



RESEARCH PAPER

An Analysis of Instructional Leadership Practices of Primary School Head-Teachers on Teacher Effectiveness: A Qualitative Study of Teachers' Perceptions

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ABSTRACT

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Lack of instructional leadership in Pakistan's primary schools has been a severe issue, as it has remained a fundamental cause of poor teaching in the schools, given that students' academic performance and achievement are dependent on teacher efficiency. Teachers' perspectives of the influence of primary school head-teachers' instructional leadership techniques on teachers' performance were examined in this qualitative study. A purposive sampling strategy was used to collect data from 08 primary school teachers in the Korangi District of Karachi using an interview protocol based on the Principal, Instructional Management Rating Scale (PIMRS), and the Self-Assessment Instrument for Teacher's Evaluation (SITE). For the final theme analysis, the data set of 08 valid cases was employed. Individual semi-structured interviews with primary school teachers were done in a natural context. The input practices, process practices, outcome practices, and teacher effectiveness themes emerged from the findings. The results revealed that primary school head-teachers instructional leadership practices improved and enhance the effectiveness of teachers which as a result, enhance students' academic performance and achievement. Therefore it is suggested that the school head-teachers must apply their instructional leadership approaches and strategies for better teacher effectiveness.

Introduction

Primary education is the cornerstone of the educational pyramid and the most critical sub-sector for constructing educational institutions in any country. Primary

education is the most vital component of building educational institutions in any country on the planet (Ahmad, Thomas & Hamid, 2020; Ahmad, Sewani & Ali, 2021b). Primary schools in Pakistan, on the other hand, have ineffective school administration, management, and leadership practices (Ahmad, Ali, & Sewani, 2021a; Bashir & Khalil, 2017; Gulistan, 2015; Khan, 2012), which is the primary reason of ineffective teaching by primary school teachers and poor student learning outcomes in these schools (NEP, 2017; NEPF, 2018).

The head teacher's job as an educational leader is very crucial for education improvements, school development and overall teaching learning processes at primary school level. However, through instructional leadership it can be improved, the capacity of teachers, improve core competencies, and create a better teaching environment (Niqab, Sharma, Wei, & Maulod, 2014). Instructional leadership of school heads effects on teachers' professional skills and practises, as well as students' learning positively (Ahmad et al., 2021a; Day et al., 2016; Salo et al., 2015). Previous researches suggested that future researchers look into the practices of instructional leadership and the context-specific circumstances in which they are implemented in a variety of school settings (Salo et al., 2015; Hallinger, Wang, Chen, & Liare, 2015; Pan, Nyeu, & Cheng, 2017). This research aimed to investigate and analyse more about the significance of instructional leadership practices on teacher effectiveness in primary schools. The above-discussed researches suggests, that instructional leadership practices develops teachers' classroom effective teaching practices in different contexts. Thus, the purpose of this study was to examine head-teachers' instructional leadership practices and their influence on teachers' performance at primary level.

Literature Review

Instructional Leadership as a theoretical framework

Instructional leadership of school heads significantly effects on teacher effectiveness, additionally head teachers play a crucial role for the school improvement through their instructional leadership practices in educational setup (Ahmad et al., 2020; Kraft et al., 2012; Ahmad et al., 2021b). The concept of instructional leadership has been derived from United States of America elementary schools and emerged in effective teaching practices at school level globally (Ahmad et al., 2021a; Walker & Qian, 2020; Kraft et al., 2012; Ahmad et al., 2020; Hallinger, 2005).

Hallinger and Murphy's Model

This framework was developed to explain the role of instructional leadership by Hallinger and Murphy (1985). This concept provides three characteristics for this position: (1) defining the school's mission, (2) managing the instructional program, and (3) promoting a positive school climate. These three elements might be considered instructional leadership techniques that assist professional teacher learning. Ultimately, instructional leaders want to create a learning environment in the classroom that motivates and encourages teachers to continue their professional

development (Zheng, Yin, & Li, 2019). The Principal Instructional Management Rating Scale (PIMRS) summarises Hallinger and Murphy's conceptual framework, which has been used in various schools contexts worldwide to assess school principals' instructional leadership practices (Hallinger & Chen, 2015).

