

THE IMPACT OF INSTRUCTIONAL LEADERSHIP ON TEACHER PERFORMANCE IN PUBLIC HIGHER VOCATIONAL COLLEGES IN CHINA

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ABSTRACT

With the continuous advancement of the accountability-oriented education reform system, new challenges have been posed to the leadership of school education managers, and instructional leadership remains a common theme in educational leadership. In order to adapt to the rapidly changing educational environment, it is crucial to establish a teaching team with high quality, broad knowledge and strong professional skills. This study aims to explore the impact of vocational school administrators' instructional leadership on teachers' work performance by combing and analyzing the literature on related concepts and theories of instructional leadership and teacher work performance at home and abroad. The results confirmed that instructional leadership has a significant impact on teachers' work performance to adapt to changes in our country's modern social environment.

Keywords: Instructional Leadership, Teacher Performance, Public Higher Vocational Colleges

INTRODUCTION

As an educational theory, instructional leadership has received widespread attention for its focus on enhancing teaching, learning, and activities in schools. Expectations for instructional leadership are primarily directed at principals [1]. However, there is an increasing recognition that instructional leaders need to play a joint role with school administrators, whose core responsibilities include providing instructional leadership to ensure high quality teaching, supervise instructional plans, manage classroom time, and create an educational environment that achieves student academic goals and school goals. As education reform continues to evolve, more and more researchers agree on the importance of instructional leadership to school effectiveness and growth in student learning outcomes [2]. In China, with the deepening of education reform and the increasing influence of Western culture on leadership, in 2019, the Shandong Provincial Department of Education in China issued an annual assessment plan for the quality of higher vocational colleges, which pays special attention to the performance of teachers.

Teachers are an important part of higher education. Their work performance directly affects the comprehensive competitiveness of schools. They are the key to the superior position of public higher vocational colleges in subject construction and the basis for quality assurance of higher education. Therefore, studying the work performance of college teachers is of great significance to improving the quality of higher education in China. Through this research, on the one hand, school administrators can pay more attention to the needs and development of college teachers. On the other hand, it will help college teachers improve their work performance and enhance their teaching abilities. All of these provide an effective basis for achieving the school's continued success.

OBJECTIVE

This study examined the impact of administrator instructional leadership on teacher performance. This study investigated the instructional leadership of administrators in public higher vocational colleges in China from the perspectives of teachers and administrators. This study proposes that factors of instructional leadership have a positive and significant impact on teachers' job performance. This study has the following two research objectives:

1. To study the relationship between instructional leadership and teachers' job performance.
2. To propose the guidelines of the impact of instructional leadership on teachers' job performance in higher vocational colleges in China.

METHODOLOGY

The researcher used qualitative analysis method in the study. The keywords searched in this article are instructional leadership, teacher performance, and teacher work performance. First, we searched for papers and journals related to instructional leadership, teacher performance, and teacher work performance from 2019 to 2023 through Google and major databases to understand the definitions of instructional leadership and teacher performance and the role of managers in responsibilities in instructional leadership, and then sorted out and analyzed the relevant theories, concepts and related relationship research involved in this study, and discovered the experience in the research to support further research. Then, on this basis, the relationship between instructional leadership and teacher performance was analyzed. Finally, it proposes how instructional leadership factors influence and improve teachers' performance and proposes strategic guidelines.

RESULTS

Concepts and theories of Instructional leadership

Competing and alternative conceptions of instructional leadership only emerged in academic writings in the 1980s [3]. Of these early conceptions, Hallinger and Murphy's (1985) model has been the most fully tested and widely used in instructional leadership research. China first began to conduct research on instructional leadership in the 1990s. Wu Qingshan and Lin Tianyou believed that instructional leadership mainly includes curriculum development, assisting teachers in teaching, promoting teachers' professional growth and development, and engaging in action research. Dai Rui Hua et al. studied from the perspective of building a learning community and believed that the principal's

instructional leadership is the purpose of reforming the school, building mutually influencing relationships in a practical way, and improving the teaching and learning level of all students [4].

