

Instructional Leadership Practices and Teachers' Job Performance at High-Performing Vocational Schools in Indonesia: A Conceptual Framework

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Abstract: Job performance has long been regarded as an important factor and has become a significant indicator in determining the efficiency and effectiveness of the performance of numerous organisations. This is because an organisation's ability to sustain its operation and achieve organisational goals would depend on the performance levels of its employees, including institutions in educational settings. This paper draws from an ongoing doctoral study that aims to investigate the relationship between instructional leadership practices and teachers' job performance at high-performing vocational schools in Indonesia. This paper also discussed the issues and concepts of both aforementioned variables in past studies that could assist in constructing the conceptual framework. Although past literature in global settings had postulated a potential relationship between instructional leadership practices and job performance, there is still limited research in the relevant topic when high-performing vocational schools is concerned. As to date, little empirical data was collected concerning the aforementioned relationship in local high-performing vocational schools in Indonesia. Therefore, researchers of this study embarked on the topic presenting problems and research gaps which eventually help to construct the conceptual framework of the two variables and their relationship.

Keywords: Instructional Leadership, Job Performance, Vocational School

1. Introduction

Job performance has long been perceived as an important variable and has become a significant indicator in gauging the performance efficiency of an organisation (Ali & Haider, 2017). This is because an organisation's ability to perpetuate its operation and achieve its stipulated goals would be contingent on the performance of its employees (Limon & Nartgun, 2020), including organisations in educational settings. Throughout the years, scholars have continually emphasised the importance of conducting a productive appraisal of teachers' job performance in educational institutions. Besides, the Indonesian government is also concerned with the teachers' job performance as demonstrated by the Ministry of Education and Culture (MoEC) focusing on the important roles played by its teachers in enhancing the quality of student learning experiences, which is concurrent with the objectives delineated in the Indonesian Education Roadmap 2020 – 2035 (MoEC, 2020).

However, current educational conditions in Indonesia reflect that the job performance of teachers or educators does not meet the expectations of the government (Emda, 2016). Therefore, it is crucial to scrutinise the factors that may influence teachers' job performance.

From the research perspective in educational background, the concept of job performance has become increasingly dynamic when researchers have begun to explore the factors contributing to the levels of teachers' job performance, for example, leadership. Accordingly, numerous studies have shown the importance of leadership in teachers' job performance as leadership is discovered as a key quality in achieving excellent performance in education (Hartinah et al., 2020; Saleem et al., 2020; Wachira et al., 2017). As posited by Azainil (2021), school leader is an important factor in determining the performance of teachers to carry out their duties and the success of schools in achieving their goals. By identifying and meeting teachers' requirements, school leaders could demonstrate sufficient and effective leadership skills in encouraging teachers to perform more effectively and efficiently (Obi & Onyeike, 2018). Hence, leadership plays an important role in promoting the job performance of employees and in the educational context – teachers.

Besides, as portrayed by Northouse (2019) in his book *Leadership: Theory and Practice*, leadership is an influence process that assists groups of individuals toward goal attainment. For the last two decades, the study of leadership has been gaining traction from researchers and has become the main focus of multiple organisations (Nasra & Arar, 2020). However, amongst the past studies conducted on the leaders or principals of educational institutions, a study review indicated that educational leadership in Asia was still in its infancy and more empirical studies were required for leadership research in Asian settings (Harris et al., 2018; Walker & Hallinger, 2015). As such, it is imperative to research the characteristics and quality of leadership, particularly the impacts on job performance in educational organisations.

