

## Effects of Instructional Leaders on Teacher Performance by Democratic Style in Secondary Schools : Tehsil Level Study

<sup>1</sup>Asadullah

<sup>2</sup>Muhammad Sallah

<sup>3</sup>Dr. Ziarab Mehmood

<sup>1</sup>PhD Scholar, Institute of Research and Education, Muslim Youth University Islamabad, Pakistan

<sup>2</sup>MPhil (Education), Graduate

<sup>3</sup>Head of Department of Social Sciences, Islamabad Model College for Boys Mughal, Islamabad, Pakistan.

[asadlakh0642@gmail.com](mailto:asadlakh0642@gmail.com) · [muhammadsallah122@yahoo.com](mailto:muhammadsallah122@yahoo.com)

[ziarabmehmood@gmail.com](mailto:ziarabmehmood@gmail.com)

### Abstract

A quantitative and descriptive study titled “Effects of instructional leaders on teacher performance by democratic style in Secondary Schools : Tehsil level study” employed at Tehsil Level Secondary Schools. Survey technique was employed for collection of data. Study selected the Head teachers, Teachers and students of secondary school as population and simple random sampling technique was used. Study employed a self developed questionnaire as a tool for the purpose of data collection. Tool was got validated from the experts. Reliability of tool was checked through Cronbach Alpha. After reliability and validity tool was utilized for the data collection. Collected data was entered in the SPSS and analyzed. After data analysis results were elaborated and interpreted.

**Keywords:** Instructional Leader, Democratic Style, Secondary School Level

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Corresponding Authors\*

## 1. Introduction

Educational institutions have become crucial venues for the younger generations to be polished. Leaders in schools bear major responsibility for their grooming, growth and satisfaction; hence, their role is similar to that of other firm leaders in that they must deal with the obstacles of sustaining institutional objectives. School leadership is the process of inspiring and overseeing teachers to work with zeal to attain educational goals.

When head teachers fulfill their roles and responsibilities to get the work done via their team, they may use different types of leadership styles or demonstrate distinct attitude patterns. Leadership is critical to the growth and sustainability of any organization or institution, and it is equally vital in educational management owing to its larger effect on the achievement of academic objectives. The importance of school leaders' leadership styles should not be ignored as studies have shown that leadership styles in schools have a profound effect on the education, even in difficult circumstances (Mansaray, 2019).

For satisfaction on the job and motivation to work under a democratic style of leadership, democratic leaders think that people should share power, take part, and talk to each other. They delegate tasks, share power, and support everyone's ideas. Even though a manager tries to get input from co-workers before making a choice, the manager is still the one with the final say. In the way the school is set up, the boss or head teacher can talk to teachers about any problem before making a final decision. This gives the staff a chance to help make decisions. Democratic leaders keep the final authority in making decisions, which is different from the laissez-faire style. These leaders care about their employees and try to make things better for everyone by letting the workers make choices and be a part of the group.

### Objectives

- i. To check the effect of instructional leaders on teachers' motivation using democratic style
- ii. To search the effect of instructional leaders on teachers' pedagogy using democratic style
- iii. To find the effect of instructional leaders on teachers' academic performance using democratic style

### Research Questions

- i. What is the effect of instructional leaders on teachers' motivation using democratic style?
- ii. What is the effect of instructional leaders on teachers' pedagogy using democratic style?
- iii. What is the effect of instructional leaders on teachers' academic performance using democratic style?

## 2. Literature Review

Head teachers are an important part of influencing factor of students' motivation to do great things. Head teacher gets a lot of credit for how they talk to people, mostly their coworkers, and make changes for the betterment of the group. A leader should explain the organization's clear goal, purpose and each member of the staff should hear something similar. This can be used as a screen against which every worker's show is judged (Newman & Ford, 2021).

Also, this needs the help of officials to come up with a method of organization that leads to worker satisfaction. Work fulfilment refers to how people feel about their jobs, whether they are optimistic or pessimistic. An instructor's work fulfilment can be understood as their close-to-home response to their job and their work. Some parts of the job, like more freedom, can make a teacher happy, while other things, like a lot of work, time pressure, and long hours, can make them unhappy. Studies from the past have shown that general happiness

is strongly linked to teacher authority and teacher self-efficacy, but not at all linked to teacher tiredness. In the same way, it was found that job happiness is linked to excitement. Looked at the effects of teachers' performance and found that drive makes teachers' performance better, which in turn affects how well students do and whether or not they reach their goals. The study also said that teachers who are driven are able to build strong relationships with their students. This makes her students want to learn more and pushes them to do so. So, it is very important to find out what stops the teacher from being motivated. In this case, one of the factors could be the way their head teacher leads them and gives them assignments (Amna & Syahputra, 20220).

