indicate that secondary school principals in the Malakand district exhibit a moderate level of implementation of Instructional Leadership practices. The current study's findings align with Husain et al, (2019) study in the context of Khyber Pakhtunkhwa the researchers reported that school heads demonstrate moderate level of Instructional Leadership. This relates to the current findings of the study . The relevant literature shows that Instructional Leadership practices vary from region to region. For instance, the study conducted by Ahmed et al. (2020) found that school heads in the KP province demonstrate high levels of Instructional Leadership practices. This finding contrasts with this study's finding of moderate levels of Instructional Leadership practices among school heads in Malakand. However, it is worth noticing that the study by Ahmed et al. (2020) focused on primary school heads, whereas this study is focused on secondary school heads. Farooq et al. (2014) conducted a study to investigate the perception of secondary school teachers in the Khyber Pakhtunkhwa province regarding the Instructional Leadership practices of their principals. The study revealed that the Instructional Leadership practices of the principals were perceived to be of moderate nature. However, they reported a moderate level of Instructional supervision and the current study found that

Instructional heads of District Malakand practice Instructional supervision to a low level. All other findings of the present study align with the outcome of the aforementioned research, which indicates that the instructional leadership strategies implemented by school principals in Malakand are moderately effective.

This study found that Instructional supervision is the least practiced aspect of Instructional leadership which relates with the findings of Ahmed and Aslam (2018) study which investigate the influence of school leadership on teachers' job satisfaction and organizational commitment in Pakistani schools. The study revealed that instructional supervision was among the least implemented leadership functions by school administrators. The study suggests that school leaders need to pay more attention to instructional supervision to improve teacher satisfaction and commitment to their school.

Similarly, the research conducted by Khan et al. (2020) examined the influence of Instructional Leadership on the professional development of teachers in schools situated in Pakistan. The study revealed that instructional supervision was identified as a deficient aspect of Instructional Leadership practices among school leaders. The research indicates that educational administrators must enhance their instructional supervision methodologies to facilitate the professional growth of teachers and enhance the caliber of education dispensed in their institutions. The study also relates to the current study's findings.

Farooq et al. (2014) conducted a study to investigate the perception of secondary school teachers in the Khyber Pakhtunkhwa province regarding the Instructional Leadership practices of their principals. The study revealed that instructional supervision was among the least frequently practiced Instructional Leadership functions. According to

the research, it is recommended that principals may enhance their instructional supervision techniques in order to enhance the educational standards in their respective institutions.

Research conducted by Raza, Aslam, and Aslam (2018) found that male school heads in Pakistan tend to demonstrate higher levels of Instructional Leadership practices compared to their female counterparts. This finding is consistent with this study's findings that male school heads in Malakand employ the functions of goals development and its subsequent communication to the team, instructionally supervising the instructions, fostering a positive school climate, and building an environment that supports professional development, more than female school heads. This could be due to the culture of the society as male are independent and they can attend and go to any workshop and trainings that is conducted either by department or some other organizations. Whereas female find it difficult to attend such like workshops and training due to cultural constraints. This may be overcome by arranging in-school training sessions by the department so that every female teacher of the same school can be benefitted from it. These training can prove very beneficial for them if conducted with enthusiasm and with experts of the field.

In terms of specific functions of Instructional Leadership, a study conducted by Ahmed et al. (2020) found that female school heads in Pakistan tend to place a greater emphasis on monitoring student progress compared to male school heads. This finding is consistent with this study's finding that female school heads in Malakand employ the function of monitoring student progress more than male school heads. The parallel findings in both studies indicate a consistent trend: female school heads, both in Pakistan and specifically in Malakand, emphasize monitoring student progress more than their male counterparts. This alignment suggests a common approach among female leaders,

emphasizing a proactive stance in ensuring student success. Recognizing and valuing these diverse leadership styles is vital for fostering inclusive and effective educational practices.

Concerning the third objective of the study it was found that teachers of secondary schools are motivated to a high extent on the aspect of work-itself (WITS) while most of the teachers are not motivated on the aspect of advancement(ADV). A study by Kiani, Ahmad, and Sohail (2012) found that the work itself was the most important motivator for teachers in Pakistan. Similarly, a study by Khan and Raja (2017) found that the work itself was the most significant motivator for teachers in the Khyber Pakhtunkhwa province. The finding that teachers are motivated at a high extent by the aspect of work itself(WITS) is consistent with previous research conducted in Pakistan. This consistency emphasizes the robustness of the intrinsic motivation factor among teachers in Pakistan. The convergence of these findings suggests a strong cultural and professional inclination where teachers find deep satisfaction and motivation in the nature of their work. This alignment not only reaffirms the importance of intrinsic motivation as a central driving force for teachers in Pakistan but also underscores its stability over time. The enduring nature of this motivation implies that educational policies and practices should continue to emphasize the intrinsic value of teaching, ensuring that teachers' passion for their work is nurtured and sustained.