The area of leadership that will be explored in this paper is instructional leadership, which remains a dominant theme in educational leadership (Robinson & Gray, 2019). This is because the research over the last three decades has demonstrated the critical role of instructional leadership in promoting the effectiveness of school management and operations (Hallinger, 2015). In addition, school effectiveness literature has linked successful school leaders or principals to those who have spent a significant proportion of their time and effort in teaching and learning activities. As a result, there is a great deal of emphasis on the importance of becoming instructional leaders or leaders of learning (Hallinger, 2018; Ng, 2019) across different countries worldwide (Bellibas, 2014). Concurrently, the importance of instructional leadership has also been recognised by the Indonesian MoEC, which mandates principals in transforming themselves into instructional leaders instead of operational leaders by highlighting their main task of mentoring teachers or educators in schools to enhance the teaching quality and performance, instead of merely making reports (Directorate General of Teachers and Education Personnel, 2020). Therefore, the recognition outlines the responsibility of a principal in the metamorphosis to an instructional leader before becoming instrumental in improving the teachers' job performance that could generate organisational success (Blasé & Blasé, 2000).

In short, the objective of this study is to examine the issues and the concept about both variables that could assist in constructing the conceptual framework. Furthermore, this paper also aims to discuss the process of construction a conceptual framework in exploring the relationship between instructional leadership practices and teachers' job performance at high-performing vocational schools in Indonesia. As such, this paper is structured as follows:

- (1) Possible research problems on instructional leadership practices and teachers' job performance will be discussed in this paper.
- (2) Past literature on the concept of two variables will be presenting in this paper.
- (3) Past literature on the relationship of instructional leadership practices and teachers' job performance will also be presented.
- (4) The construction of the conceptual framework of instructional leadership practices and teachers' job performance will also be presented in this study.

2. Issues Pertaining to Instructional Leadership Practices and Teachers' Job Performance

There are few issues concerning the variables identified in this paper. Firstly, a previous study reported that teachers performed poorly in various aspects of education in Indonesia, particularly in vocational schools. Teachers' job performance was discovered as one of the vital factors in affecting the effective management of vocational schools (Suharno et al., 2020). As for the vocational school, it is expected that teacher performance will produce vocational graduates with competence and compete in the industrial world (Afifuddin et al., 2021). The low levels of teachers' job performance had arisen from the inadequate teaching skills, deficient mastery of teaching materials, lack of variety in teaching styles, insufficient syllabus administration, disharmony amongst colleagues, and poor disciplinary cases amongst the teachers (Mahrita et al., 2019; Malik, 2018; Sennen, 2017). In addition, high levels of teachers' absenteeism also became the major issue in tackling teachers' job performance (Purwani 2019). Therefore, it is essential to conduct a study addressing the low levels of teachers' job performance in educational institutions.

As discovered by Hendrawijaya and co-workers (2020), teachers or educators are playing an essential role in the process of student learning while improving the quality of education simultaneously. If the teachers are not committed to their obligations, the learning process of the students might observe high levels of quality deterioration. As such, given the importance of a teacher's role in education, it is critical to study the factors in assisting educators to perform their duties effectively and efficiently. Correspondingly, instructional leadership could be a potential element in boosting teachers' job performance. However, there are still limited practices of instructional leadership in Indonesia although instructional leadership theory is widely accepted in Indonesia (Yunita, 2015). The low levels of practice occur due to school principals being occupied with many administrative tasks and having limited time in executing their instructional leadership skills (Aureada, 2021). Furthermore, Goldring (2019) also found that school principals spend less than one-fifth of each school day on instructional matters.

In addition, there were reports that a few schools' principals were not able to come up with what was expected of them. They did not function according to their job description but instead delegated their roles to teachers. Some were recognised as high achievers, while others were deemed poor performers. Some have visited classes for classroom observation, but some rarely do it. They were too focused on allocating resources to beautify their schools and set aside the major role of providing quality education to learners by constantly monitoring teachers, ensuring that the competencies in all subject areas were covered and accomplished (Lincuna & Caingcoy, 2020). Thus, scholars investigating the areas of leadership have been emphasising the need for empirical studies to be conducted on the practices and effects of instructional leadership in Asian countries for deeper understandings of the methods in enhancing teaching quality (Harris et al., 2018; Townsend, 2019; Walker & Hallinger, 2015).

