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Comparison between Control and Experimental Group in Order to Enhance the Instructional Leadership Traits of Teachers through Teaching Training

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Abstract: *The major objective of this research was to investigate the effects of teacher training in developing instructional leadership traits of teachers. For this study, pre and post-experimental research designs were administered. The study population consists of public secondary school teachers in Punjab. The sample selected 216 respondents from four districts (Sialkot=45, Hafizabad=56, Gijranwala=61 and Mandi Bahauddin=54) through a random sampling technique. It used a self-administered scale while data were collected twice from the participants before and after the intervention of three hours. The Statistical Package for Social Sciences was computed to analyze the research questions proposed in this study. The findings revealed that there was a significant difference between the control and experimental group of the respondents in order to enhance the instructional leadership traits by teaching training. Moreover, there was also a significant difference found between control and experiment groups of science and art teachers. This research is beneficial in developing the instructional leadership traits of the teachers through teaching training.*

Key Words: Teaching Training; Instructional Leadership Traits; Teaching Faculty

Introduction

Teacher training originates from a better consideration of the significance of the teacher's role that always influences the school, increases the quality of teaching, and impacts students in numerous facets. Teachers' training can be taken in various forms comprising the courses, national and international conferences, specialized workshops and specialized institutions (Kazmi et al., 2011; Khan & Haseeb, 2017). Teacher training makes available a wide variety of collaborative activities planned to improve the teachers' professional knowledge, skills, and teaching practices, in addition to contributing to their emotional, social and personal growth. Teacher training

helps in developing many skills related to 'instructional leadership traits' of teachers like communication and presentation, time management, classroom management, problem-solving and change management (Rizwan & Khan, 2015; Tahira et al., 2020).

The education process plays a vital role in the development of the whole society. For the completion of these objectives, the teachers perform daily various routine activities for this concern. To make the teaching-learning process successful, the teachers focus on classroom management with the help of curricular activities. For this purpose, it is necessary to provide the basic facilities to the teachers to perform the curriculum activities appropriately (Khattak & Abbasi, 2010). Thus,

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it is a significant aspect of the development of the skills and abilities of the academic faculty. It has been realized that the enhancement of the students' abilities is mostly based on the teachers' professional competencies ([Ahmad et al., 2015](#); [Aslam, 2013](#)). In the education sector, several reforms have been initiatives for the development of the teaching-learning process, and the professional growth of teachers has great significance. Due to their professional abilities, the teachers cope with their activities efficiently ([Mahmood et al., 2015](#)).

Instructional leadership is the ability to travel on the way to hearten and influence the populace just before being enthusiastic about obtaining actions intended for accomplishing objectives during the bravery near receive conclusion on the performance to ought to route designed used for be implement ([Purinton, 2013](#)). Leadership is the employment completed by a big name by all the aptitude they comprise headed for influence, provide assurance, guide with drive persons as a result that they desire occupation among passion and self-confidence within complete the ambition of the association ([Goldring et al., 2015](#)). Instructional leadership refers to the procedure that achieves the combined objectives. The leader adopts the different kinds of leadership styles according to the various situations for the successful completion of organizational objectives ([Niqab et al., 2014](#)).

Review of the Related Literature

In the modern era, the demand of the professional teacher has a great significance in fulfilling the requirement of the learning process. The lack of professional skills produces incompetent human capital ([Siddiqui, 2010; 2021](#)). Moreover, at the government level, it has been seen lack of consciousness regarding in-service training. It required a major contribution of financial resources ([Ahmad et al., 2013; Nawab, 2017; Mugarura et al., 2022](#)). The measurement to which the leader pronounces an idea that is attractive as well as inspirational to cliques. Leaders, by means of encouraging enthusiasm, experiment with groups with

soaring values, interconnect confidence about upcoming objectives and deliver importance to the mission ([Manaseh, 2016; Sisman, 2016](#)). Collection's requirement has a solid logic for determining if they are to be aggravated to performance. The determination, as well as importance, delivers the power that fortitude an assortment onward. The unrealistic features of leadership are maintained by communication skills to style the apparition as credible, specific, prevailing and attractive. The cliques are prepared to participate extra energy in their responsibilities; they are stimulated along with hope around the prospect and trust in professional skills ([Ismail et al., 2018; White-Smith, 2012](#)). The leader tasks expectations proceed possibilities and asks followers' thoughts. This style inspires as well as offers vision to the workers. Education is important with unpredicted circumstances to be understood as openings the study with query interrogations, reason intensely about things and number out well conducts to perform the responsibilities ([Kabeta et al., 2015](#)). The grade in which the leader appears for the individual admiration according to workers' requirements because a guide attends to the necessities of the supporters' apprehensions. It also includes required esteem and commemorating the single influence on the supporters ([MacNeill et al., 2003; Niqab et al., 2014](#)).

