

# Effects of Instructional and Situational Leadership on Teachers' Job Performance in Schools of District Mastung: An Analysis of the Mediating Role of the Three-Skills Model

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## Abstract

This quantitative study was conducted to examine the relationship between the leadership styles (instructional and transactional leadership) of school principals and teachers' job performance in secondary schools of District Mastung, Balochistan. The specific focus of this study was to determine the mediating role of teachers' technical, human, and conceptual skills (three-skills model). A sample of 350 teachers was selected from government schools of District Mastung through stratified random sampling. A self-administered questionnaire was used to obtain data, the reliability of which (Cronbach's Alpha) was recorded as 0.714. SPSS-26 and PROCESS Macro (Model 4) were used to analyze the data. Descriptive analysis showed that school principals are largely using instructional (Mean=4.18) and transactional (Mean=3.90) leadership. Regression analysis results revealed that leadership styles have a direct positive effect on teachers' job performance; however, when the three-skills model was included as a mediator, the combined effect was significantly increased. Bootstrapping results confirmed that technical, interpersonal, and especially conceptual skills play a key mediating role in strengthening the relationship between leadership styles and teachers' job performance. The indirect effect of conceptual skills individually was found to be the most significant. This study concludes that effective leadership alone is not enough to improve school performance, but it is also essential to improve teachers' professional skills. It is recommended that the Department of Education conduct training programs and workshops to enhance the skills of teachers so that the quality of education in rural areas can be adapted to modern requirements.

**Keywords:** Instructional Leadership, Situational Leadership, Three-Skills Model, Job Performance, Mastung, Balochistan.

## Introduction

The success of the education system largely depends on the teachers' job performance and the leadership skills of school heads. Improving the quality of education in rural and socially

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complex areas like Mastung District, Balochistan, has been a major challenge. In the present era, traditional teaching alone is not enough, but teachers need to be equipped with technical, human, and conceptual skills so that they may meet the modern teaching requirements. The main justification for this study is that it not only examines the effects of different leadership styles (instructional and situational leadership) on teachers, but also clarifies how teachers' personal skills play a mediating role in this relationship. This study is particularly important in the context of Balochistan because there was a dire need for scientific data to bridge the gap between teacher training and leadership strategies.

### **Review of Related Literature**

Recent literature suggests that instructional leadership directly improves teachers' professional development and classroom outcomes (Aslam et al., 2021). Shah and Abualrob (2020) suggest that flexible leadership styles can help teachers improve their performance based on their individual needs. Modern educational models suggest that leadership is most effective when it engages teachers' core competencies (three-skills model) (Mbua et al., 2024). However, technical skills help teachers to be confident in delivering the curriculum effectively and using modern teaching tools (Ahmad & Aziz, 2021; Sajjad et al., 2019). In areas with a tribal background like Balochistan, human skills and interpersonal relationships have the most profound impact on teachers' job performance (Malik & Risambessy, 2023). Meanwhile, conceptual skills help teachers align with the overall vision of the school and solve complex management problems (Bano et al., 2024). Furthermore, the combination of leadership and skills promotes ethical and professional attitudes in teachers, which leads to student academic success (Nadeem & Ahmad, 2020). Similarly, lack of teacher skills in rural districts often leads to academic decline and low teacher morale (Matumbi, 2025).

A recent study by Hussain and Ayub (2022) suggests that when school heads give teachers managerial autonomy, their conceptual skills become more active in solving complex educational problems. In the unique rural setting of Balochistan, teachers' human skills are not limited to the classroom, but collaboration with parents and the community strengthens their professional credibility and performance (Qureshi, 2019; Shah et al., 2023). However, lack of technical skills is the biggest obstacle to the use of modern teaching tools (ICT) in rural areas, the solution of which lies in effective instructional leadership (Shah & Khan, 2018). Research also shows that the right combination of leadership and skills instills a sense of dedication and moral responsibility in teachers, which is directly linked to students' academic success (Nadeem & Ahmad, 2020).

