

Instructional Leadership Of Principals As Perceived By Teachers Of Jawahar Navodaya Vidyalaya In Patna Region

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Abstract

Principals of schools, colleges, and other institutions have a crucial role in enhancing educational outcomes through influencing the drive, competencies, and capacities of teachers. Instructional leadership is a group of strategies used by principals to improve teaching and learning. The objectives of the research was to study the perception of teachers towards the instructional leadership of principals working in Jawahar Navodaya Vidyalaya and to compare the perception of teachers towards the instructional leadership of principals working in Jawahar Navodaya Vidyalaya with reference to gender, subject and experience. The researcher used descriptive, survey method. The sample of the study consists of 80 JNVs teachers selected through purposive sampling technique from 20 JNVs selected randomly out of 84 JNVs in Patna Region. The tool used for data collection was Principal Instructional Management Rating Scale (short form for teachers) developed by Hallinger (2013) having 22 items. To administrate the standardized tool in this research, the researcher has taken the permission from Hallinger. The researcher used frequency count, percentage and chi-square for data analysis. The findings of the study reveals that 51.20% of the teachers perceived that their principals showing low level of instructional leadership. The male and female teachers are of similar perception towards instructional leadership of their Principals. 40% of the social science teachers and language teachers perceived that their principals having high level of instructional leadership while only 20% of science teachers and 15% of mathematics teachers perceived that their principals having high level of instructional leadership.

KEYWORDS – Instructional Leadership, Principal, Teacher, Jawahar Navodaya Vidyalaya, Gender, Subject, Experience.

Conceptualisation of the Problem

Instructional leadership is a type of educational leadership that focuses on a school's primary role, which is teaching and learning by defining the school's vision, mission and goals, managing the instructional programme in the school and promoting the school climate (Hoy & Miskel, 2008). Effective instructional leadership has a positive influence on teachers and has a significant impact on student learning, second only to the effects of the quality of curriculum and pedagogy of teachers. Instructional leadership is primarily about the direction of leaders' influence because of its focus on improving teaching and learning (Bush, 2011; Bush and Glover, 2014).

Instructional leadership is defined as strategies and actions carried out by the principal and other school leaders that support and strengthen and bring coherence to teaching and learning within schools (Hallinger and Wang 2015). Instructional leadership is defined as the whole activities performed by the leaders at school and their regions in order to develop the learning and teaching (King, 2002). According to Murphy (1988) and Cotton (2004), instructional leadership entails motivating and

encouraging instructors to enhance and practise the curriculum in order to further the goals of the school. Instructional leadership of principals is one of the most useful tool for creating an effective teaching and learning environment in schools (Pustejovsky, Spillane, Heaton & Lewis, 2009; Hallinger & Walker, 2014). Instructional leadership is more effective than any other leadership practices of principals because its specific focus is on student achievement.

Since the 1980s, the idea of instructional leadership has changed, and now, the principal's job for providing instructional leadership is a crucial one. Different models of educational leadership exist, including those developed by Hallinger and Murphy in 1985, Sergiovanni in 1984, Andrew and Soder in 1987, Weber in 1996, and Whitaker in 1997. The instructional management model proposed by Hallinger and Murphy in 1985 has been the most often utilised model in empirical research. The Principal Instructional Management Rating Scale (PIMRS), created by Hallinger and Murphy, included three components: (defines the school mission, manages the instructional program, and develops a positive school learning climate).

The first dimension of PIMRS is related to the mission of the leader for creating the main purposes of the school. The school missions incorporate with formulation and communicate school goals. The second dimension of PIMRS is related to the instruction and control and coordination of instructional program. Managing the instructional programs focused on supervising, evaluating instruction, coordinating the curriculum, and monitoring student progress. The third dimension of PIMRS is creating a positive school environment, focuses on effective schools and constant school development. Promoting a positive school learning climate which emphasizes on protecting the instructional time and provides incentives to teachers, promotes professional development, keeps high visibility, expands and implements academic standards, and grants incentives for learning. The three dimensions of the instructional leadership role are further delineated into ten leadership functions of instructional leadership: framing the school's goals, communicating the school's goals, supervising and evaluating instruction, curricular coordination, monitoring student progress, protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers and providing incentives for learning.