For effective teaching, it is necessary to manage classroom activities wisely. The past studies posited that teaching training provides professional skills in order to produce a democratic environment in the classroom ([Tabasum et al., 2022](#)). The teachers perform various activities during the teaching-learning process. Thus, it can be productive with effective professional training ([Dilshad et al., 2019; Tahir & Taylor, 2013](#)). The learning process can be successful if the management activities implement efficiently, such as; discipline, taking care of students' movement and cleanliness of tangibles infrastructure. Therefore, teaching training is the basic need of the teaching faculty for the successful completion of the institutional objectives ([Rizwan, 2021](#)). The positive interaction between teacher and students in a class plays a significant

contribution to conducting the teaching process. The teacher is a role model for the students, so the gesture and posture of the teacher provide the best sense to the students to enhance their learning abilities (Oureshi, 2015).

Moreover, the oral presentation of the teacher in class provides a useful instructional environment during the learning process (Ahmed et al., 2015). To handle the classroom activities with efficacy, time management is the best tool. The teaching training provides authentic skills to the teachers for time managing the teaching-learning activities. Due to these skills, the teachers face various situations (Dinantara, 2019). Therefore, teaching training provides effective pedagogical skills to the teachers to manage all the learning activities in time according to the set objectives (Nauman et al., 2021). The teachers give many instructions to the students to involve in different kinds of activities which are useful for the completion of the learning process (Khan et al., 2020; Shakoor et al., 2013). These instructions provide the best learning opportunities to the learner; thus, due to the development of instructional leadership traits, the teachers evaluate the learning process and make themselves capable of solving the problems with efficiency faced during teaching hours (Sahar et al., 2019).

Research Objectives

1. To determine the comparison between the control and experiment groups in

order to develop the instructional leadership traits of teachers through teaching training.

2. To determine the comparison between the control and experiment group of science teachers to develop teachers' instructional leadership traits through teaching training.
3. To determine the comparison between the control and experiment group of arts teachers to develop teachers' instructional leadership traits through teaching training.

Methodology

In order to develop the instructional leadership traits of the teachers through teaching training, this research is based on pre and post-test experimental research design. The population of this research was secondary school teachers in Punjab. In the study sample, 216 respondents were randomly selected from four districts: (Sialkot=45, Hafizabad=56, Gujranwala=61 and Mandi Bahauddin=54). The data was collected by using a self-administered scale based on five points Likert scale. It included five dimensions of the scale for the development of instructional leadership traits: classroom management, communication and presentation, time management, problem-solving and change management. The data were collected twice from the participants before and after three hours of intervention. Paired sample t-test was administered to analyze the study's objectives through SPSS.

Results

Table 1. Paired Sample t-test about the Variable in Developing Instructional Leadership Traits by Teaching Training (N= 216)

Statements	Pre		Post		t	Sig
	M	SD	M	SD		
Classroom Management	2.05	1.43	2.79	1.29	-2.65	.00*
Communication and Presentation	2.62	.95	3.12	.93	-2.43	.01*
Time Management	2.04	1.43	2.83	1.31	-2.67	.00*
Problem Solving	2.89	.93	3.37	.77	-2.64	.00*
Change Management	3.13	.77	3.66	.75	-3.31	.00*
Overall	2.54	1.10	3.15	1.01	-2.74	.00*

Significance difference < .05

To inspect significant differences in pre and post-test for developing the instructional

leadership traits by teaching training. It found that there was a significance difference

whereas, post-test score was greater than $M= 2.79$, $SD= 1.29$ pre-test $M= 2.05$, $SD= 1.43$, $t= -2.65$, $p= .00$ about classroom management.

To examine the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than $M= 3.12$, $SD= .93$ pre-test $M= 2.62$, $SD= .95$, $t= -2.43$, $p= .01$ about communication and presentation.

To consider the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than $M= 2.83$, $SD= 1.31$ pre-test $M= 2.04$, $SD= 1.43$, $t= -2.67$, $p= .00$ about time management.

To explore the significant difference in pre and post-test for developing the instructional leadership traits by teaching

training. It found that there was a significance difference whereas, post-test score was greater than $M= 3.37$, $SD= .77$ pre-test $M= 2.89$, $SD= .93$, $t= -2.64$, $p= .00$ about problem solving.

To determine the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than $M= 3.66$, $SD= .75$ pre-test $M= 3.13$, $SD= .77$, $t= -3.31$, $p= .00$ about change management.

To assess the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than $M= 3.15$, $SD= 1.01$ pre-test $M= 2.54$, $SD= 1.10$, $t= -2.74$, $p= .00$ about instructional leadership traits.