Furthermore, a study by Naseer, Ahmad, and Murtaza (2019) found that teachers' intrinsic motivation, which includes the work itself, was significantly associated with their job satisfaction in the Pakistani context. This highlights the importance of the work itself as a motivator for teachers in Pakistan and suggests that it is crucial to focus on improving the quality and nature of teachers' work to enhance their motivation and job satisfaction.

To support the findings of current study, a study by Raza and Ahmad (2013) found that opportunities for career advancement were not a significant motivator for teachers in Pakistan. Similarly, a study by Saeed, Khan, and Javed (2017) found that promotion opportunities were not a significant factor in teacher motivation in the Khyber Pakhtunkhwa province.

5.4 Conclusions

The following conclusions are drawn from the study's findings.

Secondary School head practice Instructional leadership practices at moderate level. Secondary school heads practices “Developing and communicating school goals” the most amongst all other functions of Instructional leadership. Secondary school heads practice Instructional supervision at lowest if compared to other functions. It can be concluded that secondary school heads do develop and communicate school goals but when it comes into the real work of school which is instructions this aspect is ignored by head of the schools.

Secondary School teachers are motivated at a moderate level. It can be concluded that the motivation of the male and female schoolteachers varies and there exist a gender based differences. While based on “Work itself” Secondary School teachers are highly motivated. Teachers are moderately motivated on different aspects of teachers’ motivation.

Male Secondary School heads are better instructional leader than females on the aspect of “developing and communicating school goals”. Additionally, male Secondary school heads instructionally supervise their teachers more than female Secondary School heads. It can be concluded that male Secondary school heads practice “developing school

climate” more than female Secondary School heads. Female Secondary School heads follows the functions of “monitoring students’ progress” more than male Secondary School heads. Female Secondary School heads follows the practices of “protecting instructional time” more than male Secondary School heads. Males Secondary School heads promotes professional development more than female Secondary School heads.

Male secondary school teachers are highly motivated on the aspects of “recognition, advancement, and responsibility” while female teachers are more motivate than male teachers on the aspects of “work itself and achievement”.

Instructional leadership and teachers’ motivation are in moderate positive correlation. Developing and communicating school goals are moderately correlated with responsibility, work itself, and achievement. While advancement and recognition are in low correlation with developing and communicating school goals. Promoting professional development is highly correlated with responsibility.

5.5 Recommendations of the study

The following recommendations are drawn based on the findings and conclusions.

1. There may be seminars and workshops arranged on tehsil level to ensure the interaction of different heads, and principal with the experts so that they may be benefitted from them and also meet with each other and with teachers. This may help school heads in improving their instructional leadership practices even further.
2. School heads may regularly be assessed for their leadership abilities and training may be arranged for them in order to help them overcome their weaknesses. Similarly, they may be trained time to time to ensure that school heads are not only administrators but leaders as well.

3. Female head teachers may be given more opportunities not only on leadership positions but in-service trainings as well since they have shown good mean score on different aspects of Instructional Leadership.
4. Cultural constraints may hinder female professional training so seminars may be arranged at tehsil level for female to let them expose to the professional requirements of teaching.
5. In KP, prevalent trend in education department is the trend of seniority-based promotion to higher positions which is more than seventy percent while the rest of the positions are filled through fresh appointment. The promotion should be based on performance and professional development and competency of teachers instead of seniority-based promotion.
6. Secondary School head may empower teachers with greater authority so that they may make decisions about their work, which will increase their motivation.
7. Recently KP govt has introduced School leaders in primary schools to help in academic matters as well as management. The same may be introduced in higher level so that the job of instructional supervision may be given to leaders and hence school heads burden may be reduced.
8. Furthermore, Secondary school heads are recommended to arrange meetings in the school time to time so that teachers may be assigned with duties in alignment to the objective and goals of institutions.
9. School heads may develop a system of recognizing and celebrating the professional development of teachers. This could include awards, acknowledgements, or other form or recognition to motivate ongoing development.

