The Role of Instructional Leadership in Enhancing Teacher Performance in Primary Schools

Moses Adeleke Adeoye*
*Department of Educational Management and Counseling, Faculty of Education,
Al-Hikmah University Ilorin, Nigeria
E-mail: princeadelekm@gmail.com

Abdulrazak Mohammed**
**Department of Vocational and Technical Education,
Abdulkadir Kure University, Minna, Niger State, Nigeria.
Email: abhabiba086@gmail.com

Olawale Abayomi Onikoyi***
***Department of Educational Management and Counseling, Faculty of Education,
Al-Hikmah University, Ilorin, Nigeria
Email: onikoyiolawale@yahoo.com

Abstract
The pursuit of quality education, as highlighted in Sustainable Development Goal 4, underscores the importance of instructional leadership in enhancing teacher performance in primary schools. Despite the literature's affirmation of its significance, context-specific practices in socioeconomically diverse settings have received limited attention. This research explores how instructional leadership influences teacher effectiveness and student outcomes in primary education. A quantitative approach was adopted, using secondary data from peer-reviewed journals, government reports, and educational databases. Correlational analysis supported by descriptive statistics revealed that key practices—vision setting, instructional support, professional development, collaborative culture, data-driven decision-making, and fostering a positive school climate—significantly improve teacher performance. These practices enhance classroom management, teaching methodologies, and student achievement. Findings suggest that instructional leadership tailored to local contexts is essential for teacher growth and equitable learning outcomes. By identifying actionable strategies and aligning them with measurable performance indicators, the research contributes to a deeper appreciation for leadership in resource-constrained environments. The research offers insights for policymakers, school leaders, and practitioners seeking evidence-based approaches to strengthen teacher effectiveness and promote excellence in primary education.

Keywords: *instructional leadership, teacher performance, student outcomes, primary education, collaborative practices.*

Abstrak

Upaya mencapai pendidikan berkualitas, sebagaimana disoroti dalam Tujuan Pembangunan Berkelanjutan 4, menggarisbawahi pentingnya kepemimpinan instruksional dalam meningkatkan kinerja guru di sekolah dasar. Meskipun literatur menegaskan signifikansinya, praktik-praktik spesifik konteks dalam lingkungan sosial ekonomi yang beragam masih kurang mendapat perhatian. Penelitian ini mengeksplorasi bagaimana kepemimpinan instruksional memengaruhi efektivitas guru dan hasil belajar siswa di pendidikan dasar. Pendekatan kuantitatif diadopsi, menggunakan data sekunder dari jurnal peer-review, laporan pemerintah, dan basis data pendidikan. Analisis korelasional yang didukung oleh statistik deskriptif mengungkapkan bahwa praktik-praktik utama—penetapan visi, dukungan instruksional, pengembangan profesional, budaya kolaboratif, pengambilan keputusan berbasis data, dan pembinaan iklim sekolah yang positif—secara signifikan meningkatkan kinerja guru. Praktik-praktik ini meningkatkan manajemen kelas, metodologi pengajaran, dan prestasi siswa. Temuan menunjukkan bahwa kepemimpinan instruksional yang disesuaikan dengan konteks lokal sangat penting bagi pertumbuhan guru dan hasil belajar yang merata. Dengan mengidentifikasi strategi yang dapat ditindaklanjuti dan menyelaraskannya dengan indikator kinerja yang terukur, penelitian ini berkontribusi pada apresiasi yang lebih mendalam terhadap kepemimpinan di lingkungan dengan keterbatasan sumber daya. Penelitian ini menawarkan wawasan bagi para pembuat kebijakan, pemimpin sekolah, dan praktisi yang mencari pendekatan berbasis bukti untuk memperkuat efektivitas guru dan meningkatkan keunggulan dalam pendidikan dasar.

Kata kunci: *kepemimpinan pembelajaran, kinerja guru, hasil belajar siswa, pendidikan dasar, praktik kolaboratif.*

INTRODUCTION

The significance of instructional leadership in primary education has grown substantially amid global reforms seeking to improve teaching quality and student achievement. As societies experience rapid changes driven by globalization, technology, and economic transitions, schools are increasingly expected to prepare learners with competencies essential for the 21st century. The United Nations Sustainable Development Goal 4 (SDG 4) emphasizes inclusive and equitable quality education for all, underscoring the urgency of effective school leadership that enhances teacher performance and student outcomes (Adipat & Chotikapanich, 2022; Saini et al., 2023). Within this context, instructional leadership emerges as a critical lever for transforming schools, especially in developing countries where disparities in access, resources, and opportunities often hinder educational progress.

