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ROLE OF HEAD TEACHER AS INSTRUCTIONAL LEADER TO IMPROVE CLASSROOM INSTRUCTIONAL PRACTICES: A CASE STUDY OF PRIVATE AND PUBLIC SCHOOLS GUJRAT

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Abstract

This research was aimed at studying the instructional leadership in its three diverse dimensions which include Defining School Goals, Developing School Learning Climate and Managing Instructional Program. Whereas the development of School Learning Climate is comprised of three functions i.e. providing the quality instruction practices, examining those practices and teaching style. The core purpose of proposed case study was to improve the instructional practices of classroom and teaching by exploring the leading instructional role of head teacher. The case study was based upon qualitative methods for what researcher conducted the semi-structured interviews of four head teachers (Both male and female in equal proportion). The participants for this study were purposively selected from private and public schools of Gujrat, a teacher of each gender from each of the classified school categories. The generated data was analyzed by implementing thematic analyses that identified categories, codes as well as themes. After transcribing of generated data, certain themes emerged in this study such as cultivating collaborative culture, examining practices, teaching style, instruction quality and a fair feedback. These findings have revealed that observation and feedback are the most common tools that were equipped by almost all the head teachers for improving their respective instructional practices within schools. All the head teachers usually direct and guide their staff regarding improvement in quality instructions. The study also finds the significant gap between the practices of male and female head teacher and public and private difference in regards of the practices and output. It concluded the female head teachers are well preformed in their role of instructional leader than male head teacher and private schools shows magnificent results than public-schools and the reasons behind this gap is training of head teacher which is highly managed by private schools than public schools. The indicator of cooperation also explored that the head teachers who are well engage by their head teachers perform well than the others. This study concluded that head teacher plays a pivotal role as an instructional leader for improving the instructional practices in their schools. However, further detailed inquiry on rest of the dimensions of instructional leadership style, especially in rural areas, is strongly recommended.

Keywords

Examining instructions, Instructional Practices, Instructional Leadership, Quality Instructions.



1. Introduction

‘Instructional leadership’ is a term which is linked with the steps taken either by principal or the delegates for others to enhance the students’ learning phenomenon (Flath, 1989). Improvement in instructional practices is a developing process. Leadership is basically a process of representing something in an appropriate way so that it makes some sense about what a group of people is actually doing together as a result of which people will understand comprehensively and become committed (Drath & Palus, 1994; Creswell, 2012). The leader give priorities to education allow their teachers to get relevant training. The leaders whose instructions seems to be more effective remain intensely engaged with curricular as well as instructional issues which affects the achievements of a student directly (Cotton, 2003; Meredith, 2007). The top most priority of instructional leader is always to improve the instruction practices along with the efforts for realizing actual vision. There are two major objectives of instructional leadership i.e. improvement in student learning quality and improvement in instruction practices. Instructional leadership is predominantly focused on learning and is based upon strength. It can be easily measured by the percentage improvement in instructional practice and in that of student learning. The sustainability of new learning can be improved by the support and monitoring of teachers by having precise follow-up (Chase & Kane, 1983; Gupton, 2003). In general,

Instructional leadership can be defined as instruction and curriculum management under control of a school principal (University of Washington, 2015). One must have to reside with the team comprised of the instructional leaders among which principal acts as a “leader of leader”. The leadership needs culture of reflective as well as public practice. It should address all the socioeconomic, learning, linguistic and cultural diversity within school community. It is grounded in persistent pursuit of equity and in order to get the achievement gap eliminated, the organized data will be used as leavers. Principals having various responsibilities as per diverse aspects of school management could not focus efficiently on prime business of learning, teaching and schooling because they were urged to give relatively more serious attention to instructional matters at school (Little & Bird, 1987; Greenfield, 1991; Duke, 1987). Management of instructional program is one of the major dimensions of instructional leadership construct. It is entirely linked with the principal and its role in interacting with teachers while working in areas particularly of curriculum, instruction and educational technology (Hallinger, 1983; Fry *et al*, 2009). This leadership program is basically a fundamental change in the conventional management practices of schools. Previously, principals used to serve as general managers of schools, but they turned to instructional leaders lately. Hallinger and Murphy (1985) designed an instrument named Principal