Instructional leadership is divided into different dimensions by Hallinger and Murphy (1985), including framing school goals, communicating school goals, professional development, supervising and evaluating instruction, protecting instructional time, monitoring student progress, coordinating curriculum development, maintaining high visibility, and providing incentives for teachers and learners (Hallinger & Murphy, 1985).

The dimensions of instructional leadership were merged into three categories in the current study, which are considered factors affecting teacher effectiveness: (1) instructional leaders' practices concerning school inputs; (2) instructional leaders' practices concerning school processes; and (3) instructional leaders' practices concerning school outcomes. Teacher effectiveness is a competency-based requirement for teaching that includes knowledge, skills, and values that help teachers achieve their professional goals and monitor and evaluate student progress and outcomes (Ahmad et al., 2020; Suleman, Aslam, Sarwar, Shakir, & Hussain, 2011; Ahmad et al., 2021b; Akram & Zepeda, 2015).

A clear understanding of one's goals and knowledge of one's subject matter is essential for effective teaching, according to Akram and Zepeda (2015). They believe that to get help with their student's needs and anticipate misunderstandings about their previous knowledge through effective instructions and teaching skills.

Practices of Instructional Leaders concerning School Input

Staffing responsibilities for a school heads ensuring that (1) a specific plan is developed that highlights measurable goals; (2) an emphasis on academic achievement permeates the school; (3) resources are integrated with the objectives; and (4) the goals are revisited regularly. While defining goals is a first-order change, it progresses to a second-order change when leaders articulate their ideas and beliefs and coordinate their actions in accordance with those ideas and beliefs. Change in the second order takes shape as resources are strategically placed to support instructors and students in their educational endeavours (Ahmad et al., 2021a; Hallinger, 2005).

Robinson, Lloyd, and Rowe (2008) suggested that objectives are precise and integrated with the activities and procedures of the classroom through a deliberate vision of shared values, imbuing a feeling of identity that drives others when it comes to defining and expressing goals. The importance of consistently articulating and conveying school goals is considered a significant aspect in principle leadership, as evidenced by giving a vision, clear learning goals, and the highest standards for all students, all of which directly impact students' academic performance success.

Liu and Hallinger (2018) investigated the impact of principals' instructional leadership on professional teacher learning in China's middle schools. They discovered that defining school goals, conveying them, and offering professional development by principals (input practices) have a moderate direct and indirect impact on teacher professional learning and effectiveness.

In Malaysia Ismail et al., (2018a), has examined the link between instructional leadership and teachers' functional competency in the twenty-first century. They found a solid and favourable association between primary and secondary school teacher competency or effectiveness and instructional leaders' behaviours involving school input (framing goals, communicating school goals, and offering professional development opportunities). The study's findings demonstrated that school administrators' instructional leadership has a substantial impact on teachers' effectiveness or competence at both the primary and secondary levels.

Practices of instructional leaders concerning school process

Improving teaching and learning has remained the primary challenge for school leaders, because the administrator does not have sole responsibility for the instructional program. On the other hand, the head-teacher is the in-charge of curriculum and instructional programs, coordination, control, and evaluation (Hallinger, Wang, & Chen, 2013), confirming that the school is making progress towards identifying student achievement objectives, diagnostic, formative, structured, and criterion-based assessments for curriculum, assessment purposes, school instructional changes, and developing intervention learning progress. Cotton (2003) emphasized the importance of developing transparency over time by analysing progress and using student progress data. In tracking student growth, the school heads duty includes assisting in the timely gathering of data and reviewing the data to direct the next phase (Leithwood, Harris, & Hopkins, 2020). As an instructional leader, the school head ensures that instructional time is protected by ensuring that school procedures provide unbroken periods of instructional time. To ensure continual touch with students and teachers, such a leader maintains high visibility across campus and classrooms. As an educational leader, the school principal also coordinates professional development and assistance for teachers (Ali, 2017).