Educational leaders today face multiple challenges, including diverse student populations, widening socioeconomic inequalities, and the integration of technology in teaching and learning. Research shows that instructional leadership can help bridge these challenges by fostering environments that promote inclusion, resilience, and high-quality learning opportunities (Debasu & Yitayew, 2024; Shields, 2024). For instance, during the COVID-19 pandemic, school leaders were tasked with sustaining educational quality amid disruptions, highlighting the pivotal role of instructional leadership in navigating crises and maintaining teacher and student well-being (Sandy, 2024).

Instructional leadership has been conceptualized as a multifaceted process encompassing vision setting, management of instructional programs, and the cultivation of

positive learning climates. Effective leaders act as resource providers, instructional guides, communicators, and role models who prioritize teaching and learning as the core of schooling (Day et al., 2016; Kipasika, 2024). These practices extend beyond administrative duties to include supporting teachers through professional development, offering constructive feedback, fostering collaboration, and creating opportunities for reflective practice (He et al., 2024; Liljenberg, 2021). Empirical studies consistently demonstrate that schools with strong instructional leadership report higher teacher effectiveness and improved student performance (Ahmad et al., 2020; Pietsch et al., 2025; Hou et al., 2019).

Furthermore, instructional leadership is strongly associated with cultivating collaborative school cultures and data-informed practices. Research indicates that when leaders promote teamwork among teachers, encourage shared responsibility for learning, and use evidence-based decision-making, both teacher performance and student outcomes are significantly enhanced (Cansoy & Parlar, 2018; Gading, 2024; Abrams et al., 2016). Similarly, leaders who provide targeted professional development tailored to teachers' needs foster continuous improvement, boost motivation, and strengthen teacher retention (Kilag & Sasan, 2023; Tahir & Fatima, 2023). Positive school climates further reinforce these outcomes, as supportive and inclusive environments encourage teachers to adopt effective teaching strategies while motivating students to engage actively in learning (Kutsyuruba et al., 2015; Oliva & Bautista, 2025). Despite the growing body of literature, several gaps remain. Much of the research has concentrated on secondary education or broader leadership theories, while the unique dynamics of primary education—where foundational skills are established—have received limited scholarly attention (Mestry, 2017; Wieczorek & Manard, 2018). Moreover, few studies have systematically explored context-specific instructional leadership practices in socioeconomically diverse or resource-constrained primary school settings. The tendency to generalize leadership models across levels and contexts overlooks the nuanced strategies that leaders must adopt to meet the distinctive challenges of primary schooling, particularly in developing countries.

This research addresses these gaps by investigating the specific instructional leadership practices that enhance teacher performance in primary schools. Drawing on secondary data from scholarly publications, government reports, and educational databases, it explores how leadership practices such as vision setting, professional development, collaboration, data-driven decision-making, and the cultivation of positive school climates influence teaching methodologies, classroom management, and student outcomes. In doing so, the research seeks to determine which leadership strategies most significantly contribute to improved teacher effectiveness, while also examining how these practices shape learning environments and promote equitable educational opportunities. Furthermore, it interrogates the extent to which enhanced teacher performance correlates with measurable improvements in student achievement. By addressing these issues, the research provides practical insights into how instructional leadership can be adapted to meet the diverse needs of teachers and learners in resource-constrained contexts, ultimately offering evidence-based recommendations for school leaders, policymakers, and educational practitioners committed to fostering excellence and equity in primary education.

The urgency of this research is underscored by the pressing need to enhance educational quality and equity in primary schools. As educational landscapes evolve, particularly in the

wake of global challenges such as the Covid-19 pandemic, the necessity for effective instructional leadership has become more critical than ever. Schools are facing increased demands for accountability, improved student outcomes, and the need to address diverse learning needs within classrooms. This research highlights the essential role that instructional leaders play in bridging these gaps by fostering effective teaching practices and creating supportive learning environments. As education systems strive to meet standards outlined in initiatives such as the United Nations Sustainable Development Goal 4, which emphasises inclusive and equitable quality education, understanding the dynamics of instructional leadership becomes paramount. Timely insights into how leaders can effectively support teachers and enhance student outcomes are crucial for policymakers and educational practitioners aiming to implement meaningful reforms.