Instructional Management Rating Scale (PIMRS) which is broadly used for the assessment of school principal leadership stated that this program of instructional leadership implemented within an efficient school consists of three different dimensions such as defining School Mission, Promotion of School Learning Climate and Management of Instructional Program. In past decade, role of principal has turned more unclear, overloaded and complex. Fullan & Hargreaves (1991) reported that role of school principal is in a transition state since the progress of this character has been started to become a master teacher or instructional leader by passing through a phase of being a transactional leader and ultimately achieving the most superior character of transformational leader. The responsibilities upon principals have been extended even beyond from the instructional leaders and have acquired up to a level that takes managerial as well as administrative skills. The school principal acting as instructional leaders have to be well-informed regarding recent and advanced developments in education sector as the context of instructions is always variable. Moreover, knowledge about integration of technology within learning and teaching is also crucial for all the principals who are willing to be relevant in current 21st century. Such competencies need a principal with potent characteristics like flexible, dynamic and versatile. Different steps have been drawn for meeting up the demand of secondary education and mitigating poor examination results at national level among

several schools. Several problems that are being faced in schools at Malawi have clarified the need of improvement in the learning and teaching culture along with overall schools 'quality in the country (Chimombo, 2006, Andrews & Sober, 1987). Different factors such as enhancement in student achievement, degree of efficiency of school operating and quality of instructional practices delivered to teachers individually makes the principal most crucial point within an educational institution. He is responsible for making frequent observations regarding evaluation of instructional program, active participation in planning, involvement of teachers in decision making of instructional program, instructions in classroom, demonstrating most favorable expectations regarding effective program as well as providing the clear and flexible communication to the staff of expectations. (Sokhoeurn, 2016; Botha, 2004)

In the management of instructional program, chief role is played by the school principal who lies under the 2nd dimension of instructional leadership. The leadership program of instructions is not very familiar among people yet, unfortunately, especially in under-developing countries. Now the instructional practices of a head teacher have grown enormously in recent years and it brings positive changes and improvements. The proposed study carried out in Pakistan to explore the implementation of instructional practices of a school leader. Researcher was choosing both public and private

schools for gathering data to enhance the knowledge about instructional leadership from different perspectives of different experiences of private and public head teachers. This bridges the gap of variations among these different sectors of schools. It adds to the fundamentals of knowledge relevant to instructional leadership program which principals of 'struggling schools' may have drawn upon. However, the present study will explore the common characteristics and practices of an instructional leader in public and private schools in terms of its implementation.

1.1 Delimitations of Proposed Study

Several issues are encountered in daily life at the school level regarding educational leadership, but the proposed case study primarily concentrates on the role of principals from secondary schools as instructional leaders. The study was specifically delimited to school principals and included their role as instructional leader, personal attributes and certain other factors relevant to organization such as professional norm as well as diversity in role and it is evident that all these elements affects instructional leadership greatly and the betterment in their managerial processes can ease up the program functioning.

1.2 Purpose of the study

As per progress in instructional leadership and its significance, the proposed study was planned to highlight the instructional leadership style of head teacher and their influence on classroom instructional practices'. Instructional leadership practices are linked to school improvement/

performance and that some schools thrive under instructional leadership practices whilst others struggle. (Christie *et al* 2010; Hoadley and Ward (2008; Hallinger, 2011)

My interest on the instructional leadership phenomenon, specifically related to school head as an instructional leader emanated from the distinct behaviors on how principals influence on classroom instructional practices'. The purpose of this study was:

1. To establish the understanding among head teachers regarding their roles as instructional leaders within schools.
2. To explore the performance of head teachers in schools as instructional leaders.
3. To explore best classroom practices which cause influence by direction of the head teacher as an instructional leader?

1.3 Research question

1. What perception does the head teacher have regarding their contribution as instructional leader for the improvement in instructional practices of classroom?

1.4 Sub-questions

1. What understandings did head teachers had as per their role in schools while implementing instructional leadership practices?
2. How head teachers exercise their instructional leadership roles in ensuring to perform quality classroom instructional practices'?

3. What instructional leadership practices did the heads of schools engaged in for ensuring the learning and teaching quality.

2. Literature review

According to Christie (2010), Hoadley and Ward (2008) and Hallinger (2011), instructional leadership practices have been developed for the school improvement/performance and that some schools thrive under instructional leadership practices whilst others struggle. Furthermore, the South African research base on leadership is restricted. Bush and Joubert (2006) argue that material on managing learning and teaching is limited within the schools of South Africa. To be precise Bush and Joubert (2006) stated the description about the implementation of “instructional leadership” within schools by the school managers and principals. He also mentioned their way of seeking development of a successive culture for learning and teaching which is unaccounted for. Warner (2010) adds that presently research on school leadership is dogmatic, variations of schools are seldom accounted for, descriptions of successful practices are lacking. The instructional leadership or principals are still in transition state from the administrative emphasis, they need to be more participatory, instructional and democratic in leadership (Marks and Printy, 2003; Deal & Peterson 1999)). Load of social expectation and globalization has impelled the principals to take charge in all the instructional activities involving

goal-setting, assessment of teachers’ performance and leading academic programs.