Motivation is a goal that makes people act differently and takes the form of actions that try to get the desired results. Motivation is the event that starts the process, makes people determined and sets them on the road of behavior to get certain results. It is said that an autocratic leadership style is when the manager has the most power for himself or herself and has the power to make decisions with the goal of making sure that the people under him or her follow the rules. This kind of boss doesn't care about how employees act at work. Instead, he or she only cares about getting the job done. Most likely, it will be a computer kind of place. The boss tells the people who work for him or her what to do and asks them how to do it (Asiimwe & Management, 2021).

Stakeholders are more likely to trust a leader who is inclusive and involves them in making decisions. Salary is a very important part of making an employee happy. They also thought that a lot of companies did not meet this factor, which made the workplace unsatisfying. Under a "let-it-go" style of guidance, job happiness and work motivation are high. Laissez-faire leadership style is a type of leadership in which all of the power is given to the people under you. The boss leads indirectly and doesn't have any control over the power in the company. He does not set goals or make decisions.

Manager respects what other people decide and lets the work get done in any way. So, this type of leadership can work if the team is well-motivated and has a lot of experience, but it can also fail if the team members are not reliable, tell lies, or are not honest. It shows a no transactional style of leadership in which the necessary choices are not made and actions are put off, leadership responsibilities are ignored, and power is not used.

### **3. Methodology**

This study was designed to find the effect of instructional leaders on teachers' motivation, pedagogy and academic performance using democratic style therefore, quantitative approach was selected by using survey technique for collection of data and analysis was carried out by using descriptive statistics. Research instrument was a self developed questionnaire prepared for head teachers, teachers and students to achieve objectives. Instrument was got validated from the experts and its reliability was ensured by using the Cronbach Alpha. As this study was conducted in the rural area of Balochistan, in Tehsil Sui, therefore, population was selected Head Teachers, Teachers and Students of secondary schools and sampling was carried out by simple random sampling technique. After data collection, analysis using SPSS software was carried out with descriptive statistics i.e. frequency, percentage, mean and SD. In the last data was interpreted after incorporating in tabulated form to reach the findings and conclusion.

4. Results and Findings

Table 4.1

Item-1 *Head teacher formulates school plan after discussion with teachers*

Ser. No.	Respondents	Statistic	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	<i>f</i>	0	0	0	2	2	4	4.50	.577
		%	0	0	0	50	50	100		
2	SST	<i>f</i>	2	2	0	4	8	16	3.88	1.500
		%	13	13	0	25	50	100		
3	Students	<i>f</i>	21	16	46	28	9	120	2.90	1.170
		%	18	13	38	23	8	100		
Total		<i>f</i>	23	18	46	34	19	140	3.76	3.247
		%	10	9	13	33	35	100		

Table 4.2

Item-2 *Head teacher organizes school events through consulting the teachers*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	<i>f</i>	0	0	0	3	1	4	4.25	.500
		%	0	0	0	75	25	100		
2	SST	<i>f</i>	0	1	3	8	4	16	3.94	.854
		%	0	6	19	50	25	100		
3	Students	<i>f</i>	11	29	24	21	35	120	3.33	1.362
		%	9	24	20	18	29	100		
Total		<i>f</i>	11	30	27	32	40	140	3.84	2.716
		%	3	10	13	48	26	100		

Table 4.3

Item-3 *Head teacher ensures recruitment of staff on merit basis through teachers' committee*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	<i>f</i>	1	0	1	1	1	4	3.25	1.708
		%	25	0	25	25	25	100		
2	SST	<i>f</i>	2	2	2	3	7	16	3.69	1.493
		%	13	13	13	19	44	100		
3	Students	<i>f</i>	19	11	53	25	12	120	3	1.160
		%	16	9	44	21	10	100		
Total		<i>f</i>	22	13	56	29	20	140	3.31	4.361
		%	18	7	28	21	26	100		