There was a lack of studies in the same context, such as most of the work in the existing literature on teacher skills and leadership styles has been limited to the education system of urban areas, while there is a clear lack of scientific data on the interrelationship of these factors in rural and socially complex areas like District Mastung (Qureshi, 2019). This is why the problems of teachers' job performance in rural schools persist (Matumbi, 2025). Although there is separate research on leadership and teachers' job performance, there is a lack of research on how teachers' technical, human, and conceptual skills play a bridging or mediating role in transforming leadership impact into job performance (Amjad et al., 2024; Mbua et al., 2024). This gap is more prominent when different leadership styles (instructional and situational) are compared (Shah & Abualrob, 2020). Additionally, there was a lack of

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Pakistan-specific educational structure, while the three-skills model has been applied internationally, the impact of these skills on job performance in the secondary school structure of Pakistan (especially Balochistan), where teachers are both 'instructors' and 'administrators', has not yet been systematically examined (Mehmood et al., 2023). In this context, technical skills are considered merely a requirement, not a performance-enhancing factor (Aslam et al., 2021). Before this study, there was no comprehensive study that combined instructional and situational leadership with individual teacher skills to provide a comprehensive picture of performance measurement, making it a challenge for policymakers to design effective training programs for rural areas (Bano et al., 2024). This shortage has led to the neglect of teachers' human and social skills, which are most important for job performance (Nadeem & Ahmad, 2020).

### **Significance**

This research uses the three-skills model as a mediator to present a new framework that may be used to assess teachers' development and annual performance. The significance of this study is also high because it provides the Department of Education with a scientific basis for teacher training, especially considering the ground realities of District Mastung. The scope of this research also includes the role of school heads, through which they may improve the technical and human skills of teachers by changing their leadership style. Additionally, this study will serve as a reference not only for Mastung but also for other rural districts of Balochistan, which may help in improving education policies at the provincial level.

### **Objectives**

1. To determine the direct effects of school principals' leadership styles (instructional and situational leadership) on teachers' job performance in secondary schools of District Mastung.
2. To examine the role of teachers' technical, human, and conceptual skills (three-skills model) as mediators to determine the extent to which these skills influence the relationship between leadership styles and teachers' job performance.

### **Theoretical Framework**

The theoretical framework of this research study may be understood through the idea that the success of schools depends not only on material resources but also on the strong relationship between the leadership styles of principals and teachers' job performance. The current study considers instructional and situational leadership as the main drivers, which have a direct impact on the guidance of teachers and the improvement of the educational environment. Katz's three-skills model has been used as a mediator to link the relationship between these leadership styles and teachers' job performance. Under this model, technical skills help teachers in curriculum delivery, human skills in interpersonal skills, and conceptual skills help teachers in understanding the overall vision of the school. The framework makes it clear that although leadership style directly increases job performance, when this leadership ignites the individual skills (technical, human, conceptual) of teachers, this impact on performance increases manifold. Therefore, this entire theoretical process aims to raise the teachers' job performance to a high level, so that the quality of education in

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rural areas like District Mastung may be adapted to modern requirements. Furthermore, this framework proves that the combination of effective leadership and professional training of teachers is the only way through which sustainable improvement may be brought to the education system.

### **Objectives**

3. To determine the direct effects of school principals' leadership styles (instructional and situational leadership) on teachers' job performance in secondary schools of District Mastung.
4. To examine the role of teachers' technical, human, and conceptual skills (Three-Skills Model) as mediators to determine the extent to which these skills influence the relationship between leadership styles and teachers' job performance.

### **Methodology**

This study adopted a quantitative methodology to clarify the relationship between variables in light of data, based on the philosophy of "Positivism", which believes in objective facts and scientific observations. Two main hypotheses were established in the study to determine the effects of instructional and situational leadership, along with the three-skills model, on teachers' job performance. Teachers of all government high and higher secondary schools of District Mastung, Balochistan, were declared as the target population of this study. Proportional stratified random sampling was used to obtain data, to ensure equal representation of boys' and girls' schools. However, a total of 350 teachers were selected for the study, including male and female teachers. The proportion of males among the 350 teachers included in this study was 59.1% and females 40.9%, with most of the teachers (about 80%) belonging to the age group of 25 to 40 years. In terms of educational qualifications, 51.7% of the teachers held a Master's degree, while 40.6% held an MPhil and 7.7% had a PhD, indicating a high educational standard of the sample.

A self-structured questionnaire was used to collect data, which consisted of four sections (demographics, three-skills model, situational leadership, instructional leadership, and job performance). Cronbach's Alpha test was conducted to test the reliability of the research instrument, which resulted in 0.714, indicating that the instrument is reliable. Advanced statistical software and techniques, such as Regression Analysis and PROCESS Macro Model 4, were used to analyze the collected data to examine direct and mediating effects.

### **Findings**

The results showed that the mean value of instructional leadership was 4.18 (SD = 1.2), while the mean value of situational leadership was recorded as 3.90 (SD = 0.9). These results indicate that, according to teachers, their heads are effectively using instructional and situational leadership in educational institutions as per the need, which may lead to improvement in teachers' job performance. The analysis revealed that when these leadership styles were combined with teachers' technical, human, and conceptual skills, the combined effect was found to be more significant and positive than the direct effect.