This research provides a roadmap for schools seeking to develop effective instructional leadership practices that are responsive to the unique challenges of primary education. The novelty of this research lies in its focused exploration of instructional leadership within the specific context of primary education, an area often overshadowed by studies centred on secondary education. By emphasising context-specific practices, this research fills a critical gap in the literature and offers fresh perspectives on how instructional leadership can be effectively implemented to address the needs of younger learners. By identifying strategies that significantly enhance teacher performance, educational leaders can develop targeted policies that support these practices, leading to better educational outcomes. By understanding the specific practices that contribute to improved teaching effectiveness, leaders can foster a culture of continuous professional development and collaboration among teachers. By focusing on teacher performance as a critical factor in student success, the research aligns with the broader goal of providing all students with equitable access to quality education.

METHODS

This research employed a quantitative research design, deemed appropriate for examining the relationship between instructional leadership practices and teacher performance in primary education. Quantitative research allows for the systematic analysis of measurable variables and the identification of patterns and correlations across diverse data sources. By focusing on numerical evidence, this design ensures objectivity and provides a strong foundation for testing assumptions about how instructional leadership influences teaching effectiveness and student outcomes.

The research procedure followed a structured process of secondary data analysis. Secondary data were retrieved from a range of reputable sources, including peer-reviewed journal articles, government policy documents, international educational reports, and established databases such as ERIC and JSTOR. Only studies published within the last ten years were considered to ensure contemporary relevance. The inclusion criteria focused on publications addressing instructional leadership in primary education, measurable indicators of teacher performance, and outcomes linked to student achievement. Through this systematic approach, the research consolidated diverse evidence into a coherent dataset for analysis.

For data collection, a document review technique was adopted. Relevant literature was identified using keyword searches such as "instructional leadership," "teacher performance," "primary education," and "student outcomes." The process involved screening abstracts,

reviewing full texts, and extracting key information related to leadership practices and their impact on teaching and learning. Data were then organized into thematic categories reflecting the major dimensions of instructional leadership, including vision setting, instructional support, professional development, collaboration, data-driven decision-making, and school climate.

The research instrument employed was a structured data extraction matrix. This instrument was designed to capture essential details from each selected source, including the context of the research, the type of instructional leadership practice examined, indicators of teacher performance, and reported outcomes on student achievement. The matrix ensured consistency in recording information across different studies and facilitated comparison among findings. It also allowed the researcher to track the frequency and significance of recurring themes across the literature.

For data analysis, both descriptive and correlational approaches were utilized. Descriptive statistics were applied to summarize the prevalence of different instructional leadership practices across the reviewed studies, highlighting the most commonly implemented strategies. Correlational analysis was then conducted to identify patterns of association between leadership practices and teacher performance outcomes. The integration of these methods provided a comprehensive picture of the relationship, enabling the research to determine which leadership dimensions have the strongest impact on teacher effectiveness and student learning. Ethical considerations were observed throughout the research. Since the research relied on secondary data, issues of confidentiality and participant consent were not directly applicable. However, strict adherence to academic integrity was ensured by properly acknowledging all sources, respecting intellectual property rights, and limiting data use to publications in the public and academic domain. This commitment to ethical standards enhances the credibility and trustworthiness of the research.

RESULTS AND DISCUSSION

The analysis of secondary data revealed strong evidence that instructional leadership practices significantly enhance teacher performance and positively influence student outcomes in primary schools. Six recurring practices were identified: vision and goal setting, instructional support, professional development, collaborative practices, data-driven decision-making, and cultivating a positive school climate. These findings are presented in relation to the research objectives.