Teachers' functional competency was examined in Malaysia's elementary and secondary schools, where instructional leadership was explored by using the Hallinger and Murphy model (1985), at both the primary and secondary school levels. Instructional leadership practices such as measuring student progress, coordinating curriculum, protecting instructional time, maintaining high visibility and supervision, and evaluating instructions (process practices) have been found to have a significant and positive effect on teacher effectiveness (Ismail et al., 2018a). When Hallinger and Murphy's (1985) model was applied to analyse the influence of principals' instructional leadership on science teachers' teaching competencies in Malaysia (Ismail et al., 2018b) and China (Liu & Hallinger, 2018), similar results were observed. The principal's role in measuring students' progress, planning curriculum, conserving

instructional time, keeping high visibility, and analysing instructions was found to have a substantial impact on students' abilities in both investigations.

Practices of instructional leaders concerning school outcomes

Instructional leadership' practices can be evaluated by looking at how well they provide incentives to instructors and students. Teachers' incentives are a broad concept that aligns goals, expectations, and rewards through a more structured human resource management framework. The single-pay structure and tenure system limit the principal's ability to motivate teachers through monetary incentives. Money is just moderately more effective as a motivator in schools than praise and admiration. To this end, the school's leader should employ both formal and informal strategies to inspire teachers and cultivate a school climate that values mutual respect, trust, and achievement (Hallinger, Wang, Chen, & Liare, 2015).

The component that offers learning possibilities is the principal's position, protected under the outcome activity category. It is possible to create a learning environment in which students outperform academically. Offering students multiple, real opportunities to be acknowledged and appreciated for their academic accomplishment and progress can help to create a positive school climate. Even if benefits aren't lavish, students should be allowed to be rewarded for their accomplishments both in and out of the classroom. It is the principal's responsibility to guide learning in this instructional leadership component. However, putting those positions in the context of how leadership affects schools is also beneficial (Hallinger, Wang, Chen, & Liare, 2015).

One aspect of guiding learning is supporting instructional planning and strategy, which includes a variety of responsibilities for teachers and involves the connection between the curriculum and the learners. Studies on components of teaching that contribute to more excellent student learning can be conducted in the areas of instructional differentiation, learning emphasis, instructional clarification, instructional ambiguity, student learning perspectives with the use of technology, and inquiry (Habib, 2017). In addition, according to Hill, Rowan, and Ball (2005), policymakers have been drawn the attention of teachers' subject area understanding in recent years in order to ensure effective instruction for students. Because effective teaching has a direct impact on students' learning in the classrooms. Hence, teachers must exhibit subject-matter knowledge.

Self-Assessment Instrument for Teacher Evaluation (SITE) Model of Teacher Effectiveness

The Self-Assessment Instrument for Teacher Evaluation (SITE) scale was developed by AKram and Zepeda (2015). Finding teacher quality indicators that are compatible with international standards and other data sources such as teacher assessment tools are important reasons to do teacher effectiveness research in Pakistan (Ali et al., 2020). The National Professional Standards for Teachers of the Pakistani

Ministry of Education (2009) can attain the first purpose. Additionally, critical teacher assessment indicators, such as practical communication abilities, are included in these National Professional Standards, in line with international teacher quality standards. Pakistani education system have formally embraced these professional standards yet.