The curriculum of the degree has to be coordinated in an appropriate way in order to get the achievement tests, continuity in curricular series in all the grades and course content aligned under the school curricular objectives (Hallinger, 1983). Murphy and others (2006) stated that “school leaders in effective schools are knowledgeable about and deeply involved in the school’s curricular program.” Learning and teaching program is supported and managed by the principals as they apply all of their years of expertise relevant to learning and teaching as per highest standards and sort out the encountered problems (Mongon & Chapman 2008; Jacobs *et al*, 2011).

Evaluation and supervision of instructions can be defined as the activities involving cooperation and interaction among principal as well as the teachers for classroom practices (Hallinger, 1983). This task is most likely to be one that do not refers to involvement of an instructional leader (Principal). Principal pays frequent visits to the classrooms at effective schools (Hallinger and Murphy, 1987; Gentilucci & Muto, 2007). The development of a comprehensive and systematic testing program is based upon the monitoring of routine progress by students; this criterion aids principals in defining the program. Alternative meetings are scheduled for discussing and analyzing the test results of students with teachers and staff for detailed evaluation. These results are the fundamentals for

curricular assessment, setting goals, measuring and planning the progress as per direction of the school goals (Hallinger, 1983). Principals of reputed school provide the results of student assessment to their respective parents and teachers on the basis of test schedule (Levine and Stark, 1982; Venezky and Windfield, 1979). The progress of students can be kept in record in this way and their concerning towards study can also be evaluated.

Effective schooling is a task which is led by establishment of an environment as well as enormous and multifaceted tasks of school principals (Mestry and Grobler, 2004). The tone of an educational institution is set by leadership of its principal, professionalism level, degree of concern regarding students' future, morale of teachers and teaching climate (Marzano, 2005). Hence, the involvement of principals is mandatory in daily routine activities which often drive them apart from significant work regarding instructional leadership (Zepeda, 2007). Such activities involve administering NSC examinations, attending for learning discipline, complying specific education rules & regulations, doing paperwork, intervening the angry parents, and monitoring as well as maintenance of institutional environment (Zepeda, 2007; Louis *et al* 2010). Learning and teaching are the central objectives of schools therefore; all rest of the activities comes after it (Hoy & Hoy, 2006). A principal portrays a perception of instructional leaders as focusing upon instructional practices precisely which comply with this particular

leadership program. Furthermore, the leadership is expected to be spending relatively more time in facilitating learning and teaching processes along with directing the instructional programs at their schools (Tirozzi, 2001).

2.1 New emerging studies on the role of instructional leadership

A quantity study by Hussain Ch *et al*, (2018) concluded that most of the head teachers did not carry their responsibilities as an instructional leadership and explore a significant gap between gender perceptions regarding their instructional leadership role. The study also indicated that the proceptions header teacher varies according to their qualification level. Another study on the role and practice of instructional leadership explore a significant difference between the perception of schoolteachers on the role of their head teacher as instructional leader, but the head teachers rated themselves higher than their teacher's perceptions (Kabeta, Manchishi and Akakandelw, 2015). Hallinger, (2010) also explored the same result in their context. The study also concluded the headteacher positive impact on their teachers as an instructional leader, and most of them did not received any specific training for their role (Kabeta, Manchishi and Akakandelw, 2015). They also pointed to enhance the role of training institutes to polish the skills of headteachers in this regard (Kabeta, Manchishi and Akakandelw, 2015). The Singaporean model explained the instructional leadership directed to achieve the set goals and present the vision of the educational

policies of their schools (David F.S. Ng, 2014). The study of Manaseh (2016) indicated that instructional leaders have little knowledge of the

instructional leadership role that's why they are ineffective to implement these roles in their schools.