Vision and Goal Setting

The results underscore that vision and goal setting are at the heart of effective instructional leadership in primary schools. Across the reviewed studies, principals who clearly articulated a shared vision provided teachers with a strong sense of direction and purpose. A school's vision is not simply a written statement on a wall; it becomes a guiding compass that shapes daily classroom practices, motivates teachers, and fosters collective responsibility for student success (Frányó & Sándor, 2024). Teachers reported that when leaders consistently communicated expectations—such as raising literacy levels, improving numeracy, or cultivating inclusive learning environments—they felt more confident aligning their teaching strategies to these priorities. Research further shows that goal clarity reduces

instructional fragmentation and prevents teachers from working in isolation (Pietsch et al., 2025). In schools where visions were well communicated, teachers tended to coordinate lesson planning, adopt similar instructional standards, and share a common commitment to improving student outcomes. This sense of shared mission humanizes leadership by transforming abstract objectives into meaningful classroom realities. For example, research noted that teachers were more motivated to invest extra time in lesson preparation when they believed their efforts contributed to the broader school vision of equity and excellence (Ahmad et al., 2020).

Beyond motivation, vision, and goal setting had practical implications for classroom management and instructional quality. Teachers in schools with strong visionary leadership reported clearer benchmarks for success, more consistent performance monitoring, and better feedback loops between leaders and staff. These practices created an environment of accountability balanced with encouragement, where teachers felt supported in meeting high expectations. Importantly, studies revealed that in resource-constrained settings, a clear vision provided stability and focus, helping teachers overcome challenges of limited materials or large class sizes by working collectively toward defined goals (Mestry, 2017). Overall, the findings highlight that vision and goal setting are not merely an administrative function but a deeply human leadership practice. By inspiring teachers with a clear sense of purpose and aligning individual efforts with collective objectives, instructional leaders cultivate unity, motivation, and improved performance. This confirms that effective vision-setting has both symbolic and practical power: it unites people under a shared mission while directly influencing teaching practices and student learning outcomes.

Instructional Support

The results strongly indicate that instructional support is one of the most direct and practical ways leaders influence teacher performance. Instructional support involves classroom observations, feedback, mentoring, and providing access to teaching resources. Teachers reported that principals who actively engaged with classroom instruction built trust and confidence, demonstrating that leadership is not distant management but a partnership in the teaching process (Gading, 2024). Studies found that teachers who received regular feedback were more likely to refine lesson plans, diversify instructional strategies, and respond more effectively to student needs (Ahmad et al., 2020). For example, classroom observations followed by constructive dialogue helped teachers identify strengths and areas for growth, leading to incremental but consistent improvements in teaching quality. Instructional support also empowered teachers to take pedagogical risks, experiment with new methodologies, and adopt innovations without fear of failure because they felt guided rather than judged. Support extended beyond pedagogy to include material and emotional resources. Leaders who provided adequate textbooks, technology, or teaching aids reduced teacher frustration and improved overall job satisfaction. Likewise, teachers valued principals who offered encouragement and recognition, as this boosted morale and reinforced the importance of their contributions. Importantly, instructional support was found to be particularly crucial in under-resourced schools, where teachers relied heavily on leadership for direction and capacity building. In summary, instructional support transforms leadership from abstract policy into lived professional development. By walking alongside teachers in their

instructional journey, school leaders elevate teacher confidence, strengthen classroom practices, and ultimately improve student engagement and learning.

Professional Development

Professional development emerged as a cornerstone of instructional leadership, with findings consistently showing its strong influence on teacher performance. Schools where leaders invested in teacher training, workshops, and mentorship saw marked improvements in teaching effectiveness (Kilag & Sasan, 2023). Professional development was not only about skills acquisition but also about renewing teacher confidence, building resilience, and sustaining long-term commitment to the profession. Teachers described professional development as empowering because it equipped them with up-to-date strategies and deeper subject mastery, enabling them to better meet diverse learner needs. Leaders who organized regular training opportunities cultivated a culture of continuous learning, where teachers viewed growth as an expectation rather than an occasional exercise (Tahir & Fatima, 2023). Importantly, collaborative professional development, such as peer mentoring and learning communities, amplifies benefits by combining knowledge exchange with relational support.

In contexts where resources were scarce, professional development played a compensatory role, giving teachers access to tools and ideas that would otherwise remain out of reach. Findings suggested that teachers who participated in sustained training were more innovative, more reflective in practice, and more effective in classroom management. They also demonstrated higher job satisfaction and retention, indicating that professional development strengthens both professional identity and institutional stability. Thus, professional development was not merely a support mechanism but a strategic investment in teacher quality and student achievement. Leaders who made teacher learning a priority effectively created a ripple effect—better-equipped teachers produced better-prepared students, thereby enhancing the school's overall performance.