Besides, the scarcity of research on instructional leadership practices and teachers' job performance in Asian nations, including Indonesia, also becomes the highlight of this paper as past studies demonstrated that the studies of leadership practices in Asian countries were disproportionate and relatively backward compared with Western countries (Hallinger et al., 2018), and a majority of the literature was written in local languages that restricted the dissemination of the relevant and applicable research findings amongst the countries in Asia (Walker & Hallinger, 2015; Harris et al., 2018). Consequently, policymakers and researchers were inclined in adhering to the Western approaches despite the different cultural backgrounds and the applicability of the results in local contexts (Cravens & Hallinger, 2012). As such, while it is crucial to comprehend the leadership practices applied in Western cultures, it is also imperative to evaluate the effectiveness of the practices in local contexts (Khan et al., 2020).

In short, numerous researchers have emphasised the crucial practices of instructional leadership as learning leaders in schools and the relationship on student academic achievement (Fred & Singh, 2021; Jalapang & Raman, 2020), however, there is a dearth of research conducted on the chosen topic in Asian educational settings, particularly high-performing vocational schools in the Indonesian context. Therefore, this study intends to fill the research gap and contribute to the body of knowledge on instructional leadership practices in Asian countries, specifically Indonesia.

3. Instructional Leadership Practices

In the 1950s, the concept of instructional leadership emerged in the United States of America as a 'practice-based construct' which was focusing on the leadership practices that could be employed to improve educational outcomes. Having the pioneering article published in the *Journal of Educational Administration* in 1967, Bridges laid the groundwork for instructional leadership, which was then followed by Edmond with his article titled "Effective School" in 1979 that described the establishment of effective schools with good administrative leadership. Besides, Edmond also found that improving leaders are more likely to be instructional leaders. As such, Edmond's study had provided the momentum for principals to become increasingly involved in developing instructional practices that could assist in achieving student learning outcomes (Hallinger et al., 2015). In addition, in the 1980s, Bridges and Bossert conducted the first influential study that articulated the need for the investigation of instructional leadership practices in educational research (Hallinger et al., 2015).

The past studies have manifested that the investigation of instructional leadership dominated the educational research during the 1980s because of the great interest and educational movement in developing effective schools, and the instructional leadership practices have been employed to enhance the skills of the educational leaders across the globe (Hallinger et al., 2015). However, Toprak (2020) demonstrated that the interest in instructional leadership practices gradually decreased in the 1995 due to the emergence of other leadership models. Nonetheless, in the past decade, the focus of educational leadership has shifted back to the practices of instructional leadership (Kwan, 2019).

Instructional leadership can be defined as every act of planning of school principals in influencing and guiding teachers to improve their teaching quality and motivating students to accomplish learning outcomes. (Lim & Singh, 2020). Furthermore, instructional leadership is a process that transforms principals from executing traditional school management practices (in which the principals are regarded as the general managers of the schools) to applying the skills that instructional leaders should perform (Ahmad, 2018). The principals' responsibilities have thus begun to shift away from administrative tasks by becoming more involved in instructional leadership practices. Instructional leadership, according to Hallinger et.al (2015) is defined as strategies, activities and actions that being implemented by the school leaders in supporting, enforcing and ensuring the effective instructional activities related to teaching and learning in schools.

Instructional leadership practices before are quite different from that of today. In the 21st century, teaching and learning processes need new strategies and a new mindset. With the ever-increasing needs of today's globalization, the transformation in the education system needs to put in place and ensure that education seeks to provide the best 21st-century education to future generations. However, planning of these various initiatives will not work if the school principals fail to handle them effectively. Competent school principals with instructional leadership skills are expected to help the government achieve the agenda of the country's education transformation, while the weak and troubled school principals in leadership are thwart this great agenda (Esa et al., 2017); (Lincuna&Caingcoy, 2020).

In addition, the emphasis on leadership practises has returned to its roots as being the leader who serves as an instructional leader. Today, principals are expected to act as instructional leaders of the school by promoting best practices in teaching and learning so that students achieve academic success. School principals as instructional leaders are to provide teachers with necessary resources so that they can carry out education activities effectively (Zorlu & Arseven, 2016). Thus, instructional leadership has taken on a more significant role in bringing learning to the forefront (Adams et al., 2019).