Instructional leadership is an important part of educational leadership theory. Research on instructional leadership theory first emerged in the United States. Early instructional leadership theories regarded administrative decision-making as the dominant factor, which had an important impact on teacher behavior. For example, using administrative means, the principal sets clear goals for teaching administration, allocates teaching resources, and supervises teachers' lesson plans. The recent instructional leadership theory, influenced by transformational leadership and moral leadership, particularly emphasizes the continuous impact that principals have on improving teacher teaching and stimulating student learning when they exert various leadership actions in teaching, which is mainly reflected in the construction of learning communities, teacher professionalism, and learning organization construction, these aspects are paid attention to in this study and play an important role in this study [5]

Concepts and theories of Teacher performance

Performance is usually divided into three levels: individual performance, team performance and organizational performance. This study mainly analyzes teacher performance from the aspect of individual performance. There are three main views in the academic community regarding the definition of the connotation of individual work performance [6]. One view is that performance refers to results or outputs, that is, what contributions employees make in a specific position, rather than how they contribute; the second view is that performance is behavior or process; the third view is that performance is It is the synthesis of "result" and "behavior". In the definition of the third type of work performance, the behavior reflects the process of performance, and the results represent the results of performance. The achievements and effects produced through visible behaviors are performance [7]. This theory has been recognized by many scholars at home and abroad in recent years. This study also draw(*Louisiana Accountability Policies*, n.d.)s on this definition and combines it with my country's local cultural background to provide a basis for this study to conduct research on work performance.

Research on job performance has a long history. However, it was not until Taylor proposed scientific management theory at the end of the 19th century that work performance theory was developed scientifically and normatively. Early work performance theories focused on the results or output of employees at a specific time and job. With the in-depth research on the work performance of employees in corporate organizations, the result view of work performance has gradually been replaced by the behavioral view, and then developed into a comprehensive view of work performance. Research on job performance of college teachers is a field that is relatively lagging behind. Early research on the work performance of college teachers was mainly to measure the quality of teachers' work and emphasize the measurability of work performance. In subsequent research, it was integrated with the results of work performance theory in the field of organizational management, forming a multi-dimensional theory of work performance of college teachers.

The background and reform of China's higher vocational colleges

China's higher vocational schools are colleges and universities that implement vocational education on the basis of completing high school education. Higher vocational education is vocational education conducted at the junior college stage and is the main body of higher vocational education in my country. Its positioning is to cultivate a group of talents with university knowledge and certain professional technologies and skills on the basis of complete secondary education [8]. The teaching of knowledge is based on usability and practicality. While providing college-level cultural knowledge education to students, higher vocational schools also implement vocational knowledge and vocational

skills education in a targeted manner according to the requirements of vocational positions. In order to strengthen the characteristics of vocational education types and deepen the reform of systems and mechanisms, in 2021, the General Office of the State Council of China issued the "Opinions on Promoting the High-Quality Development of Modern Vocational Education", which put forward higher requirements for vocational education and also provided guidance for school managers. Provide motivation and basis for improving teacher performance through instructional leadership.

Thoughts on the impact of current teaching leadership on Teacher performance

In recent years, teacher performance has become increasingly important as a way through which school administrators can influence student learning. Effective school administrators have a positive impact on student achievement, attendance, teacher satisfaction, and retention. School administrators ensure high-quality teaching and create an educational environment that can achieve students' academic goals and school goals through setting school goals, formulating teaching plans, and providing school environment and other teaching leadership responsibilities. However, the role of the school administrator is not only about leadership practices but also about the teaching and learning process. Instructional leaders are known for influencing the teaching and learning process. Several studies have found a link between the quality of instructional leadership and teacher performance [9]

CONCLUSION AND FUTURE WORK

Our results prove that in China's public higher vocational colleges, the instructional leadership practice of school administrators has just begun and needs continuous improvement and improvement. School administrators' instructional leadership practices play a critical role in the success of schools, teachers, and students. It facilitates the teaching and learning process, ensures teachers can teach effectively using the best teaching tools, oversees teacher development, and monitors students' academic progress. Through leadership practice, we will continue to optimize the professional structure, improve education methods, improve the quality of school running, and provide more high-quality technical and technical talents to serve the high-quality development in China. Instructional leadership plays a key role in promoting teacher performance.

Teachers' work performance is highly recognized and respected by administrators and teachers. Teachers are generally satisfied with the instructional leadership of school administrators. Furthermore, the findings indicate that instructional leadership has a positive impact on teacher job performance. These findings contribute to understanding the current state of instructional leadership and its impact on teacher job performance. The implications of these findings provide valuable insights for policymakers to develop appropriate policies and strategies to improve the effectiveness of administrators' instructional leadership and teachers' job performance.

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