Figure 1 Conceptual Framework

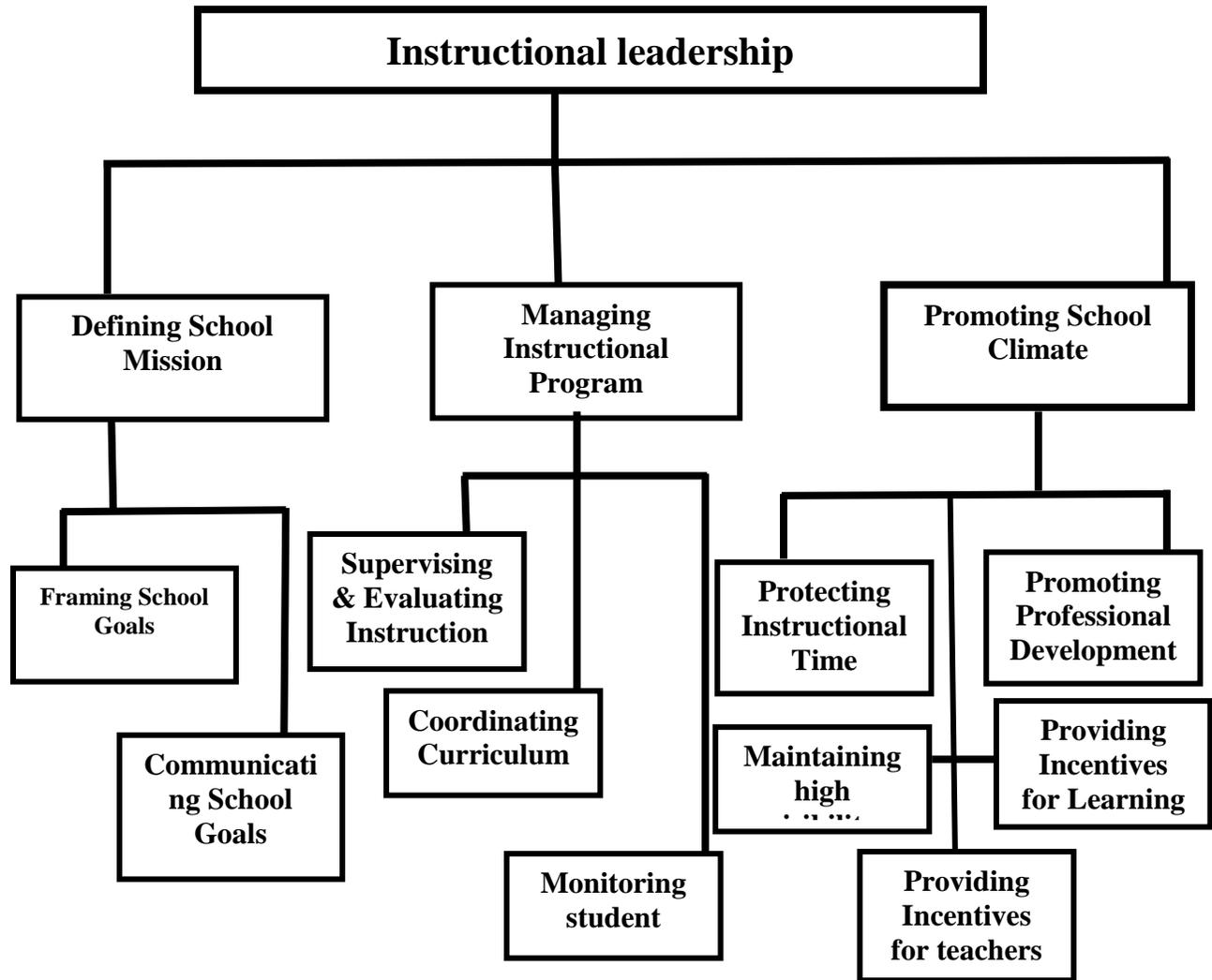


Figure 1 Conceptual Framework: The designed conceptual framework is taken from the work of P. Hallinger and J. Murphy (1985) which elaborates the Instructional Leadership Practices of Principals from some Excellent Schools at Aceh, Indonesia. Development of school learning climate, management of instructional program and defining

of School Goals are the three essential dimensions of Instructional Leadership program. The proposed study focused upon these dimensions of instructional leadership practices that were presented by Hallinger and Murphy (1985).

2.2 Research design

Case study method was equipped for carrying out this Research for a comprehensive case study. According to Keeve and Lakomski (1999), ‘Case study’ is a generic term for the detailed investigation of a phenomenon or an individual group. The study involves certain qualitative approaches for generating suitable interpretations and descriptions in order to get the influence about instructional leadership examined in instructional practices of classroom.

2.3 Sampling Technique

To explore the actual purpose of research, purposeful sampling technique must be equipped (Cohen, Manion and Morrison, 2007) as per requirement of this study. This technique of purposeful sampling, according to Cohen and others (2007) is based upon a scenario which involve the interest of researcher for picking up

certain issues or cases for including in study depending upon their characteristics, typicality and own judgment.