10. Secondary school heads are recommended to instructionally supervise their teachers and their weaknesses and strengths may be identified, discussed with teachers, and may help teachers in overcoming those weaknesses.

5.6 Limitations of the study

1. A broader sample from academia and administration from the whole province may be taken for generalization.
2. School heads were rated by teachers for their Instructional Leadership behavior. The school heads may have been interviewed directly for better idea of their practices.

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Appendices

Appendix A



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2021/Edu

Dated: 10th December 2021

To: Adil Khan
2 MPhil/Edu/S20

Subject: **APPROVAL OF MPhil THESIS TITLE AND SUPERVISOR**

1. Reference to Letter No, ML.1-4/2021-Edu, dated 11-12-2021, the Competent Authority has approved the title and supervisor in 12th BASR meeting dtd 18th November 2021 on the recommendations of Faculty Board of Studies vide its meeting held on 9th September 2021.

a. **Supervisor's Name & Designation**

Dr Shazia Zamir (Supervisor)
Assistant Professor
Department of Education, NUML, Islamabad.

b. **Thesis Title**

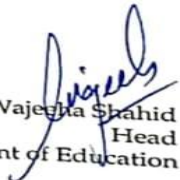
Instructional Leadership Practices and Teachers' Motivation at Secondary Level: A Correlational Study

2. You may carry out research on the given topic under the guidance of your supervisor and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submit within described period by 31st December 2022 positively for further necessary action please. (*Time line attached*)

3. As per policy of NUML, all MPhil/PhD thesis are to be run on Turnitin by QEC, NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis is to be prepared strictly on NUML's format that can be taken from (Dr Saira Nudrat, Coordinator MPhil/PhD)

Telephone No: 051-9265100-110 Ext: 2094
E-mail: snudrat@numl.edu.pk


Dr. Wajeeha Shahid
Head
Department of Education

Distribution:

Adil Khan (MPhil Scholar)

Dr. Shazia Zamir (Thesis Supervisor)

QUESTIONNAIRE FOR TEACHERS**PART “A”****Demographic Information**

1. Name of teacher (Optional)_____
2. Gender (Tick \surd Male Female one)
3. Age (Please tick \surd one)
 25-30 Years 41-45 Years
 31-35 Years 46-50 Years
 36-40 Years More than 50 Years
4. SST Category SST General SST Science SST IT
5. Teaching Experience (Tick \surd one)
 1-5 Year(s) 6-10 Years
 11-15 Years 16-20 Years
 More than 20 Years
6. Academic Qualifications BA MA M.PHIL. Ph.D.
7. Professional Qualifications B. Ed. M. Ed. Others.

PART "B"

Note: Please read the following statements carefully and tick (✓) that best describe your opinion. The criteria for ticking the statements are as follows.

Always (5) Often (4) Sometimes (3) Rarely (2) Never (1)