**Table 4.4**  
*Item-4 Head teacher gives direction to the subordinate about updates*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			<u>SDA</u>	<u>DA</u>	<u>UD</u>	<u>A</u>	<u>SA</u>			
1	Head teacher	<i>f</i>	0	0	0	2	2	4	4.50	.577
		%	0	0	0	50	50	100		
2	SST	<i>f</i>	0	1	1	4	10	16	4.44	.892
		%	0	6	6	25	63	100		
3	Students	<i>f</i>	16	23	44	24	13	120	2.69	1.170
		%	13	19	37	20	10	100		
Total		<i>f</i>	16	24	45	30	25	140	3.87	2.639
		%	4	8	15	32	41	100		

**Table 4.5**  
*Item-5 Head teacher coordinates with teachers about schools issues*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			<u>SDA</u>	<u>DA</u>	<u>UD</u>	<u>A</u>	<u>SA</u>			
1	Head teacher	<i>f</i>	0	0	1	1	2	4	4.25	.957
		%	0	0	25	25	50	100		
2	SST	<i>f</i>	1	0	3	5	7	16	4.06	1.124
		%	6	0	19	31	44	100		
3	Students	<i>f</i>	20	13	51	28	8	120	2.92	1.131
		%	17	11	43	23	7	100		
Total		<i>f</i>	21	13	55	34	17	140	3.74	3.212
		%	8	4	28	26	34	100		

**Table 4.6**  
*Item-6 Head teacher suggests technologies with teacher for school development*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			<u>SDA</u>	<u>DA</u>	<u>UD</u>	<u>A</u>	<u>SA</u>			
1	Head teacher	<i>f</i>	0	0	0	2	2	4	4.50	.577
		%	0	0	0	50	50	100		
2	SST	<i>f</i>	0	3	1	7	5	16	3.87	1.088
		%	0	19	6	44	31	100		
3	Students	<i>f</i>	14	23	19	42	22	120	3.29	1.292
		%	12	19	16	35	18	100		
Total		<i>f</i>	14	26	20	51	29	140	3.88	2.957
		%	4	13	8	42	33	100		

**Table 4.7**

**Item-7** *Head teacher instructs to teachers on learning activities*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	<i>f</i>	0	0	0	4	0	4	4	.000
		%	0	0	0	100	0	100		
2	SST	<i>f</i>	3	1	2	4	6	16	3.56	1.548
		%	19	6	13	25	38	100		
3	Students	<i>f</i>	15	14	7	60	24	120	3.53	1.283
		%	13	12	6	50	20	100		
Total		<i>f</i>	18	15	9	68	30	140	3.69	2.831
		%	11	6	6	58	19	100		

**Table 4.8**

**Item-8** *Head teacher discusses with teacher to prepare school budget according to his own priorities*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	<i>f</i>	1	0	0	2	1	4	3.50	1.732
		%	25	0	0	50	25	100		
2	SST	<i>f</i>	5	2	0	6	3	16	3	1.633
		%	31	13	0	38	9	100		
3	Students	<i>f</i>	10	10	38	36	26	120	3.48	1.167
		%	8	8	32	30	22	100		
Total		<i>f</i>	16	12	28	44	30	140	3.32	1.51
		%	21	8	13	39	19	100		

**Table 4.9**

**Item-9** *Head teacher discusses with teacher, makes bold decision for betterment of school*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	<i>f</i>	0	0	0	2	2	4	4.50	.577
		%	0	0	0	50	50	100		
2	SST	<i>f</i>	0	3	0	4	9	16	4.19	1.167
		%	0	19	0	25	56	100		
3	Students	<i>f</i>	12	9	19	38	42	120	3.74	1.287
		%	10	8	16	32	35	100		
Total		<i>f</i>	12	12	19	44	53	140	4.14	3.031
		%	3	9	5	36	47	100		

**Table 4.10**

**Item-10** *Head teacher conducts meeting with the parents frequently*

Ser. No.	Respondents	Statistic	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	f	0	0	0	2	2	4	4.50	.577
		%	0	0	0	50	50	100		
2	SST	f	3	2	1	3	7	16	3.56	1.632
		%	19	13	6	19	44	100		
3	Students	f	6	8	14	83	9	120	3.68	.900
		%	5	7	12	69	8	100		
Total		f	9	10	15	88	18	140	3.91	3.109
		%	8	7	6	46	34	100		