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**Research Hypothesis 1 (H<sub>1</sub>)**

Principals' leadership styles (instructional and situational leadership) in secondary schools of District Mastung have a direct and positive impact on teachers' job performance.

The results of the regression analysis in Table 1 show that instructional leadership has a positive and statistically significant direct effect on teachers' job performance ( $\beta = 0.363$ ,  $p < .001$ ). Similarly, teachers' technical skills ( $\beta = 0.304$ ,  $p < .001$ ), interpersonal skills ( $\beta = 0.571$ ,  $p < .001$ ), and conceptual skills ( $\beta = 0.328$ ,  $p < .001$ ) also have a profound and positive effect on job performance. Furthermore, the results of the bootstrapping show that the overall indirect effect of these skills (total indirect effect) was significant (effect = 0.428, 95% CI [0.309, 0.590]). Since this range does not include 'zero' (0), it is proven that these skills play a bridging role between leadership and performance. The highest indirect effect was observed for conceptual skills (effect = 0.307), followed by human skills (effect = 0.089) and technical skills (effect = 0.031). In short, instructional leadership not only directly improves teachers' job performance but also indirectly leads to professional success by enhancing technical, human, and conceptual skills.

**Table 1**

*Direct Effects of Instructional Leadership Skills on Teachers' Job Performance*

Predictor	Coefficient ( $\beta$ )	SE	t	p	LLCI	ULCI
Constant	0.8784	0.1847	4.7559	0.0000	0.5157	1.2412
Instructional Leadership	0.3632	0.0570	6.3747	0.0000	0.2513	0.4751
Technical Skills	0.3044	0.0443	6.8668	0.0000	0.2173	0.3914
Human Skills	0.5713	0.0400	14.2846	0.0000	0.4928	0.6499
Conceptual Skills	0.3287	0.0550	5.9762	0.0000	0.2207	0.4367
	<i>Effect</i>	<i>BootSE</i>			<i>BootLLCI</i>	<i>BootULCI</i>
<i>Direct Effects (Bootstrapped)</i>						
TOTAL	0.0274	0.0383		0.0489		0.1036
Technical Skills	0.0046	0.0257		0.0568		0.0446
Human Skills	0.0246	0.0247		0.0256		0.0718
Conceptual Skills	0.0064	0.0049		0.0015		0.0207
<i>Indirect Effects (Bootstrapped)</i>						
TOTAL	0.4284	0.0718		0.3090		0.5901
Technical Skills	0.0310	0.0185		0.0151		0.0882
Human Skills	0.0896	0.0388		0.0581		0.2095
Conceptual Skills	0.3079	0.0586		0.1867		0.4204

**Research Hypothesis 2 (H<sub>2</sub>)**

Teachers' technical, human, and conceptual skills (three-skill model) play a positive mediator role between leadership styles and teachers' job performance.

Table 2 reports the direct effect of situational leadership. The results of the regression

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analysis show that situational leadership has a highly positive and statistically significant effect on teachers' job performance ( $\beta = 0.674, p < .001$ ). This shows that situational leadership style leads to increased performance. Mediators: The effects of technical skills ( $\beta = 0.011, p < .01$ ), human skills ( $\beta = 0.041, p < .01$ ), and conceptual skills ( $\beta = 0.042, p < .001$ ) on teachers' job performance were also found to be statistically significant; however, their effect size was lower than that of leadership. Bootstrapping results show an overall significant indirect effect (effect = 0.428, 95% CI [0.309, 0.590]). Since the confidence interval does not include zero, it is proven that the three-skills model acts as a successful bridge (mediation) between transactional leadership and performance. Individually, conceptual skills had the largest indirect effect (effect = 0.307), followed by human skills (effect = 0.089) and technical skills (effect = 0.031). These results confirm that when transactional leadership activates teachers' individual skills (especially conceptual and human), teachers' job performance improves significantly.