| S. No. | STATEMENTS | Never | Rarely | Sometimes | Often | Always |
|--------|--|-------|--------|-----------|-------|--------|
| | Developing and Communicating school goals | | | | | |
| | My school principal...? | | | | | |
| 1 | Arrange staff meeting for setting academic targets | 1 | 2 | 3 | 4 | 5 |
| 2 | Assign duties in alignment with school objectives | 1 | 2 | 3 | 4 | 5 |
| 3 | Develop school goals based on students' performance data | 1 | 2 | 3 | 4 | 5 |
| 4 | Develop easily achievable classroom goals for teachers | 1 | 2 | 3 | 4 | 5 |
| 5 | Ask teachers before assigning a subject to them | 1 | 2 | 3 | 4 | 5 |
| 6 | Convey school goals to teachers | 1 | 2 | 3 | 4 | 5 |
| 7 | Discuss school goal with teachers informally | 1 | 2 | 3 | 4 | 5 |
| 8 | Discuss goals with students in assemblies | 1 | 2 | 3 | 4 | 5 |
| 9 | Make school goals visible in school premises | 1 | 2 | 3 | 4 | 5 |
| | Instructional supervision | | | | | |
| | My school principal...? | | | | | |
| 10 | Visit classroom without prior knowledge of teachers | 1 | 2 | 3 | 4 | 5 |
| 11 | Cross check classroom practices with already stated school goals | 1 | 2 | 3 | 4 | 5 |
| 12 | Review students work during classroom visit | 1 | 2 | 3 | 4 | 5 |
| 13 | Tell teachers about their strength after observation | 1 | 2 | 3 | 4 | 5 |
| 14 | Tell teachers about weaknesses after observation | 1 | 2 | 3 | 4 | 5 |
| 15 | Note down strength and weaknesses during classroom observation | 1 | 2 | 3 | 4 | 5 |
| | Developing school climate | | | | | |
| | My school principal...? | | | | | |
| 16 | Give freedom to teachers in instructional matters | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 17 | Develop positive relationship among colleagues | 1 | 2 | 3 | 4 | 5 |
| 18 | Give importance to teachers' say/opinion | 1 | 2 | 3 | 4 | 5 |
| 19 | Encourage innovative techniques of teachers | 1 | 2 | 3 | 4 | 5 |
| 20 | Appreciates teachers for their work | 1 | 2 | 3 | 4 | 5 |
| 21 | Help teachers to solve their instructional problems | 1 | 2 | 3 | 4 | 5 |
| | Monitoring students' Progress | | | | | |
| | My school Principal....? | | | | | |
| 22 | Discuss students' academic progress with teachers | 1 | 2 | 3 | 4 | 5 |
| 23 | Use test score to assess progress of the students towards goals | 1 | 2 | 3 | 4 | 5 |
| 24 | Make teachers aware of the results of school | 1 | 2 | 3 | 4 | 5 |
| 25 | Inform student about the school performance results | 1 | 2 | 3 | 4 | 5 |
| 26 | Gives feedback to teachers after classroom observation | 1 | 2 | 3 | 4 | 5 |
| 27 | Shares teaching strategies with teachers for improvement | 1 | 2 | 3 | 4 | 5 |
| | Protecting instructional time | | | | | |
| | My school Principal...? | | | | | |
| 28 | Does not disturb teachers during instructions | 1 | 2 | 3 | 4 | 5 |
| 29 | Arrange alternative teachers in case of absent teacher | 1 | 2 | 3 | 4 | 5 |
| 30 | Does not interrupt instructional time by public announcements | 1 | 2 | 3 | 4 | 5 |
| 31 | Readily available for discussing instructional problems with teachers | 1 | 2 | 3 | 4 | 5 |
| 32 | Ensure that teaching time is used for updating new skill of students | 1 | 2 | 3 | 4 | 5 |
| | Promoting Professional Development | | | | | |
| | My school Principal...? | | | | | |
| 33 | Allow teachers to attend workshops/seminars | 1 | 2 | 3 | 4 | 5 |
| 34 | Select teachers on need basis for in-service teachers training | 1 | 2 | 3 | 4 | 5 |
| 35 | Appreciates efforts of teachers for professional learning | 1 | 2 | 3 | 4 | 5 |
| 36 | Encourage teachers to use the skill learned in the professional trainings | 1 | 2 | 3 | 4 | 5 |
| 37 | Listen to the ideas of teachers about instructions during meetings | 1 | 2 | 3 | 4 | 5 |
| 38 | Encourage collaboration of teachers for professional development | 1 | 2 | 3 | 4 | 5 |

QUESTIONNAIRE FOR TEACHERS**PART "A"**

8. Name of teacher (Optional)_____
9. Gender (Tick \surd Male Female one)
10. Age (Please tick \surd one)
- | | |
|--------------------------------------|---|
| <input type="checkbox"/> 25-30 Years | <input type="checkbox"/> 41-45 Years |
| <input type="checkbox"/> 31-35 Years | <input type="checkbox"/> 46-50 Years |
| <input type="checkbox"/> 36-40 Years | <input type="checkbox"/> More than 50 Years |
11. Category: SST General SST Science SST Math/Phy
12. Teaching Experience (Tick \surd one)
- | | |
|---|--------------------------------------|
| <input type="checkbox"/> 1-5 Year(s) | <input type="checkbox"/> 6-10 Years |
| <input type="checkbox"/> 11-15 Years | <input type="checkbox"/> 16-20 Years |
| <input type="checkbox"/> More than 20 Years | |
13. Academic Qualifications BA MA M.PHIL. Ph.D.
14. Professional Qualifications B. Ed. M. Ed. Others.

PART “B”

Note: Please read the following statements carefully and tick (√) that best describe your opinion. The criteria for ticking the statements are as follows.