Rationale of the Study

Effective Instructional leadership is crucial for any educational institutions. Instructional leadership of a principal improve the school, motivates teachers and creating a culture of learning environment in the school. Instructional leadership of principals focuses on the better academic progress of students. The principals' efforts always concentrated on the improvement of the quality of classroom teaching and learning. Some of the relevant research studies are discussed in following paragraphs. **Ahmad et al. (2021)** revealed that secondary school teacher's perceived about their head teachers' instructional leadership behaviours, as a curriculum implementer. **Dania & Andriani (2021)** stated that the principals found it difficult to perform instructional leadership due to time constraints. **Ozdemir (2020)** viewed that school principals can make a difference in instructional practices by focusing on academic goals. **Khan et al. (2020)** pointed out that most of the principals do not follow the instructional leadership principles as mentioned in the PIMRS and also not promote the professional development of teachers in schools. **Cansoy et al. (2019)** stated that school principals performed strong behaviours in conveying the objectives of the

school, organising the curriculum. They show a weak performance in determining the school objectives, improving the curriculum, contributing to teachers' professional development and following student learning. **Feye (2019)** found that the school principals failed to practice the expected instructional leadership roles. Low skill and capacity of school principals affect the overall instructional leadership effectiveness of school principals. **Si-Rajab et al. (2019)** viewed that the level of instructional leadership practices is high among the principals of the schools. The element with the highest mean is for promoting professional development and element that has the lowest mean is framing the school's goal. **Skelton (2019)** pointed out that teachers rated principals highest on the instructional leadership function of framing and communicating school goals. **Abid et al. (2018)** stated that head teachers do not spend the majority of their day carrying out instructional leadership responsibilities. There was a significant difference between male and female teachers' perceptions regarding instructional leadership practices. **Khan (2018)** stated that teacher's professional development significantly affected highly by principals instructional leadership behaviour at secondary schools. **Turkoglu & Cansoy (2018)** reveals that the school principals made significant effort to develop the positive learning climate but they did not take the initiative regarding curriculum development or management and left these decisions to teachers. **Mestry (2017)** reveals that one of the primary reasons for the poor academic standards of learners in South African public schools is the ineffective instructional leadership role of principals. **Nkoroi (2017)** found that there was no statistically significant association between principals supervision approaches of instructional programmes, monitoring of learner progress and students academic achievement. **Donkor & Asante (2016)** stated that there was no significant difference between the instructional leadership provided by the female heads and their male counterparts. **Heaven & Bourne (2016)** viewed that a positively weak (1.4%) statistical correlation existed between the performance of students and instructional leadership. **Makau et al. (2016)** reveals that there was strong relationship between the practice of instructional supervision and academic achievement in all the Science subjects. **Sarikaya & Erdogan (2016)** viewed that the principals most display instructional leadership behaviors involved in the dimension of setting and sharing of school goals and least display the instructional leadership behaviors encompassed by the dimension of supporting and developing teachers. **Topacoglu & Firat (2016)** stated that principals working in upper socio-economic environment are better instructional leaders than those who work in middle and low socio-economic environment. **Abdulrasheed & Bello (2015)** found that the principal are not actively involved in the instructional supervision process in schools, rather they delegated it to the senior maters in their various schools. **Ail et al. (2015)** reveals that the relationship between instructional leadership and the level of teachers' commitment is high. **Hosani (2015)** stated that there is a positive relationship of medium effect between the principals' instructional practices and teachers' instructional practices. **Kale (2015)** stated that primary school principals do not exhibit instructional leadership behaviors at on optimum level. **Li (2014)** viewed that instructional leadership practices linked with teacher professional development that contributed to student learning. **Salazar (2014)** found that principal instructional leadership can affect student academic achievement as much as 15%. **Kabeta et. al. (2013)** said that the head teachers were not practicing much instructional leadership and that this negatively affected the teaching and learning outcomes. **Pettiegrew II (2013)** found that both principals and teachers perceived that framing school goals as the most important instructional leadership behaviour.

