



Development of Instructional Leadership Traits of Academic Faculty through Professional Training: A Casual Comparative Analysis

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Abstract

Secondary school education is considered as final stage of formal education, it is considered as the first step for the growth of a learners. For this concern education played a vital role in the development of a skills and abilities. The major objective of this research was to identify the development of instructional leadership traits of academic faculty through professional training. The population of this study was secondary school teachers from district Hafizabad whereas, 223 (Science, 96, Arts= 127) respondents were selected as sample through simple random sampling technique. It was used self-administered questionnaire while primary data was collected from respondents through survey method. The Statistical Package for Social Sciences was computed to analyze the research questions proposed in this study. The findings of this research revealed that except of classroom management there was a significant difference found in problem solving, communication and presentation, and time management. Moreover, the mean score of science teachers was greater than arts teachers. This research is beneficial in developing the instructional leadership traits of the teachers for the enhancement of teaching learning process.

Keywords: Instructional Leadership Traits, SSTs, Professional Training

1. Introduction

Education plays pious role in the enhancement of a community. And educational institutions perform precious role for the promotion of social life. To obtain the main objectives of a society teachers do best in the institutions. The secondary school student's growth their mental and physical abilities moreover, they get life skills with academic competencies. The teaching staff center of attraction in classroom administration is doing of curricular activities within classroom environment. To gain the basic objectives of classroom management the administration should provide all the materials that helps in curricular activities. (Dilshad et al., 2019; Rizwan, 2021). Teacher's training has played positive role in the promotion of both institution and students learnings. Teacher's training can be done in various forms such as national training, international training, special drills and special workshops for teachers (Fatima et al., 2022; Khan & Haseeb, 2017). The training centers made the teachers skillful, knowledgeable, perform best in class, internal and external personality growth, and many more activities that made the teachers perfect to his profession. These activities enhance the skills related to "instructional leadership traits" including as communication skill, presenting skills, problem facing and solving skills, and finally time management skills. (Rizwan, 2021; Tahira et al., 2020).

It has been seen that professional skills of teachers have vital role in nourishing the abilities of students. (Ahmad et al., 2015). To polish the teaching staff skills many educational institutions has taken greats steps, to make the teachers skillful. Because of good teaching skills the teachers perform his duty in a best way. (Aslam, 2013; Mahmood et al., 2015). The teaching faculty has a specific teaching knowledge before joining the service but in-service rendered them the new techniques and strategies to handle the specific tasks (Raza et al., 2013). Delivering the lecture the teacher not only focus on lecture but also developing the skills of their pupils. It is the commitment of teachers that to be honest with educational institution to achieve the goals collectively (Bilal et al., 2022; Shah et al., 2015). The different stages of education require the different knowledge according to the cognitive abilities of the students. The students within the class have different background according to the cultural, socio-economic home environment (Kazmi et al., 2011; Nawab, 2017). Instructional leadership is the ability of achieving collective goals. For this purpose, the leaders adopt multi leadership styles according to the situation to for the succession of an organization (Niqab et al., 2014). Instructional leadership is the skill to travel on the way to encourage and inspire the followers to passionate and get the improvement to complete objective during performance which is made for implementation (Purinton, 2013; Nadeem et al., 2022).

2. Literature Review

Education brings changes in every field of a nation the person who plays vital role in this all scenario for the development of a nation that is teacher. It is teacher that produces passion and emotions in students to work hard to get goals and objectives. And hence teaching is such a difficult profession (Kazmi et al., 2011; Mushtaq & Kayani, 2013). Only those teachers can perform this responsibility who are well organized, well-educated and trusty to his profession. A visionary teacher performs best as compare to those who are restricted to his subject. To get the good result in the field of science and technology, teacher training is must (Behlol et al., 2014; Halai & Durrani, 2020). Evaluation process is the best icon to assess the outcome of the whole educational institutions.

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The teaching training provides the different kinds of evaluation techniques to the academicians by dent of teachers evaluate the learning process in every aspect. It is the systematic process to evaluate the daily routine and summative assessment of the learning process (Shakoor et al., 2013). During teaching-learning process the teachers focused on the instructions and objectives of the organization with naked eyes. After completion the teaching process the teachers evaluate the success and failure of the whole process (Shah, 2011).