**Table 4.11**

**Item-11** *Head teacher give task to teachers for dissemination school's progress through he social media*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	f	1	1	1	1	0	4	2.50	1.291
		%	25	25	25	25	0	100		
2	SST	f	2	3	0	5	6	16	3.62	1.500
		%	13	19	0	31	38	100		
3	Students	f	10	15	24	29	42	120	3.65	1.301
		%	8	13	20	24	35	100		
Total		f	13	19	25	35	48	140	3.25	1.364
		%	16	19	16	27	22	100		

**Table 4.12**

**Item-12** *Head teacher communicates school issues to the higher authorities*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	f	0	0	0	2	2	4	4.50	.577
		%	0	0	0	50	50	100		
2	SST	f	1	2	2	1	10	16	4.06	1.389
		%	6	13	13	6	63	100		
3	Students	f	9	15	35	30	31	120	3.49	1.216
		%	8	13	29	25	25	100		
Total		f	10	17	35	33	43	140	4.01	3.182
		%	4	9	14	27	46	101		

Table 4.13

Item-13 *Head teacher resolve the problems after discussion with teachers as an efficient leader*

Ser. No.	Respondents	Statistics	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	f	0	0	0	2	2	4	4.50	.577
		%	0	0	0	50	50	100		
2	SST	f	0	3	1	6	6	16	3.94	1.124
		%	0	19	6	38	38	100		
3	Students	f	21	12	24	46	17	120	3.22	1.310
		%	18	10	20	38	14	100		
Total		f	21	15	25	54	25	140	3.88	3.011
		%	6	9	9	42	34	100		

Table 4.14

Item-14 *Head teacher motivates teachers to work hard*

Ser. No.	Respondents	Statistic	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1	Head teacher	f	0	0	0	1	3	4	4.75	.500
		%	0	0	0	25	75	100		
2	SST	f	2	3	0	1	10	16	3.88	1.628
		%	13	19	0	6	63	100		
3	Students	f	23	25	8	25	39	120	3.27	1.560
		%	19	21	7	20	33	100		
Total		f	25	28	8	27	52	140	3.96	3.688
		%	11	13	2	17	57	100		

Table 15: Overall Results of Democratic Style

Ser. No.	Statistics	Responses					Total	Mean	SD
		SDA	DA	UD	A	SA			
1.	f	23	18	46	34	19	140	3.76	3.247
	%	10	9	13	33	35	100		
2.	f	11	30	27	32	40	140	3.84	2.716
	%	3	10	13	48	26	100		
3.	f	22	13	56	29	20	140	3.31	4.361
	%	18	7	28	21	26	100		
4.	f	16	24	45	30	25	140	3.87	2.639
	%	4	8	15	32	41	100		
5.	f	21	13	55	34	17	140	3.74	3.212
	%	8	4	28	26	34	100		
6.	f	14	26	20	51	29	140	3.88	2.957
	%	4	13	8	42	33	100		
7.	f	18	15	9	68	30	140	3.69	2.831
	%	11	6	6	58	19	100		

8.	f	16	12	28	44	30	140		
	%	21	8	13	39	19	100	3.32	4.532
9.	f	12	12	19	44	53	140		
	%	3	9	5	36	47	100	4.14	3.031
10.	f	9	10	15	88	18	140		
	%	8	7	6	46	34	100	3.91	3.109
11.	f	13	19	25	35	48	140		
	%	16	19	16	27	22	100	3.2	4.092
12.	f	10	17	35	33	43	140		
	%	4	9	14	27	46	101	4.01	3.182
13.	f	21	15	25	54	25	140		
	%	6	9	9	42	34	100	3.88	3.011
14.	f	25	28	8	27	52	140		
	%	11	13	2	17	57	100	3.96	3.688
<b>Total</b>	f	241	252	415	603	449	1960		
	%	9	9	13	35	34	100	3.75	3.329

## 5. Conclusion

It was concluded that most of the head teachers formulate school plan after discussion with teachers, organize school events through consulting the teachers, ensure recruitment of staff on merit basis through teachers' committee, give direction to the subordinate about updates, coordinate teachers about schools issues, suggest technologies with teacher for school development, instruct teachers on learning activities, discuss with teacher for preparation of school budget according to his own priorities, discuss with teacher, makes bold decision for betterment of school, give task to the teachers for dissemination of school progress through the social media, communicate schools issues to the higher authorities and motivate teacher to work hard.

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