Review of research suggests that only few studies have been conducted on instructional leadership of principal in India and researcher does not found any study on instructional leadership of Jawahar Navodaya Vidyalaya (JNVs) principals. Hence, conducting study on instructional leadership of the principals as perceived by teachers of Jawahar Navodaya Vidyalayas in Patna Region is relevant.

Objectives

- To study the perception of teachers towards the instructional leadership of principals working in Jawahar Navodaya Vidyalaya.
- To compare the perception of teachers towards the instructional leadership of principals working in Jawahar Navodaya Vidyalaya with reference to gender, subject and experience.

Research Questions

- What are the perception of teachers towards the instructional leadership of principals working in Jawahar Navodaya Vidyalaya?
- Are there any difference in the perception of teachers towards the instructional leadership of principals working in Jawahar Navodaya Vidyalaya with reference to gender, subject and experience?

Methodology

The researcher used survey method for carried out the research. The population of the study was 84 JNVs under Patna Region (Bihar, Jharkhand and West Bengal). The sample of the study were 20 JNVs selected randomly from Bihar, Jharkhand and West Bengal. From each JNVs 4 teachers were selected one from each subject i.e. Science, Mathematics, Social Science and Language) through purposive sampling. Total sample of the study was 80 teachers of JNVs. Out of 80 teachers, 65(81.3%) are male teachers and 15(18.8%) are female teachers. 47.5% of teachers having teaching experience up to 15 years while 52.5% of teachers having teaching experience 16 years and more. The researcher employed Principal Instructional Management Rating Scale (short form for teachers) developed by Hallinger and Murphy (2013) having 22 items (5 items in defining school mission, 7 items in managing the instructional program and 10 items in creating positive school climate) for data collection. The instrument's overall reliability coefficient was determined to be .94. The determination of school mission had a coefficient of .85, the management of the instructional program .88, and the creation of a learning climate .90. According to the findings of the Cronbach alpha coefficient, this instrument has strong reliability and content validity for measuring principals' instructional leadership.

Data Analysis

The data was analysed as per the objectives of the study. The researcher used frequency count, percentage, chi-square for data analysis and interpretation which are presented in the following paragraphs.

Table-1: Levels of instructional leadership of principals as perceived by teachers

Level	Frequency	Percentage	Chi Square	Level of Sig
Low	41	51.20	12.475	.002
Moderate	16	20.00		
High	23	28.70		

Table no. 1 examines the level of instructional leadership of principals as perceived by teachers. It was clear from the above table that 51.20% of the teachers perceived that their principals showing low level of instructional leadership while only 28.70% of the teachers having perception that their principals have high level of instructional leadership. The Chi-square value is 12.475, which is significant at 0.01 levels. Hence it can be inferred that there is a significant difference in the level of instructional leadership of Principals. The level of instructional leadership of Principals as perceived by teachers is graphically presented in the figure-1.

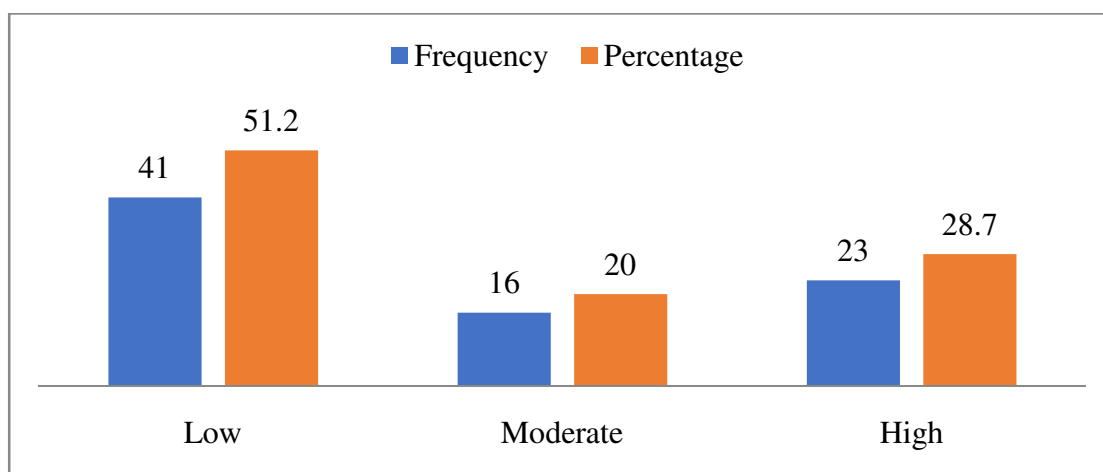


Figure -1: Levels of instructional leadership of principals as perceived by teachers