Collaborative Practices

Collaboration was another recurring theme that significantly influenced teacher performance. The results show that when leaders cultivated cultures of teamwork, teachers felt less isolated and more empowered to tackle instructional challenges collectively (Cansoy & Parlar, 2018). Collaboration often took the form of joint lesson planning, peer observations, and regular team meetings, which allowed teachers to share strategies and reflect on classroom experiences together. Evidence showed that collaboration increased teacher innovation, as educators borrowed and adapted successful practices from colleagues. Teachers also reported greater emotional support, as peer interaction reduced stress and strengthened professional bonds (Amtu et al., 2020). Collaboration fostered accountability too, since teachers felt responsible not only for their own students but also for contributing to collective school goals. Leaders who actively facilitated collaboration—by setting aside time for professional dialogue or encouraging peer mentoring—saw greater consistency in instructional practices across classrooms. This consistency benefited students, who experienced more coherent learning environments. Importantly, collaboration was especially beneficial in socioeconomically diverse schools, where teachers leveraged each other's strengths to respond to varied learner needs. Overall, collaboration humanizes instructional leadership by building communities of practice. It transforms schools into networks of mutual

support where teachers thrive collectively, translating into more effective teaching and richer student learning experiences.

Data-Driven Decision-Making

The findings highlighted the importance of data in strengthening instructional leadership. Leaders who systematically collected and analyzed student performance data were better able to guide teachers in refining their instructional approaches (Abrams et al., 2016). Data use was not limited to test scores; it included classroom assessments, attendance records, and behavioral observations, all of which gave teachers actionable insights. Teachers who engaged with data under the guidance of their leaders became more reflective and evidence-oriented in their teaching. For instance, student performance trends helped teachers identify struggling learners early and design targeted interventions (Lynch et al., 2016). Data analysis also promoted differentiation, as teachers adjusted instruction to suit varying levels of readiness in their classrooms.

Furthermore, data-driven leadership fostered a culture of accountability without being punitive. Teachers reported that when data was used constructively, it motivated them to set goals and track progress, while leaders supported them in achieving these targets. Schools that embedded data practices into decision-making showed sustained improvements in both teaching and learning, demonstrating that evidence-based leadership leads to measurable outcomes. In summary, data-driven decision-making anchors instructional leadership in evidence. By guiding teachers to see beyond intuition and base instructional choices on concrete indicators, leaders create classrooms where decisions are responsive, targeted, and effective.

Positive School Climate

Finally, the results emphasize that a positive school climate is essential for enhancing teacher performance. Leaders who cultivated environments of trust, respect, and inclusion enabled teachers to perform at their best (Kutsyuruba et al., 2015). Teachers in such climates reported feeling valued, safe, and motivated to try new instructional approaches without fear of failure. Positive climates also reduced teacher stress and burnout, which are common barriers to effective teaching. Teachers in supportive schools exhibited greater job satisfaction and were more willing to invest additional effort in lesson preparation and student engagement. Research also linked positive climates to better student-teacher relationships, improved discipline, and higher student motivation (Oliva & Bautista, 2025). Importantly, climate acted as a multiplier for other leadership practices. For example, collaboration was more effective in schools where trust was strong, and professional development yielded greater results in environments where teachers felt supported rather than scrutinized. In under-resourced schools, a positive climate compensated for material shortages by creating resilience and collective problem-solving among teachers. Overall, the results demonstrate that a positive school climate is not just a backdrop to teaching but a dynamic driver of teacher effectiveness. It ensures that leadership initiatives translate into real gains by creating conditions where teachers and students alike can thrive.

Overall, the results establish that instructional leadership is a significant determinant of teacher performance and student achievement in primary schools. Each practice—vision setting, instructional support, professional development, collaboration, data-driven decision-

making, and school climate—exerts a measurable effect on teaching effectiveness. Collectively, these practices form a comprehensive framework that enables leaders to improve instructional quality, foster equity, and drive sustainable educational improvement. While each practice contributes individually, the evidence suggests that their combined implementation generates the most substantial impact.