It is critical to note that principals should apply the instructional leadership to improve the school quality by establishing high expectations for all children, maintaining the school environment, implementing periodic evaluations, and focusing on academic activities. Instructional leaders should advance and develop their school as a professional learning organization or community to achieve school learning goals for their students. Therefore, the principals carries out many roles, those are as managers, regulators, instructional leaders and curriculum leaders (Wardhana, 2016).

Accordingly, numerous scholars have developed different instructional leadership models in delineating the dimensions principals could practise and execute their obligations as instructional leaders. For example, Hallinger developed the most frequently used conceptualization of instructional leadership during this period (Townsend, 2019). Various scholars asserted that the instructional leadership model developed by Hallinger&Murphy is still relevant for the 21st century despite the development of other new leadership models (Rajab et al., 2019). Hallinger developed the Principals Instructional Management Rating Scale (PIMRS) to assess principals' instructional leadership practices and proposed three dimensions in establishing a deeper understanding of the practices, namely (1) defining the school's mission, (2) managing instructional programmes, and (3) promoting a conducive learning climate (Hallinger et al., 2015). The three PIMRS dimensions were then characterised into ten functions: (1) framing school goals, (2) communicating school goals, (3) supervising and evaluating instructions, (4) coordinating curricula, (5) monitoring student progress, (6) protecting instructional time, (7) providing incentives for teachers, (8) providing incentives for student learning, (9) promoting the professional development, and (10) maintaining high visibility.

The first dimension of the PIMRS is defining the school's mission that includes two functions – framing school goals clearly and communicating the goals effectively. The first dimension concerns the role of a school principal in determining school mission as the principal is responsible for establishing clear and measurable goals in enhancing student academic achievement. It is also the principals' responsibility to effectively communicate the goals that have been made collectively with teachers, parents, and students to receive acknowledgement of the entire school community in supporting and incorporating the goals into daily practices (Hallinger et al., 2015). As such, this dimension serves as the foundation in developing a learner-centred school (Hallinger et al., 2015).

Secondly, the following dimension of the PIMRS is managing instructional programmes by school leaders, specifically the principals. The second dimension emphasises the leadership functions, namely supervising and evaluating instructions, coordinating curricula, and monitoring student progress. This dimension requires not only the principals' involvement in the school instructional programmes, but also in encouraging, developing, supervising, and monitoring the teaching and learning activities in schools (Hallinger et al., 2015).

The last dimension of the PIMRS for principals is promoting a positive learning climate in schools, which includes five functions: protecting instructional time, providing incentives for teachers, providing incentives for student learning, promoting the professional development of teachers, and maintaining high visibility. The last dimension is more comprehensive in the scope than both aforementioned dimensions as it portrays the role of principals in creating school environments that encourage teachers and students in becoming productive in their teaching and learning activities respectively (Hallinger & Hosseingholizadeh, 2018). Furthermore, this dimension is consistent with the perspective that effective schools could create adequate academic pressure and develop high achievement standards for students as well as teachers in their performance (Hallinger et al., 2015).

In short, Hallinger's model (PIMRS) is instrumental in determining the extent to which a principal is engaged in instructional leadership practices as the PIMRS scale consists of three dimensions with ten functions that have been widely implemented in research and application when evaluating instructional leadership practices in educational institutions (Hallinger et al., 2015).

4. Teachers' Job Performance

Job performance has been identified as an important factor in appraising organisational performance. According to Maclean (2018), job performance is defined as the actual accomplishment of assigned task. It is the actual work done against the expected standard of achievement. Meanwhile, Opatha et.al (2017) noted that job performance is the extent to which the employee has shown his or her traits, engaged in behaviours and produced results that are appropriate to the task performance during a particular period of time.