Table-2: Levels of instructional leadership of principals as perceived by teachers (gender wise)

Level	Male (N & %)	Female (N & %)	Chi Square	Level of Sig
Low	35 (53.84)	6 (40)	.830	.406
Moderate	12 (18.46)	4 (26.66)		
High	18 (27.69)	5 (33.33)		

The table no. 2 indicates that 28.70% the teachers of the JNVs perceived that their principals having high level of instructional leadership while 51.2% of principals having low level of instructional leadership. 53.84% of the male teachers perceived their principals having low levels of instructional leadership while 33.33% of female teachers perceived that principals having high level of instructional leadership. The Chi-square value (.830), which is not significant at .05 levels. Hence, it can be inferred that male and female teachers are of similar perception towards instructional leadership of their Principals. The level of instructional leadership of Principals as perceived by male and female teachers is graphically presented in the figure-2.

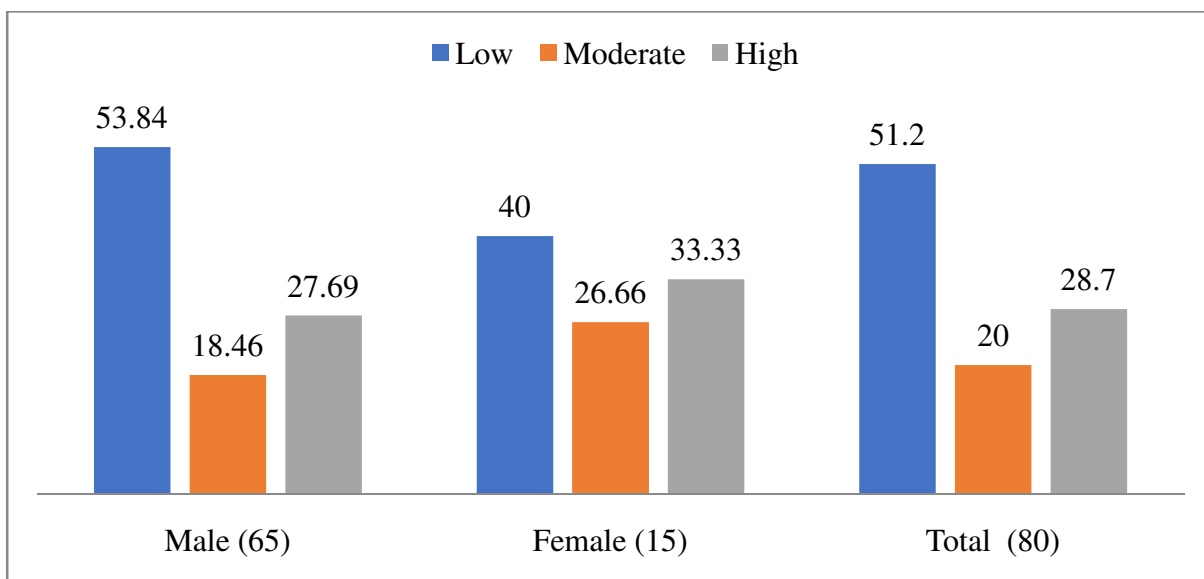


Figure-2: Percentage of levels of instructional leadership of principals (gender wise)

Table 3 – Levels of instructional leadership of principals – as perceived by teachers (experience wise)

Level	Up to 15 years (N & %)	16 years and above (N & %)	Chi –Square	Level of Sig
Low	18 (47.36)	23 (54.76)	.870	.384
Moderate	7 (18.42)	9 (21.42)		
High	13 (34.21)	10 (23.80)		

From the table no. 3 it was clear that 47.36% of the teachers those having teaching experience up to 15 years perceived that their principal having low level of instructional leadership while 34.21% of teachers perceived that their principal showing high level of instructional leadership. Majority (54.76) of teachers those having teaching experience 16 years and above perceived that their principals showing low level of instructional leadership. The Chi-square value (.870) is not significant at .05 levels. Hence, it can be inferred that teachers having teaching experience up to 15 years and teachers having 16 years and more teaching experience are of similar perception towards instructional leadership of their Principals. The level of instructional leadership of Principals as perceived by male and female teachers is graphically presented in the figure-3.