Discussion of Findings

The findings of this research confirm the central role of instructional leadership in enhancing teacher performance and indirectly improving student achievement. However, they also add new insights by highlighting how context, particularly in resource-constrained and socioeconomically diverse schools, shapes the effectiveness of different leadership practices. The result that clear vision and goal setting improve teacher motivation, coordination, and classroom management is consistent with Tang et al.'s (2022) model of instructional leadership, which emphasizes direction-setting as a core leadership dimension. Similarly, Pietsch et al. (2025) found that principals who establish shared academic goals foster higher student achievement across cultures. The results strengthen these conclusions by showing how vision translates into daily practices, especially in primary schools with limited resources. At the same time, they diverge slightly from transformational leadership studies that suggest goal-setting can sometimes feel top-down or demotivating (Sumpter, 2019). In contrast, the synthesis suggests that when goals are co-constructed and communicated transparently, they inspire teachers rather than constrain them.

This research finding that classroom observation, coaching, and feedback improve teacher performance is strongly in line with prior research. For example, Robinson et al. Day et al. (2016) showed that leaders who participate in teacher learning and development have nearly three times the effect size on student outcomes compared to other leadership dimensions. Ahmad et al. (2020) and Gading (2024) likewise reported that teachers supported through feedback demonstrate more effective pedagogy. The results reinforce these findings while adding nuance: teachers valued instructional support not only for skill improvement but also for the relational trust it built with school leaders. This human dimension is less emphasized in previous quantitative studies, indicating work extends the literature by highlighting the motivational mechanisms behind instructional support.

The results showing professional development as a key predictor of teacher effectiveness align with international evidence. Seymore (2022) and Balta et al. (2023) found that job-embedded, sustained professional learning leads to better instructional quality and student outcomes. The synthesis confirms these claims, especially in contexts where professional development mitigates the effects of scarce resources. However, it refutes the assumption found in some studies (e.g., one-off workshop models) that short-term professional development is sufficient. The evidence underscores that only continuous and context-sensitive professional development has lasting effects, strengthening recent arguments for school leaders to embed professional learning into daily practice.

The results that collaboration improves innovation, teacher morale, and instructional coherence support earlier findings that collective teacher efficacy is a strong predictor of student learning (Goddard et al., 2019). They also align with Cansoy and Parlar (2018), who showed that leadership behaviors fostering collaboration boost teacher self-efficacy.

Importantly, the results extend these studies by showing that collaboration is particularly critical in socioeconomically diverse schools, where pooling expertise enables teachers to address varied learner needs. This emphasis on equity-oriented collaboration provides a new lens compared to previous studies that largely examined collaboration in more homogeneous contexts. The positive correlation between data use and improved instruction mirrors international findings. Lynch et al. (2016) and Staman et al. (2017) reported that schools using data systematically achieve better student outcomes. The results confirm this, but also highlight that data-driven decision-making is effective only when paired with leadership support and teacher capacity-building. This extends the literature by humanizing the process: data is not inherently transformative; rather, its value depends on the relational and instructional scaffolding provided by leaders.

The finding that positive school climate enhances teacher morale and multiplies the effects of other leadership practices corroborates Kutsyuruba et al. (2015), who linked safe, supportive environments with stronger academic performance. Similarly, Oliva and Bautista (2025) demonstrated that climate improves student engagement through teacher motivation. The results are consistent with these studies but also show the climate's compensatory effect in low-resource schools, where supportive environments offset material shortages. This finding adds nuance, suggesting that climate is not just an outcome of leadership but a strategic lever for sustaining teacher performance in difficult circumstances.

Taken together, the findings of this research largely support and extend existing international evidence on instructional leadership. It confirms that leadership practices focusing on teaching and learning have the strongest impact on teacher performance and student outcomes. Finally, the research partially refutes simplistic claims that vision or professional development alone is sufficient; rather, the research demonstrates that their effectiveness depends on being collaborative, continuous, and contextually adapted.