Never (1) Seldom (2) sometimes (3) Often (4) Always (5)

| Sr. No. | Statements | Never | Rarely | Sometimes | Often | Always |
|-----------------------|---|-------|--------|-----------|-------|--------|
| Responsibility | | | | | | |
| 1 | My school allow me to follow my own work routine. | 1 | 2 | 3 | 4 | 5 |
| 2 | My school head let me set my own instructional outline. | 1 | 2 | 3 | 4 | 5 |
| 3 | My school gives me free hand to apply my own teaching methods. | 1 | 2 | 3 | 4 | 5 |
| 4 | My School let me apply my own assessment method. | 1 | 2 | 3 | 4 | 5 |
| 5 | My school let me decide freely on assignments and other work of my students. | 1 | 2 | 3 | 4 | 5 |
| 6 | My school appreciates me when I help my colleagues. | 1 | 2 | 3 | 4 | 5 |
| 7 | My school promotes social events and strengthen the interpersonal relationship among employees. | 1 | 2 | 3 | 4 | 5 |
| Advancement | | | | | | |
| 8 | My school provide me chance to excel in teaching. | 1 | 2 | 3 | 4 | 5 |
| 9 | My school gives me sense of job security | 1 | 2 | 3 | 4 | 5 |
| 10 | My school provides comprehensive performance standards. | 1 | 2 | 3 | 4 | 5 |
| 11 | My school gives equal opportunity of professional advancement to all teachers. | 1 | 2 | 3 | 4 | 5 |
| 12 | My school gives adequate opportunities of professional training. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|--------------------|---|---|---|---|---|---|
| 13 | My school provides opportunity to collaborate with other professionals outside the school. | 1 | 2 | 3 | 4 | 5 |
| Recognition | | | | | | |
| 14 | My schools' friendly positively acknowledge my presence. | 1 | 2 | 3 | 4 | 5 |
| 15 | My school provides continuous feedback system | 1 | 2 | 3 | 4 | 5 |
| 16 | My school recognize the good work of teachers. | 1 | 2 | 3 | 4 | 5 |
| 17 | My school take care of the basic needs of the teachers. | 1 | 2 | 3 | 4 | 5 |
| 18 | My school feedback system has an impact on my performance. | 1 | 2 | 3 | 4 | 5 |
| 19 | My school appreciates improvement in my working | 1 | 2 | 3 | 4 | 5 |
| Work itself | | | | | | |
| 20 | My school provides opportunities to perform multiple job-related assignments. | 1 | 2 | 3 | 4 | 5 |
| 21 | My School assign me manageable workload | 1 | 2 | 3 | 4 | 5 |
| 22 | My school gives me tasks of my interest | 1 | 2 | 3 | 4 | 5 |
| 23 | My school provide a clear description off my work. | 1 | 2 | 3 | 4 | 5 |
| 24 | My schoolwork schedule leaves no time for idleness. | 1 | 2 | 3 | 4 | 5 |
| 25 | People respect me because I am a teacher. | 1 | 2 | 3 | 4 | 5 |
| 26 | My school provides me some degree of authority in my work. | | | | | |
| Achievement | | | | | | |
| 27 | My School provides me a sense of achievement towards job related goals. | 1 | 2 | 3 | 4 | 5 |
| 28 | My School provides me opportunities of enhancing my skills through training and development. | 1 | 2 | 3 | 4 | 5 |
| 29 | My school promotes flexible environment for taking initiatives. | 1 | 2 | 3 | 4 | 5 |
| 30 | My school gives me multiple job enrichment opportunities which broadens my teaching capabilities. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 31 | My school let me participate different activities other than routine duties for my self-satisfaction. | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|

CERTIFICATE FOR TOOL VALIDATION



CERTIFICATE OF VALIDITY

Relationship between Instructional leadership practices
and teachers' motivation.

By: Adil Khan

Supervised By: Dr. Shazia Zamir

M.Phil. Scholar, Education Department, National University of Modern Languages, H-9,
Islamabad, Pakistan

This is to certify that the research instrument "Teachers Motivation Scale" to be used by
the researcher towards his thesis have been assessed by me and I find that the instruments have
been designed adequately.

It is considered that the research instruments, developed for the above titled research are
according to the objectives and research hypotheses of the research. It assures adequate construct
and content validity according to the purpose of research and can be used for data collection by
the researcher with fair amount of confidence.

Dr. Sheikh Tariq Mehmood
Asst. Prof. /
Department of Education
International Islamic University,
Islamabad
Designation: _____

Institution: _____

Signature/Stamp: _____

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the researcher with fair amount of confidence.