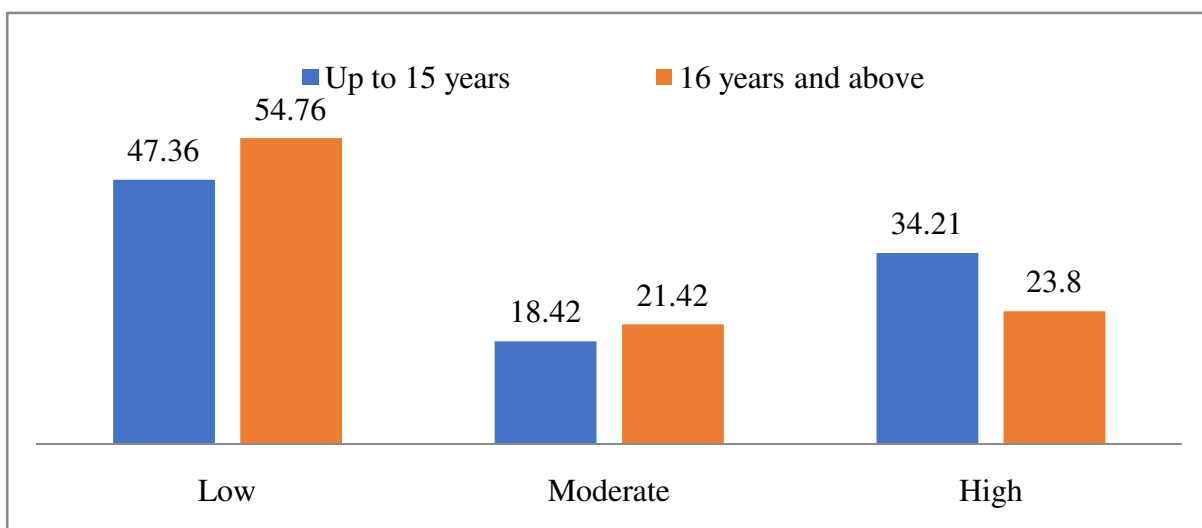


Figure -3: Levels of instructional leadership of principals – as perceived by teachers (experience wise)

Table 4 - Levels of instructional leadership of principals – as perceived by teachers (subject wise)

Level	Science (N & %)	Mathematics (N & %)	Social Science (N & %)	Language (N & %)	Kurskal Wallis test	Level of Sig
Low	12 (60)	11 (55)	8 (40)	10 (50)	2.992	.393
Moderate	4 (20)	6 (30)	4 (20)	2 (10)		
High	4 (20)	3 (15)	8 (40)	8 (40)		

It is found from the table no.3 that 60% of science teachers and 55% of mathematics teachers perceived that their principals having low levels of instructional leadership while 40% of social science teachers and language teachers perceived that their principals having high level of instructional leadership. The Kurskal value (2.992) is not significant at .05 levels. Hence, it can be inferred that teachers have similar perception towards instructional leadership of their Principals. The level of instructional leadership of Principals as perceived by science, mathematics, social science and language teachers is graphically presented in the figure-4.