Aside from that, job performance is also an individual output in terms of quality and quantity expected from every employee in a particular job by the employer. This suggests that an individual's performance in his or her job is mainly determined by the motivation, the will, and the ability one possesses in executing job roles and responsibilities. As such, employees are anticipated to

demonstrate satisfactory levels of job performance and generate sufficient contributions to the tasks assigned by the organisation. Similarly, educational organisations' success or failure also highly depends on the employees' job performance (Ali & Haider, 2017).

In the educational context, teachers' job performance also has a significant impact on the progress and the entire administrative process of the educational institutions (Tatlah et al., 2019). Teachers' job performance can be referred to teachers' involvement in the daily routine activities to handle a wide variety of school affairs and ascertain their levels of productivity, which includes lesson plans, teaching activities, student evaluations, and progress reports conducted in the classrooms (Ali & Haider, 2017). Moreover, teachers' job performance also corresponds to the activities outside of the classrooms, for instance, meetings, sports activities, counselling, and other miscellaneous activities in schools (Maclean, 2018).

According to the Siraj et.al (2022), teachers are required to possess holistic qualities and teaching motivation to educate students and guide them toward becoming knowledgeable, trained, and talented individuals capable of meeting the demands of an increasingly complex era. Besides, teachers should also be able to provide appropriate consultations to the parents and strengthen connections with various communities. The aforementioned expectations from a teacher's roles correspond to the findings of Hanif's study (2004) wherein teachers should execute a wide variety of responsibilities and duties in the classroom efficiently by conducting effective classroom instructions that could satisfy various needs of the students. Hence, teachers must constantly update their current skills and acquire new sets of abilities whenever required. Additionally, teachers must manage classroom time effectively, motivate students in their learning activities, discipline students regarding their misbehaviours, and monitor students' learning progress towards academic achievement while simultaneously establishing effective communication with students, parents, colleagues, and high officials in the schools.

Teachers have a major role in the teaching and learning process, therefore teachers in carrying out their duties must have competencies as contained in Government Regulation of The Republic of Indonesia No. 74, 2008 about teachers that teachers are professional educators with the main task of educating, teaching, guiding, directing, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education.

Apart from that, past studies on teachers' job performance revealed that researchers employ different measurement scales when assessing the performance levels of teachers in executing their roles and responsibilities (Ali & Haider, 2017; Sultana, 2020). The instrument employed most frequently was the Job Performance Scale (JPS) developed by Goodman, which was also applied in appraising the employee performance of a company (Ali & Haider, 2017). However, JPS was found not to be specifically designed in assessing the job performance of teachers. This is because an appropriate scale is required to accurately assess the job performance of a specific profession, such as teachers. As such, the Teachers' Job Performance Scale (TJPS) can be considered as one of the scales fitting in measuring the efficiency levels of teachers in performing their roles and responsibilities, as TJPS could assist in identifying the strengths and weaknesses of teachers when executing their jobs at both individual and organisational levels (Hanif & Pervez, 2004). Furthermore, the TJPS is applicable in Indonesian school settings as it was developed based on the attributes of efficient job performance observed from the role model teachers, including teaching skills, management skills, discipline and regularity, and interpersonal skills.

Consequently, this paper presents the formulation of a conceptual framework based on the past studies investigating the relationship between instructional leadership practices and teachers' job performance at high-performing vocational schools in Indonesia.

5. The Relationship Between Instructional Leadership Practices and Teachers' Job Performance

A plethora of scholars have been examining the relationship between instructional leadership practices and teachers' effectiveness levels in carrying out their obligations. According to Chen & Cheng (2017) in their study, if a principal demonstrated instructional leadership by encouraging teachers to incorporate personal talents in educational activities, it would enhance the teacher's job

performance. Similarly, Dewi and Sowiyah (2021) also indicated that the way of principals' instructional leadership in carrying out their duties and responsibilities greatly affects teacher performance, because successful leaders are the leaders who are able to manage and empower the resources in their educational institution. As instructional leaders, school principals help teachers in identifying trends, discuss with them new teaching techniques and strategies that enhance their teaching skills that benefit learners. Therefore, it is very vital for school principals to provide technical assistance to teachers to guarantee effective performance of their functions. (Lincuna & Caingcoy, 2020).