Name: _____

Designation: _____

DR. MUHAMMAD MUNIR KAYANI

Associate Professor/Chairman

Department of Education
International Islamic University
Islamabad

Signature/Stamp: _____

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Questionnaire" to be used by the researcher towards his thesis have been assessed by me and I
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according to the objectives and research hypotheses of the research. It assures adequate construct
and content validity according to the purpose of research and can be used for data collection by
the researcher with fair amount of confidence.

Name: _____

Designation: _____

DR. MUHAMMAD MUNIR KAYANI
Associate Professor/Chairman
Department of Education
International Islamic University
Islamabad

Signature/Stamp: _____

Certificate of Proof Reading

PROOF READING CERTIFICATE

**INSTRUCTIONAL LEADERSHIP PRACTICES AND TEACHERS'
MOTIVATION AT SECONDARY LEVEL: A CORRELATIONAL
STUDY**

By

Mr. Adil Khan


National University of Modern Languages, Islamabad

It is to certify that the research work titled "Instructional leadership practices and teachers' motivation at Secondary Level: A Correlational Study" submitted by the M.Phil. Scholar Adil Khan has been checked and proofread for language and grammatical mistakes.

Name: Ubaidullah Khan

Designation: Subject specialist

Institute: GHSS Mian Brangola

Signature: 

Stamp: Ubaidullah Khan
Subject Specialist English
GHSS Mian Brangola Dir (L)

Rotated Components Matrix of Instructional Leadership Questionnaire

| | Components | | | | | |
|--------|-------------------|------|------|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| DCSG1 | .425 | | | | | |
| DCSG 2 | .518 | | | | | |
| DCSG 3 | .447 | | | | | |
| DCSG4 | .425 | | | | | |
| DCSG5 | .460 | | | | | |
| DCSG6 | .390 | | | | | |
| DCSG7 | .530 | | | | | |
| DSCG8 | .393 | | | | | |
| DCSG9 | .456 | | | | | |
| IS1 | | .234 | | | | |
| IS2 | | .369 | | | | |
| IS3 | | .531 | | | | |
| IS4 | | .396 | | | | |
| IS5 | | .375 | | | | |
| IS6 | | .366 | | | | |
| DSC1 | | | .357 | | | |
| DSC2 | | | .337 | | | |
| DSC3 | | | .201 | | | |
| DSC4 | | | .357 | | | |

| | | | |
|------|------|------|------|
| DSC5 | .368 | | |
| DSC6 | .394 | | |
| MSP1 | | .482 | |
| MSP2 | | .311 | |
| MSP3 | | .314 | |
| MSP4 | | .294 | |
| MSP5 | | .337 | |
| MSP6 | | .330 | |
| PIT1 | | | .592 |
| PIT2 | | | .318 |
| PIT3 | | | .446 |
| PIT4 | | | .377 |
| PIT5 | | | .463 |
| PPD1 | | | .399 |
| PPD2 | | | .401 |
| PPD3 | | | .391 |
| PPD4 | | | .350 |
| PPD5 | | | .284 |
| PPD6 | | | .401 |

Rotated component Matrix of Teachers' Motivation

| | Components | | | | |
|------|-------------------|------|------|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| RSP1 | .390 | | | | |
| RPS2 | .530 | | | | |
| RSP3 | .393 | | | | |
| RSP4 | .456 | | | | |
| RSP5 | .393 | | | | |
| RSP6 | .361 | | | | |
| RSP7 | .391 | | | | |
| ADV1 | | .421 | | | |
| ADV2 | | .371 | | | |
| ADV3 | | .298 | | | |
| ADV4 | | .513 | | | |
| ADV5 | | .389 | | | |
| ADV6 | | .512 | | | |
| REC1 | | | .356 | | |
| REC2 | | | .367 | | |
| REC3 | | | .542 | | |
| REC4 | | | .456 | | |
| REC5 | | | .492 | | |
| REC6 | | | .523 | | |

| | | |
|-------|------|------|
| WITS1 | .399 | |
| WITS2 | .401 | |
| WITS3 | .391 | |
| WITS4 | .350 | |
| WITS5 | .284 | |
| WITS6 | .401 | |
| WITS7 | .382 | |
| ACH1 | | .460 |
| ACH2 | | .390 |
| ACH3 | | .530 |
| ACH4 | | .393 |
| ACH5 | | .456 |



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Dated: July 11, 2023

Faculty of Social Sciences

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