The policy makers, educationist and higher authorities make their next strategies on behalf of the evaluation reports and make decision whether the previous techniques are the best fit for the successful completion of the organizational objectives or it need to some changes for betterment. These reports are the measurement of whole educational procedure such as; curricular, learning environment, professional abilities of the teachers, instructions and policies (Sahar et al., 2019). It has been realized that the oral presentation of teacher in the classroom is the best source for the enhancement of the learning abilities of the learners. Due to the teaching training the teachers develop their communication skills. The teachers adopt the democratic environment so that the communication gap between teacher and students minimized. The effective communication builds the motivation and trust among the students with teacher (Qureshi, 2015). To hearten the students' attitude to develop the abilities and skills the communication behavior of the teachers has great contribution. The teacher is a role model for the students and they follow the attitude and behavior of their mentor during classroom activities. For effective teaching the role of the teacher in very important to receive the verbal and non-verbal communication by the students. The role playing and to perform the different curricular and extra-curricular activities the students follow the instructions of the teacher as he played (Ahmed et al., 2015).

The time management skills of the teachers are the acute demand of the educational institutions in modern age. Due to these skills the teachers are able to handle the different situation effectively faced during the classroom activities. The teaching training plays its significant role for the development of the pedagogical skills of the teaching faculty (Dinantara, 2019). The previous researches categories the pedagogical skills into three sections; professional knowledge, subject matter content knowledge and curricular knowledge. The content knowledge skills not only based on the subject matter but there are based on the instructions how to deliver it appropriately towards the students and focused how it is important to enhance the abilities of the students. These skills constructed to the time management to perform the various curricular activities. Furthermore, the curricular knowledge helps to understand and completion of the teaching objectives according to the instructions (Gull et al., 2022; Nauman et al., 2021).

2.1. Research Questions

1. Is there any significance level of respondents about the development of instructional leadership traits?
 - 1.1 Is there any significance level of respondents about problem solving?
 - 1.2 Is there any significance level of respondents about communication and presentation?
 - 1.3 Is there any significance level of respondents about classroom management?
 - 1.4 Is there any significance level of respondents about time management?

3. Methodology

This study is quantitative based on casual comparative research design. The target population consisted of public secondary school teachers from district Hafizabad and 223 respondents were selected (arts= 127, science= 96) as sample through simple random sampling technique.

In this study self-administered questionnaire was develop by using five-point Likert scale (1. SDA to 5. SA) for data collection. For this study the primary data was collected personally from the respondents. For this study the Cranach's Alpha Coefficient was applied to analyze the reliability of the questionnaire that was greater than 0.7 (Nunnally 1978). Moreover, the face validity was also administered with the help of some experts related to the education field (Gray, 2014). To analyze the research questions descriptive (M, SD) and inferential statistics (independent sample t-test) were applied.

4. Data Analysis

Table 1: Descriptive Analysis

Variable	M	SD
Problem solving	3.46	.88
Communication and presentation	3.39	.97
Classroom management	3.44	.90
Time management	3.20	.99

Overall= M= 3.37, SD= .93

To assess the level of the respondents which indicated that the mean score of factors were between 2.83 to 3.97 and cumulative mean value was M= 3.46, SD= .94 which shows that the respondents were satisfied about the development of instructional leadership traits.

Table 3. Independent sample t-test N= 223 (Science=96, Arts=127)

Variable	Group	M	SD	t	Sig.
Problem solving	Science	3.56	1.26	4.45	.01*
	Arts	3.13	1.33		
Communication and presentation	Science	3.63	1.13	4.78	.00*
	Arts	3.21	1.21		
Classroom management	Science	3.89	1.00	1.40	.21
	Arts	3.71	1.03		
Time management	Science	3.66	1.11	4.83	.00*
	Arts	3.19	1.24		
Overall	Science	3.68	1.12	3.86	.05*
	Arts	3.31	1.20		

To compare the response of the respondents' independent sample t-test was administered. The statistical analysis indicated the significance difference while mean score of science teachers was $M= 3.56$ more than arts 3.13 about problem solving. It was also indicated significance difference whereas, mean score of science teachers was $M= 3.63$ more than arts 3.21 about communication and presentation. Moreover, there was not a significance difference regarding classroom management the mean value of science teacher was greater $M= 3.89$ than $M= 3.71$. Additionally, there was a significance difference regarding time management the mean value of science teacher was greater $M= 3.66$ than $M= 3.19$. Therefore, it indicated a significance difference and mean score of science teachers was $M= 3.68$ more than arts 3.31 about the development of instructional leadership traits.

5. Conclusions

It concluded that the participants were satisfied about all the dimensions of instructional leadership such as; problem solving, communication and presentation, classroom management and time management. Moreover, except of classroom management there was a significant difference found in problem solving, communication and presentation, and time management.

6. Discussion and Recommendations

Therefore, the training of teachers at secondary level is in under-developed nation is feeling constraints to work for more achievement successfully. The development in education sectors and giving effective secondary education that raised the expansion at basic level in numerous nations. In remain tenaciously very less literacy rate at secondary level. Additionally, this is probably going to change quickly in the coming time as the present grade school pupils become mature enough for secondary school. The further researches should carry out with other variables for the development of instructional leadership traits of the teachers.

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