Besides, instructional leaders in schools – principals are instrumental in maintaining or elevating teachers' job performance by constantly monitoring and evaluating the teaching activities in the classrooms to ensure the satisfactory quality of teachers' professional and pedagogical levels. The leaders could schedule regular intervals of observations, administer periodical assessments, provide constructive feedback to improvement areas, and provide adequate time for teachers in reflecting the principals' suggestions and advice for personal enhancements. Through the process of monitoring, evaluating, and providing feedback, the principals could assist teachers in overcoming their difficulties and obstacles in implementing befitting methods that improve teachers' teaching quality (Laska, 2016). For example, Lyonga (2018) identified that school principals' supervision activities would contribute to teachers' job performance. In the supervising activities, school principals can observe and provide suggestions or corrections when needed. Teachers who previously did not have good classroom mastery can receive excellent feedback to enhance their performance from this practice.

However, there is a dearth of empirical evidence strengthening the positive relationship between instructional leadership practices and teachers' job performance. Nonetheless, an empirical study was conducted by Namutebi (2019) that examined the relationship between instructional leadership and lecturers' job performance at two public universities in Makarere and Kyambogo. The study was conducted on 341 lecturers and 35 university leaders from both Makarere and Kyambogo Universities respectively to analyse the way each dimension of the instructional leadership influencing the lecturers' job performance. The findings showed that lecturers' performance was at low levels as the three functions of instructional leadership, including departmental mission, instructional management, and promoting a supportive teaching climate did not meet the expectations of the lecturers. A positive, significant relationship between instructional leadership practices and lecturers' job performance was also demonstrated in this study.

Aside from that, Tatlah (2019) also reported significant effects of instructional leadership on teachers' performance and job commitment after gathering results from twelve public and private universities in Lahore wherein 30 teachers from private universities and 30 teachers from public universities were recruited for the study. Besides, the study also found no difference in the effects of instructional leadership practices on lecturers between private universities and public universities in Lahore, suggesting instructional leadership was equally crucial in the educational context regardless of the types of university. The study also discovered that instructional leadership played a significant role in enhancing teachers' job performance.

Similarly, a study by Wahab et.al (2020) that investigated the effects of headmasters' instructional leadership on teachers' performance at National Primary School (TAMIL) in Jasin, Melaka, with more than 92 school teachers recruited for the study, revealed that there was a significant relationship between the headmaster instructional leadership practice and the performance of the teachers. Wahab et.al (2020) posited that when the headmaster implemented their instructional leadership practices effectively, they could witness higher levels of performance from the teachers in their job execution.

6. The Conceptual Framework: Instructional Leadership Practices and Teachers' Job Performance

Based on the aforementioned empirical evidence discovered by previous studies, it could be propounded that principals' instructional leadership practices have significant influences in increasing teachers' job performance. Therefore, this study proposes the following conceptual framework to

explore the relationship between instructional leadership practices of principals and teachers' job performance at high-performing vocational schools in Indonesia based on the extensive literature review, wherein instructional leadership is determined as the independent variable and teachers' job performance as the dependent variable. According to Leavy (2017), an independent variable is one that likely affects or influences another variable. Future empirical research can be conducted based on the developed conceptual framework in the current study.

The skeleton of the instructional leadership practices is adapted from the study conducted by Hallinger (2015) with the ensuing three dimensions: defining the school mission, managing instructional programmes, and promoting a positive learning climate in the school. On the other hand, the structure of the teachers' job performance is adapted from the study of Hanif (2004) that consists of four dimensions, namely teaching skills, management skills, discipline and regularity, and interpersonal skills.

A review of literature showed there exists a significant relationship between instructional leadership practices and teachers' job performance (Namutebi, 2019; Tatlah et al., 2019; Wahab et al., 2020). The previous sections provided detailed explanations of the relationship between the dependent variable and the independent variable. Thus, based on the review of past empirical studies and relevant literatures, the theory of instructional leadership and the teachers' job performance as earlier mentioned, formed the conceptual framework for this study.