Material and Methods

To explore the perceptions of teachers, a qualitative study of primary school teachers' perspectives on instructional leadership approaches of their school heads and effective classroom teaching has been done in Karachi, Pakistan. Participants of the study discussed about their school heads' instructional leadership. Interviews were the best way to gather data from participants in qualitative study (Creswell, Klassen, Plano Clark, & Smith, 2011; Walsham, 1995). Maxwell (2013) advised that developing an interview strategy with open-ended questions to focus and organize qualitative data. These open-ended questions provided information regarding the perceptions of participants. The open ended statements were designed to explore the perceptions of the respondents and linked with survey questionnaire. The prompts and probes were also added for briefly description and answering the statements. The researcher interviewed 08 participants individually and audio-taped the answers of the respondents in the data analysing process the researcher listened the conversation to get more detailed answers to the interview statements. The researcher transcribed the interviews and sent them to the interviewees for checking, verification, and content accuracy. The participants discussed in detail about their school heads instructional and leadership methods, approaches and strategies about all the educational setting and their effect on teacher effectiveness in their responses. Fraenkel, Wallen, and Hyun (2012); Cohen, Manion, and Morrison (2007); and Creswell (2014) recommend 30-45 minute interviews. All interviews were held up to 30-40 minutes to explore primary school teachers' perceptions about their heads' instructional leadership strategies.

Participants

The purposive sampling strategy was utilized in this qualitative study. The research's purposefully sampling guides handpick people who are relevant to the study. Respondents willingly participated in this qualitative study (Creswell & Creswell, 2017; McMillan & Schumacher, 1997). The researcher purposefully picked ten individuals for the qualitative study (02 for the pilot study and 08 for the main study). According to Fraenkel et al. (2012), Cohen et al. (2007), and Creswell (2014), the sample size for a qualitative study should be between 1 and 20 people. The researcher attempted to select four males and four females. Three female and five male teachers participated voluntarily for in-depth interviews. The consent was taken before the interviews from all the participants through consent letter.

Interview Protocol

The researcher self-developed an interview protocol questionnaire with prompts and probes linked to: the short form of the Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger and Murphy in (1985) and the Self-Assessment Instrument for Teacher Evaluation (SITE), which was developed by Akram and Zepeda (2015), and were used by the researcher in his mixed-methods study (Ph.D. Dissertation). The PIMRS is split into three key domains: instructional leaders' practices related to school input, instructional leaders' practices related to the school process, and instructional leaders' practices related to school outcomes. Experts helped establish the interview questions and protocol. Face and content validity were assured by discussions with professionals and consideration of their opinions. The five interview questions and prompts were designed in an interview protocol for primary school teachers to understand the instructional leadership phenomenon. These interview questions focus on primary school heads' instructional leadership practices. The semi-structured allows the researcher to follow the conversation and provide in-depth answers to the interview questions.

Trustworthiness

According to Creswell (2014), an instrument is valid if it accurately measures the user's purpose. Validity in qualitative research refers to how well the research questions are comprehended promptly and adequately. An instrument had to be both valid and dependable in order to be helpful. The degree to which data collection, analysis, and conclusions remain constant throughout time is reliable (Creswell & Creswell, 2017, & Patton, 2015). As outlined by Patton (1990), Inter-coder reliability is an essential component of open-ended questions in research. According to Creswell & Creswell (2017), inter-coder reliability should be at least 80%. Three peers and two experts in their fields were chosen to examine the study's coding technique and conclusions for the current study. The degree of agreement amongst peer researchers and specialists exceeded 80%. Finally, two interviews were conducted as part of the pilot project and were not included in the final interviews. After verifying the qualitative interview procedure's reliability, qualitative data participants were provided a consent letter along with the interview protocol.

Data Analysis

Individual semi-structured interviews yielded qualitative data. All of the interviews were taped and transcribed verbatim. The researcher went over each recorded interview to determine how it fit into the overall themes that emerged from the teacher interviews. Using data triangulation, the researcher provided a rich, comprehensive description of primary school heads' instructional leadership to increase teacher effectiveness at the primary school level. As part of the qualitative analysis, transcripts of interviews were created, processed, and categorized. It entailed locating, clarifying, characterizing, and expanding data (Rubin & Rubin, 2011). The literature's themes were investigated, and general themes in the interview data were

discovered. Themes emerged through a coding procedure, and each main topic was meticulously described once it was identified. Examining the stated themes included clarifying, grouping, and merging the core themes to find main topics and possibly different results. Finally, a story was created to exposition emergent concepts (Rubin & Rubin, 2011).