Table 2. Paired Sample t-test about the Variable in Developing Instructional Leadership traits by Teaching Training of Science Teachers (N= 99)

<i>Statements</i>	<i>Pre</i>		<i>Post</i>		<i>t</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Classroom Management	2.07	1.41	3.45	1.20	-5.19	.00*
Communication and Presentation	2.19	1.29	2.99	1.23	-3.08	.00*
Time Management	2.12	1.45	2.82	1.27	-2.59	.00*
Problem Solving	2.17	1.41	2.79	1.29	-2.65	.00*
Change Management	2.03	1.37	2.83	1.26	-2.59	.00*
Overall	2.11	1.38	2.97	1.25	-3.22	.00*

Significance difference < .05

To determine the significant difference in pre and post-test of science teachers in developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than $M= 3.45$, $SD= 1.20$ pre-test $M= 2.07$, $SD= 1.41$, $t= -5.19$, $p= .00$ about classroom management.

To evaluate the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than $M= 2.99$, $SD= 1.23$ pre-test $M= 2.19$, $SD= 1.29$, $t= -3.08$, $p= .00$ about communication and presentation.

To examine the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than $M= 2.82$, $SD= 1.27$ pre-test $M= 2.12$, $SD= 1.45$, $t= -2.59$, $p= .00$ about time management.

To explore the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than $M= 2.79$, $SD= 1.29$ pre-test $M= 2.17$, $SD= 1.41$, $t= -2.65$, $p= .00$ about problem solving.

To evaluate the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than M= 2.83, SD= 1.26 pre-test M= 2.03, SD= 1.37, t= -2.59, p= .00 about change management.

To analyze the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than M= 2.97, SD= 1.25 pre-test M= 2.11, SD= 1.38, t= -3.22, p= .00 about instructional leadership traits.

Table 3. Paired Sample t-test about the Variable in Developing Instructional Leadership Traits by Teaching Training of Arts Teachers (N=117)

<i>Statements</i>	<i>Pre</i>		<i>Post</i>		<i>t</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Classroom Management	2.13	1.39	2.83	1.29	-2.67	.00*
Communication and Presentation	3.39	1.15	3.91	.74	-2.37	.02*
Time Management	2.90	.91	3.38	.75	-2.66	.00*
Problem Solving	3.14	.75	3.68	.72	-3.30	.00*
Change Management	2.05	1.41	3.46	1.19	-4.88	.00*
Overall	2.72	1.12	3.45	.93	-3.17	.00*

Significance difference < .05

To determine the significant difference in pre and post-test of arts teachers in developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than M= 2.83, SD= 1.29 pre-test M= 2.13, SD= 1.39, t= -2.67, p= .00 about classroom management.

To assess the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than M= 3.91, SD= .74 pre-test M= 3.39, SD= 1.15, t= -2.37, p= .02 about communication and presentation.

To investigate the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than M= 3.38, SD= .75 pre-test M= 2.90, SD= .91, t= -2.66, p= .00 about time management.

To determine the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than M= 3.68, SD= .72 pre-test M= 3.14,

SD= .75, t= -3.30, p= .00 about problem solving.

To explore the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than M= 3.46, SD= 1.19 pre-test M= 2.05, SD= 1.41, t= -4.88, p= .00 about change management.

To examine the significant difference in pre and post-test for developing the instructional leadership traits by teaching training. It found that there was a significance difference whereas, post-test score was greater than M= 3.45, SD= .93 pre-test M= 2.72, SD= 1.12, t= -3.17, p= .00 about instructional leadership traits.

Conclusion and Discussion

It concluded that there was a significant difference between the control and experiment groups in developing instructional leadership traits of teachers. Moreover, there was a significant difference between the control and experiment groups of science teachers. Furthermore, there was a significant difference between the control and experiment groups of art teachers.

Results of this study will help policymakers, education administrators and

other relevant stakeholders to inculcate instructional leadership skills in training manuals of teachers to develop better and more effective teachers. This research gives awareness to teachers about how teacher training is beneficial for the development of their instructional leadership skills. This study has advantages for the educationists in order to adopt the new techniques and strategies for the enhancement of the instructional leadership traits through teaching training. This study has a rich literature review to know the different aspects of the research topic. Moreover, this research may be useful for those researchers who wish to study in the same field. This will be also helpful for those qualified professionals who endorse active practices to improve the standard of institutions and administrations.

Secondary school education is the last stage of formal education. It is the basic step that contributes a lot to the progress of any country. Education plays a key role in the progress of economic, cultural and social welfare in growing countries. Convincing evidence shows that higher education is linked to the progress of the economy and society. So, in this aspect, government policies are trying hard, so everyone in the society to get formal education. Thus, teaching training has a significant contribution to the enhancement of instructional leadership traits of the teachers. Due to these traits, the teachers perform the various activities successfully, and it is the best activity to develop the personality grooming of the employees. Further research should be carried out with other variables for the development of instructional leadership traits of the teachers.

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