**Table 2**

*Direct Effects of Situational Leadership Skills on Teachers' Job Performance*

Predictor	Effect ( $\beta$ )	SE	t	p	LLCI	ULCI
Constant	1.0244	0.0575	6.5020	0.0000	0.7149	1.3338
Situational Leadership	0.6746	0.0404	16.6932	0.0000	0.5952	0.7540
Technical Skills	0.0114	0.0418	0.2720	0.0057	0.0707	0.0934
Human Skills	0.0415	0.0353	1.9180	0.0090	0.0473	0.1304
Conceptual Skills	0.0422	0.0196	2.1490	0.0002	0.0136	0.0807
	<i>Effect</i>		<i>BootSE</i>		<i>BootLLCI</i>	<i>BootULCI</i>
<i>Direct Effects (Bootstrapped)</i>						
TOTAL	0.0264		0.0393	0.0499	0.1035	
Technical Skills	0.0046		0.0257	0.0568	0.0446	
Human Skills	0.0246		0.0247	0.0256	0.0718	
Conceptual Skills	0.0064		0.0049	0.0015	0.0207	
<i>Indirect Effects (Bootstrapped)</i>						
TOTAL	0.4284		0.0718	0.3090	0.5901	
Technical Skills	0.0310		0.0185	0.0151	0.0882	
Human Skills	0.0896		0.0388	0.0581	0.2095	
Conceptual Skills	0.3079		0.0586	0.1867	0.4204	

**Discussion**

The results of the current study demonstrate that instructional and transactional leadership have a profound impact on teachers' job performance in schools in District Mastung, as evidenced by the mean values (4.18 and 3.9). Similarly, previous literature also supports that when school heads adopt a flexible approach to situations, teachers' professional productivity increases (Shah & Abualrob, 2020). Furthermore, instructional leadership helps

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teachers achieve instructional goals, which directly improves classroom learning outcomes (Aslam et al., 2021). As a result, this leadership not only enhances teachers' work ethic but also makes the overall school climate positive (Rehman et al., 2023). Finally, the data from the current study support this theory. reinforce that effective leadership is the guarantor of maintaining educational quality in rural areas (Martin et al., 2019).

An important aspect of the research is that teachers' technical, human, and conceptual skills (three-skills model) act as an effective bridge between leadership styles and teachers' job performance. In this regard, regression analysis shows that leadership styles alone are not enough, but teachers' own skills play a key role in changing outcomes (Mbua et al., 2024). At the same time, Malik and Risambessy (2023) indicated that human skills strengthen the trust relationship between teachers and heads, especially in tribal societies like Balochistan. While technical skills provide teachers with self-confidence in modern educational technology and teaching methods, which further improves their performance (Ahmad & Aziz, 2021). Therefore, these skills absorb the influence of leadership and translate it into practical teaching outcomes. This is confirmed by the significant indirect effects of the existing data (Laghari et al., 2024; Rehman & Sajjad, 2025).

The research results show that the strongest indirect effect of conceptual skills ( $\beta = 0.307$ ) is observed, which is a surprising but positive finding. This is because conceptual skills enable teachers to go beyond the individual classroom and understand the broader vision and curriculum goals of the school (Bano et al., 2024). Furthermore, these skills provide teachers with the ability to make better decisions in difficult administrative situations and policy changes (Nwogu & Ebunu, 2019). Therefore, the literature suggests that it is necessary to develop secondary level teachers not only as 'instructors' but also as 'administrators' (Mehmood et al., 2023). Ultimately, this study concludes that when leadership stimulates these conceptual abilities of teachers, overall school performance improves significantly (Gordon & Solis, 2018).

### **Conclusion**

The current study concludes that instructional and transactional leadership play a key role in improving the job performance of teachers in secondary schools of District Mastung, and teachers view these leadership styles of their heads positively. The results confirm that the three-skills model (technical, human, and conceptual skills) acts as an important mediator in transforming the impact of leadership into the practical performance of teachers, without which the impact of leadership may remain limited. The study revealed the important conclusion that among all the skills, conceptual skills have the most indirect impact on teachers' job performance, which shows that teachers' understanding of the overall vision and management goals of the school is essential for their professional success. In the specific socio-educational context of Balochistan, the human skills and ethical behaviors of teachers not only contribute to the conducive school environment but also contribute to the strengthening of the relationship between leadership and teachers' job performance. Overall, this study proves that leadership by school heads alone is not enough to improve the education system, but rather developing the technical, human, and especially conceptual skills of teachers is essential for achieving professional goals.

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### Recommendations

The education department should organize special training workshops for school heads, in which they should be taught modern principles of 'instructional' and 'situational' leadership so that they may adapt their style to the changing educational situations. Since conceptual skills have the greatest impact on teachers' job performance, teachers should be included in the school's planning, policy-making, and decision-making processes so that they may understand the broader vision of the institution. Furthermore, continuous professional development programs should be introduced to improve the technical and human skills of teachers, with emphasis on the use of modern teaching technology and improving interpersonal relationships. Moreover, a system should be developed at the school level to reward teachers who demonstrate exceptional performance by using their leadership and technical skills, so that other teachers are also motivated to learn. Additionally, District Education Officers (DEOs) in District Mastung and other rural districts of Balochistan should regularly inspect schools and ensure that there is an environment of collaboration between school heads and teachers that promotes the three-skills model.

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