Results and Discussion

Table 1
Demographics of interview participants

S.No	Description	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8
1.	Gender	Female	Male	Female	Male	Male	Male	Female	Male
2.	Qualification	Master	Master	(BA.)	BA	Master	Master	Master	Master
3.	Experience	5 Yrs	17 Yrs	08 Yrs	30 Yrs	20 Yrs	22 Yrs	13 Yrs	28 Yrs
4.	Age	32-Years	39-Years	34-Years	50-Years	45-Years	46- Years	42- Years	55-Years
5.	Working Duration with Head	3 Yrs	3 Yrs	2 Yrs	03 Yrs	4 Yrs	03 Yrs	3 Yrs	03 Yrs
6.	Head Gender	Female	Female	Male	Male	Male	Male	Male	Male

The demographic information of the interviewees is presented in the table above. According to the table, three female teachers and five male teachers took part in qualitative interviews. The majority (06 of them) have Master's degrees, while the other two are graduates. The majority (06) has more than 13 years of teaching experience, with only 02 having less. The respondents were all over the age of thirty. Most of them have worked with the school head for three years, while only two have worked with the present school head for two years.

Thematic Analysis

The respondents were asked four open-ended questions and two demographic questions. For study, the interviews were recorded, transcribed, and translated from their native speech into English (Urdu). The assistance of two language experts was enlisted for the translation. After transcription, all interviews were coded using descriptive coding to identify common patterns and themes within the participants' responses. The transcripts were typed out verbatim within a few days of each interview. After the discussions had been transcribed and coded, the researcher returned to the participants to do member checks. The researcher "member checks" the interview content to ensure that it appropriately reflects each participant's ideas and impressions (Marshall & Rossman, 2014). There is also a procedure form for conducting interviews and a list of qualitative interview questions. A qualitative study involves interviewing individuals, evaluating their responses, and identifying crucial and relevant comments or quotes (Creswell, 2014). The researcher then created meaning clusters based on the information obtained from the interviews. The clusters were utilized to write the respondents' anecdotal experiences narratively. In this context, direct quotes from respondents were also presented.

School Heads Input Practices

After a brief introduction, the interviewer asked a main question: what practices do your head teachers follow in school inputs? According to the interviewees, the head-teacher concentrates on his or her input practices in the school. In numerous meetings and the staff room, the head-teacher develops and discusses the school's goals with teachers. He also organizes in-school and out-of-school training/workshops for teachers to improve the school's capacities.

One said, *"When it comes to the school head's input practices, she kept the school's development goals in mind and organized all of its activities in a manageable manner. Plan a good long-term strategy that will help the school meet its goals. Goals are discussed with staff at every school meeting. It was common for teachers to give their students tips on doing better in class and at work. Teachers carefully planned and executed every activity in the course. The head of the school plans professional development programs both inside and outside of the school"* (A-1).

According to the statements of another respondent, *"The role of the school head is critical in the organization of the educational system. The headmaster's most important job is to help teachers create and achieve personal and professional goals. School's head teacher has the power to influence teachers' academic effectiveness. Our head of school possesses exceptional professional leadership characteristics. She makes every attempt to provide students with high-quality educations. She communicated all of his aims with his colleagues in meetings, including ways to improve/enhance education quality. The head of the school is working to organize professional development courses, workshops, and seminars both inside and outside of the school"* (A-2).

School Heads Process Practices

"How do you perceive your head-teacher's practices regarding school processes?" was the second interview question posed to the participants. Respondents in the interview session indicated that the head-teacher gives greater attention to their process practices during the school day. The head of the school oversees and evaluates the school's and classes' instruction. The curriculum is implemented with the help of the school's head. The head of school examines students' work daily by visiting classes regularly. During class time, the head of school manages to keep teachers from indulging in other activities. The head-master stays in the building to talk about and resolve issues with teaching and learning.