CONCLUSION

This research demonstrates that instructional leadership is most effective when understood as a holistic and context-sensitive process that integrates vision, professional growth, collaboration, evidence-based practice, and supportive school climates. The findings highlight that leadership in primary schools is not merely administrative but a human-centered practice that shapes how teachers experience their work and how students engage with learning. Conceptually, the research affirms that leadership influences education indirectly by cultivating environments where teachers are motivated, supported, and empowered to improve practice. In resource-constrained and socioeconomically diverse contexts, such leadership practices serve as levers for equity, resilience, and sustainable improvement. The implication is that strengthening teacher performance requires leaders who are not only strategic in setting direction but also relational in enabling growth, thereby bridging global goals of quality education with the everyday realities of classrooms.

REFERENCES

Abrams, L., Varier, D., & Jackson, L. (2016). Unpacking instructional alignment: The influence of teachers' use of assessment data on instruction. *Perspectives in Education*, *34*(4), 15-28. https://doi.org/10.18820/2519593X/pie.v34i4.2.

Adeoye, M. A. (2025). *Principals' Transformational Leadership Styles and Teachers' Job Satisfaction in Public Secondary Schools in South-West Nigeria* (Doctoral dissertation, Al-Hikmah University).

Adipat, S., & Chotikapanich, R. (2022). Sustainable Development Goal 4: an education goal to achieve equitable quality education. *Academic Journal of Interdisciplinary Studies*, *11*(6), (174-183). https://doi.org/10.36941/ajis-2022-0159

Ahmad, N., Thomas, M., & Hamid, S. (2020). Teachers' perception regarding the effect of instructional leadership practices of primary school head teachers on teacher effectiveness. *Journal of Research and Reflections in Education*, *14*(2), 231-248. https://dx.doi.org/10.2139/ssrn.5164249

Amtu, O., Makulua, K., Matital, J., & Pattiruhu, C. M. (2020). Improving student learning outcomes through school culture, work motivation, and teacher performance. *International Journal of Instruction*, *13*(4), 885-902. https://doi.org/10.29333/iji.2020.13454a

Balta, N., Amendum, S. J., & Fukkink, R. G. (2023). The effect of job-embedded professional development on teacher and student outcomes: A multi-level meta-analysis. *International Educational Review*, *1*(1). https://doi.org/10.58693/ier.111

Cansoy, R., & Parlar, H. (2018). Examining the relationship between school principals' instructional leadership behaviours, teacher self-efficacy, and collective teacher efficacy. *International journal of educational management*, *32*(4), 550-567. https://doi.org/10.1108/IJEM-04-2017-0089

Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational administration quarterly*, *52*(2), 221-258. https://doi.org/10.1177/0013161X15616863

Debasu, H., & Yitayew, A. (2024). Examining Elements of Designing and Managing of Creating Inclusive Learning Environment: Systematic Literature Review. *International Journal of Special Education*, *39*(1), 33-43. https://doi.org/10.52291/ijse.2024.39.4

Dutta, V., & Sahney, S. (2016). School leadership and its impact on student achievement: The mediating role of school climate and teacher job satisfaction. *International Journal of Educational Management*, *30*(6), 941-958. https://doi.org/10.1108/IJEM-12-2014-0170

Frányó, Z. Z., & Sándor, E. (2024). The relationship between HE teachers' mission and teaching approach: Interaction inspiring enthusiasm as the basis for building knowledge and commitment to the profession. *Journal of Adult Learning, Knowledge and Innovation*, *7*(1), 8-18. https://doi.org/10.1556/2059.2024.00092

Gading, S. J. L. (2024). Instructional Leadership Practices of the School Heads to Improve Teachers' Performance. *United International Journal for Research & Technology*, *5*(6), 89-119.

Goddard, Y. L., Goddard, R. D., Bailes, L. P., & Nichols, R. (2019). From school leadership to differentiated instruction: A pathway to student learning in schools. *The Elementary School Journal*, *120*(2), 197-219. https://doi.org/10.1086/705827

He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teachers' professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, *9*(1), 63. https://doi.org/10.1186/s40862-024-00290-0

Heaven, G., & Bourne, P. A. (2016). Instructional leadership and its effect on students' academic performance. *Review Pub Administration and Management*, *4*(3), 1-20. https://doi.org/10.4172/2315-7844.1000197

Hou, Y., Cui, Y., & Zhang, D. (2019). Impact of instructional leadership on high school students' academic achievement in China. *Asia Pacific Education Review*, *20*, 543-558. https://doi.org/10.1007/s12564-019-09574-4

Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the role of instructional leadership in teacher professional development. *Advanced Qualitative Research*, *1*(1), 63-73. https://doi.org/10.31098/aqr.v1i1.1380

Kipasika, H. J. (2024). Expression of leadership mission, vision, values, and strategic objectives in academic institution development practices. *Journal of Research Innovation and Implications in Education*, *8*(1), 393-402.

Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: a review of the literature. *Review of Education*, *3*(2), 103-135. https://doi.org/10.1002/rev3.3045

Liljenberg, M. (2021). A professional development practice to enhance principals' instructional leadership–enabling and constraining arrangements. *Journal of professional capital and community*, *6*(4), 354-366. https://doi.org/10.1108/JPCC-12-2020-0102

Lynch, D., Smith, R., Provost, S., & Madden, J. (2016). Improving teaching capacity to increase student achievement: The key role of data interpretation by school leaders. *Journal of Educational Administration*, *54*(5), 575-592. https://doi.org/10.1108/JEA-10-2015-0092

Mestry, R. (2017). Principals' perspectives and experiences of their instructional leadership functions to enhance learner achievement in public schools. *Journal of Education (University of KwaZulu-Natal)*, (69), 257-280.

Oliva, A. E., & Bautista, S. C. (2025). Master Teachers' Instructional Leadership: Teachers' Pedagogical Skills, and Students' Learning Engagement. *International Journal of Multidisciplinary Research and Growth Evaluation* *6*(2), 1396-1405. https://doi.org/10.54660/.IJMRGE.2025.6.2.1396-1405

Pietsch, M., Aydin, B., & Gümüş, S. (2025). Putting the instructional leadership–student achievement relation in context: A meta-analytical big data study across cultures and time. *Educational Evaluation and Policy Analysis*, *47*(1), 29-64. https://doi.org/10.3102/01623737231197434

Saini, M., Sengupta, E., Singh, M., Singh, H., & Singh, J. (2023). Sustainable Development Goal for Quality Education (SDG 4): A study on SDG 4 to extract the pattern of association among the indicators of SDG 4 employing a genetic algorithm. *Education*

and Information Technologies, *28*(2), 2031-2069. https://doi.org/10.1007/s10639-022-11265-4

Sandy, W. (2024). Navigating uncharted waters: Leadership insights from successfully reopened schools amid the COVID-19 pandemic. *School Leadership & Management*, *44*(4), 494-517. https://doi.org/10.1080/13632434.2024.2345068

Seymore, C. S. (2022). *Relationships between Teachers' Assessments of Job-Embedded Professional Development and School Performance in Rural School Districts* (Doctoral dissertation, Grand Canyon University).

Sharma, S. N., & Adeoye, M. A. (2024). *New Perspectives on Transformative Leadership in Education*. Edupedia Publications Pvt Ltd

Shields, C. M. (2024). *Transformative leadership in education: Equitable, inclusive, and quality education in an uncertain and complex world*. Routledge. https://doi.org/10.4324/9781003464006

Staman, L. L., Timmermans, A. A., & Visscher, A. A. (2017). Effects of a data-based decision-making intervention on student achievement. *Studies in Educational Evaluation*, *55*, 58-67. https://doi.org/10.1016/j.stueduc.2017.07.002

Sumpter, G. L. (2019). *Motivational interviewing and transformational leadership: The impact of training on self-perceptions of leadership*. Dallas Baptist University.

Tahir, I., & Fatima, N. (2023). Effect of principal's instructional leadership practices on teachers' professional development: A cross-sectional study of secondary school level from selected areas of Lahore, Punjab, Pakistan. *International Journal of Science and Research Archive*, *10*(2), 590-606. https://doi.org/10.30574/ijsra.2023.10.2.0986

Tang, J., Bryant, D. A., & Walker, A. D. (2022). School middle leaders as instructional leaders: Building the knowledge base of instruction-oriented middle leadership. *Journal of Educational Administration*, *60*(5), 511-526. https://doi.org/10.1108/JEA-01-2022-0018

Wieczorek, D., & Manard, C. (2018). Instructional Leadership Challenges and Practices of Novice Principals in Rural Schools. *Journal of research in rural education*, *34*(2), 1-21.