The conceptual framework presented in this paper illustrates how the relationships among the studied variables are connected. The conceptual model also provides a theoretical guide to conduct a study on teachers' job performance in the context of Indonesian vocational schools. Therefore, a conceptual framework of teachers' job performance is presented in Figure 1 whereby instructional leadership is postulated to contributing to enhancing teachers' job performance.

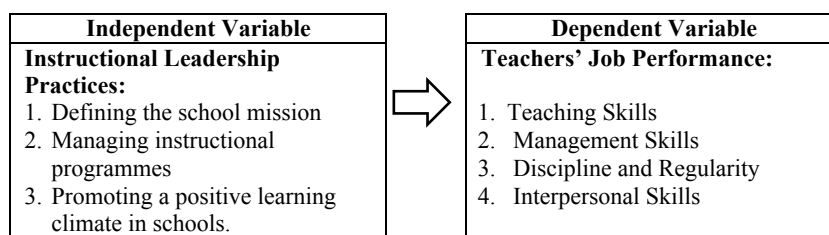


Fig. 1 A Conceptual Framework of Instructional Leadership Practices and Teachers' Job Performance at high-performing Vocational Schools in Indonesia

However, as to date, there is limited empirical research that has been conducted in examining the relationship between instructional leadership practices and teachers' job performance at high-performing vocational schools in Indonesia. High-performing vocational school (sekolah rujukan) is school that has superior performance and management effectiveness (MoEC, 2016). This school is also a school model that can be used as a reference for other vocational high schools. Thus, seeking a deeper understanding of the magnitude and direction of the effects when implementing instructional leadership practices in boosting teachers' job performance is a prerequisite before formulating a quality education. The findings from this study could also provide feasible recommendations for the school principals in finetuning their instructional leadership before improving teachers' job performance. Consequently, the construction of this study's conceptual framework is timely not only because it helps in deepening the understanding levels of both aforementioned variables, but also produces insights in applying instructional leadership practices that could contribute to higher levels of teachers' job performance. Furthermore, by exploring the relationship between instructional leadership practices and teachers' job performance, the current study could minimise the gaps in the relevant literature of the present context. Therefore, this conceptual framework could form a fundamental for future researchers in exploring the relationship between two variables and enhance teachers' job performance.

In addition, it is hoped that the effort to link these variables will contribute to the originality of the present study, broaden the theoretical perspective, and extend the body of knowledge in the

field of educational management and leadership at high-performing vocational schools. Scholars in the fields of educational management and leadership all agreed that leadership had been a focus of considerable organizational research over the last two decades (Abu Nasra & Arar, 2020). Consequently, various studies on leadership have been undertaken in a variety of situations and using a variety of instruments during the past several decades (Demitras & Karaca, 2020). As a result, scholars in the field of leadership have always thought that rigorous empirical research on leadership studies needs to be done in order to study.

In other words, it is critical to seek the key characteristics of an effective school leader who can have an impact on an organization and performance. Furthermore, a conceptual research framework derived from two theories (instructional leadership practices and teachers' job performance) was constructed to highlight the possible correlations between the variables under study. Thus, it is hoped that the conceptual framework would lead to and contribute to some theoretical contributions to the body of knowledge, especially in the area of educational management and leadership.

7. Conclusion

In short, several past literatures have shown that there is a potentially significant relationship between the two variables—instructional leadership practices and teachers' job performance. However, there is a scarcity of research conducted empirically in measuring the relationship between instructional leadership practices and teachers' job performance at high-performing vocational schools in Asian settings, particularly in the Indonesian context. Therefore, the conceptual framework postulated in this paper could provide useful insights for researchers in the relevant areas of interest to pursue a deeper understanding of the instructional leadership concept and its relationship on teachers' job performance. This study's conceptual framework could also form a fundamental for future researchers in exploring the relationship between the two variables in different populations and settings. All in all, the whole conceptual framework is constructed with aim to contribute to the high level of teachers' job performance.

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