One respondent said, *"Daily, the head of school pays a random visit to each class. Examine the classrooms, speak with students about their concerns, and assist teachers in carrying out their curriculum and co-curricular programs. The head-master safeguards our instructional time and instructs us on how to educate. Examine the students' classes, uniforms, and work. The head of the school is visible in the classrooms. Examine the classrooms where students were actively engaged in their studies. The head of school participates in the school's curriculum and extracurricular activities. When all of the teachers are teaching in the*

classroom, the school head assists them. All facilities are provided at the school thanks to the headmaster. Head of school takes part in galas, competitions, and naats, and supports the instructors in these endeavours." (A-4).

The majority of participants agreed the school head has the most effective process practices. According to interviewee one, *"Regularly, the school head inspected the classroom, assessing student performance and examining student work. The school head monitors the schools, students', and teachers' behaviour. The head of the school makes frequent visits to classrooms to check on the quality of the curriculum, instruction, and transfer of information" In the opinion of (A-7).*

School Head Outcome Practices

"How do you perceive your head-teacher's practices towards school outcomes?" was the third interview question posed to the interviewees. According to the interviewees, the head pays more attention to their outcome practices, which offers incentives for the school's teachers. The head of school adds encouraging notes to their files and gives them certificates of gratitude. Instructors should be honoured in the staffroom alongside other teachers and higher-ranking officials and recommended for a capacity-building workshop or training. Medals, shields, bags, and books are given to exceptional children, and their accomplishments are shared with instructors, classmates, and parents. Exceptional children are also acknowledged at a school assembly in front of the entire class and a parent-teacher meeting (PTM).

One respondent stated, *"The head of school is adorable with teachers and staff, and he motivates them. Teachers are frequently measured and monitored while teaching in the classroom. They are valued for their academic and professional abilities. Regardless of how well a teacher does in class or how much he makes progress personally, he is appreciated by his colleagues and pupils alike. Positive comments, such as "hardworking" and "effective," are placed in his or her staff register. Teachers are appropriately treated and based on their accomplishments, and they are all paid and valued equally. The school's head-master is very connected to the students. He speaks with students at school on school and classroom issues. In front of teachers and pupils, outstanding students were recognized in the school during assembly/classroom. Students are recognized and rewarded with various items such as bags, certificates, books, and cash prizes" (A-3).*

Another participant said, *"The school head bestows shields and medals on good teachers who excel in the classroom. Teachers are urged to improve their performance and concentrate on their instruction. Their ACR is filled with positive comments. Students that excel are also given prizes, including uniforms, luggage, kit bags, shields, and awards. In PTM, which is held every month at the end of the semester, outstanding students' data is shared with their parents. Parents were informed about their children's performance. The school's headmaster invites deserving students, staff, and parents to his office to recognize them on an individual and communal basis" (A-6).*

Teacher Effectiveness

"How do you perceive your own classroom practises?" participants were asked to characterize their classroom teaching. Each respondent indicated that they were sufficiently knowledgeable about their subject. They used a variety of pedagogical approaches to teaching pupils, examine their work, and administer tests on a daily, weekly, monthly, semester, and annual basis. They give subject matter knowledge in the best and most relevant language for the student's age in the class for better understanding of the subject.

In the words of one participant, *"I have been teaching these courses for the past five years." Even if the syllabus and curriculum are the same, the student is different. We must see the youngster. Preparation for the 4th and 5th-grade standard achievement tests takes place at the town and district levels. His reading, writing, and listening skills must be developed in the classroom. Teachers use a variety of instructional strategies to keep students engaged, such as utilizing resources, improving reading and writing, and describing scientific, linguistic, and mathematical concepts. The semester method of assessment includes daily, monthly, and annual tests. The teacher spends his time in the classroom assessing the children."* (A-5).