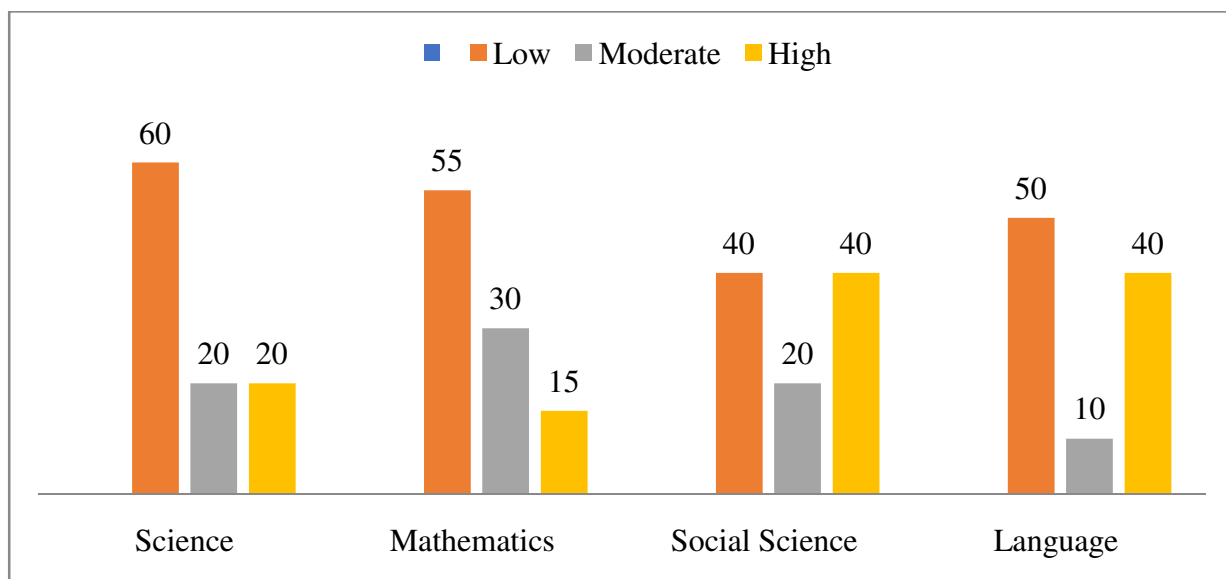


Figure -4: Levels of instructional leadership of principals – as perceived by teachers (subject wise)

Major Findings

- 51.20% of the teachers perceived that their principals showing low level of instructional leadership while only 28.70% of the teachers having perception that their principals have high level of instructional leadership.
- 33.33% of female teachers perceived that their principals having high level of instructional leadership while 27.69% of male teachers perceived that their principals having high level of instructional leadership.
- The male and female teachers are of similar perception towards instructional leadership of their Principals.
- 34.21% of teachers those having teaching experience up to 15 years perceived that their principal showing high level of instructional leadership while 23.80% of teachers those having teaching experience 16 years and above perceived that their principals showing high level of instructional leadership.
- The teachers having teaching experience up to 15 years and teachers having 16 years and more teaching experience are of similar perception towards instructional leadership of their Principals.
- 40% of the social science teachers and language teachers perceived that their principals having high level of instructional leadership while only 20% of science teachers and 15% of mathematics teachers perceived that their principals having high level of instructional leadership.

Discussion of Result

The result of the study indicates that the male and female teachers are of similar perception towards instructional leadership of their Principals which is not supported by the findings of Abid et al. (2018). They stated that there was a significant difference between male and female teachers' perceptions regarding instructional leadership practices.

The majority (51.20%) of teachers perceived that their principals showing low

level of instructional leadership according to the study, which was supported by studies by Khan et al. 2020, Feye, 2019, Abid et al. 2018, and Kale, 2015. However, Si-Rajab et al. 2019 did not support these findings. They found that the level of instructional leadership practices is high among the principals of the schools

Educational implications

The present study has educational implications. The findings of the study can be used by the JNVs committee and administration for the planning for improvement of JNVs school culture. The outcomes of the research can also be used by principals to analyse and improve their instructional leadership to improve the teaching-learning process in the school.

Conclusion

The instructional leadership of the principal is essential for motivating school progress. In order to promote best practises in the classroom that result in effective learning outcomes, principals must participate in teaching and learning activities. The school climate, the quality of instruction, and the academic success of the students are all influenced by the principal.

Principals plays critical role in motivating teachers and creating a culture of learning environment in the school. Principals need to concentrate on the academic development of the students. These focal points emphasise the need of formulating precise educational objectives, structuring the curriculum, and assessing the calibre of teachers and their instruction. A principal who leads schools well cultivates a positive learning environment for pupils and an inclusive learning environment for instructors.

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