Another respondent said, *"We follow the government's syllabus. We follow the government's study plan. We follow a timetable. A year has three semesters. We finish in a semester. A child learns all subjects quickly. Our goal is to improve student skills. We use novel methods to teach the lesson subject. We teach through technology. We teach children relevant knowledge utilizing simple ways. Daily, monthly, and annual assessments are made. The school head reviews each child's progress daily, weekly, and monthly. Exceptional and struggling pupils are helped to improve. Children receive feedback on their monthly reports/results. We teach content in class using simple language that youngsters can readily understand."* (A-8).

Conclusion

The study's qualitative findings showed that the majority of the participants (teachers) believe that instructional leadership by head teachers has a positive effect on teacher effectiveness. They also believe that head teachers' instructional leadership impacts teachers' teaching practices and that they can improve their teaching skills for effective teaching. During the qualitative interviews, respondents stated that head-teacher behaviour on school input, process, and outcomes significantly impacted teacher effectiveness. All teachers agreed that the instructional leadership techniques of the school heads enhances teacher capacities. The qualitative findings revealed that all school activities carried out by teachers under the supervision of head teachers provided possibilities to groom teachers' skills, reflecting, and their effectiveness of teaching practices.

Qualitative results revealed that head teachers' instructional leadership directly effects teacher attributes and teaching methods. Hence improving learners' performance ultimately educational quality. According to the findings of the research,

supervisory and evaluation instructions help teachers to implement the curriculum according to the educational objectives that impact student performance. Qualitative findings also demonstrated that instructional leadership practices of school heads have an effect on teachers' skills and students' learning, challenges and how they are resolved in the school setup. The majority of participants indicated that school heads protect instructional time and provide guidance to teachers on all school-related activities, which has impact on teachers' performance and students' learning. The most of the interviewees stated that if the school head conducted extensive practices in the school regularly, such as classroom inspection, assessing students' performance, checking daily diaries, and registers in a routine manner, and maintaining school discipline, it would have a significant positive impact on teaching and learning at the primary level. According to interviewees (teachers), school head-teachers instructional leadership outcomes practices have an impact on teacher effectiveness. The participants agreed that head-teachers' attention to providing incentives, prizes, and gratitude for teachers makes a difference in their performance. Students' achievement and performance are also effected by incentives, recognition, and rewards. Furthermore, academically and professionally improved school outcomes have been found for head-teacher enthusiasm and suitable environment that promotes teaching-learning in the primary school setting. These findings are consistent with previous researches Pakistani context and globally (Ahmad et al., 2020; Ali, 2017; Akram & Zepeda, 2015; Akram, 2018; Hallinger & Chen, 2015; Hallinger & Hosseingholizadeh, 2019 & Shengnan & Hallinger 2020). The current study's findings contradict those of a previous study conducted in the exact location by Mujahid and Nouman (2015), based on the study's limitations.

Recommendations

The following recommendations were proposed in light of the study's findings:

- Current conducted study has demonstrated a strong correlation between teachers' performance and the instructional leader's practices related to school inputs. In Karachi, Sindh, Pakistan teachers and administrators in primary public schools are urged to improve their methods for formulating common school goals that prioritize student learning. This includes communicating the goals to teachers and staff, assuring that classroom instruction and subject-matter knowledge align with the purposes of the school, and increasing overall students' performance.
- The current study also recommended that instructional leadership practices regarding school processes positively impacted teacher performance, to improve student learning and teacher effectiveness. Furthermore, it is recommended that primary head teachers in Sindh, monitor and evaluate student and teacher progress regularly.
- Study's results, recommended that school leaders show their appreciation for the accomplishments of their teachers by awarding diplomas, discussing their ideas

at faculty meetings, and posting and display updates on a bulletin board for all staff members and learners.

- The implication of the study suggested that the concerned government officials, policy makers, administration must recognize the accomplishments of public primary school head-teachers in enhancing school input, process, and outcomes practices that enhances teaching effectiveness and quality of teaching learning.

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