2.4 Participants

Four teachers were taken as the participants from different schools of Gujrat. Both public and private schools were targeted, and two participants of each gender were taken from each of the schools for exploring the influence of instructional leader upon the improvement of classroom instructional practices. The schools which are highly ranked according to the students’ result of secondary level reported on the secondary school certificate annual examination, 2017 were selected specifically to keep confidentiality of participants, some pseudonyms were assigned to all the participants and their information related to research population is mentioned in Table 1:

Table No.1

Name	Designation	Experience	School name	Category	Secondary school Result (2017)
Shazia Sanaullah	Head teacher	14 years	Dare-E-Arqam School Fatima Campus Gujrat	Private Female School	95% Result
Ch Nasir Ahmad	Head teacher	30 years	Allied School Jalal PurJhata Campus	Private Male School	92% Result
Shahzan Akhtar	Head teacher	22 years	Govt Muslim High School Gujrat	Public Male school	80% Result
SafiaBano	Head teacher	30 years	Govt. Miss Fatima Jinha Model Girls High School Gujrat	Public Female School	90% Result

2.5 Instrument

Certain techniques are required for generating an organized data which comes under territory of the Research methods (Cohen, Manion and Morrison, 2007). The instruments used in proposed study for generating the data involves semi-structured one-to-one interview as it allows much flexibility while collecting the data and creating space for the enquiry stimulated by the interview (Rule & John, 2011). It also allows for probing and a greater response rate from participants. The questionnaire for interview was prepared in advance for precaution but an open conversation was granted. Free hand was given to the interviewees for expressing their personal arguments, experiences, interpretations, knowledge, and views (Zanting, Verloop, and Vermunt, 2003).

3. Data Collection

For the detailed assessment of role of head teacher as instructional leader, qualitative data from the interviews was derived. The interview of about 30-40 minutes was held from four head teachers at their own public and private schools in Gujrat and all the interviews were recorded. Interviews were held on individual basis during an occasion. The medium for interview was native language of interviewees which involved both English and Urdu. Initially, the head teachers of all the selected schools were contacted for the orientation of purpose for what this study was planned which was to develop rapport with them. Every interview began with a brief introduction and then followed by a short presentation regarding subject and study

of individual. Major objectives of interview agenda were roughly classified into the following themes:

1. General questions.
2. Personal background information and role in schools.
3. Role of head teacher as instructional leader.
4. Performance questions about instructional practices.
5. Understanding questions about instructional practices.

The interview started with questions regarding interviewee's background as well as role within school which were considered as warm-up questions presented for the adjustment purpose to cover up latter questions to enlighten most of the issues relevant to interviewee at the most insight. Later, the subject related terminology was gone through briefly along with the general idea of instructional leadership.

3.1 Execution of Research Strategy

The designed case study initiated with identification of topic and selection of an appropriate research strategy. Individual case study was given preference as per superlative method which was fit according to the topic. Prior to identification of concrete research question, the preexisting literature related to topic was analyzed thoroughly right before collection of the data without demonstrating any efficient hypothesis based upon literature reviewed at that point. The actual research started after setting up the

questions later. Required data was collected during developing the literature review. Four interviews were scheduled and conducted, each of whom lasted for about 25 to 40 minutes depending upon the discussion and point of views shared by the interviewees. Recording and transcription of all the conducted interviews was done comprehensively for better understanding and data generating.

3.2 Data analysis

Data collected from the interviews was analyzed by thematic analysis. Technique of documentation analysis was implemented for analysis and compiling of all the data to get it determined whether there is any impact of instructional leader on the instructional practices of classroom or not?

At first, the recorded audios of the interviews were transcribed and translated. Later, thorough analysis of the data of interview transcripts was done and the material of entire interview was read systemically for the checking of categories as well as themes that were designed. Out of which, a few pre-determined themes were; an instructional leader, role of head teacher, analysis, support and observation for growth of teacher as well as shared vision of effective instruction.

After the identification of subthemes while completing the code book, all the authentic points were prepared for rising in the interviews regarding each of subthemes which were then translated after analysis. Main guide given to interviewees was to tackle all the research questions confidently and provide appropriate

answers as per personal interest and views to get the authentic and concrete answers obtained and identified. At this point, a method of content analysis was equipped (Yehoshua, 1990; Stemler, 2001) which could be proved as an advantageous tool for examining the patterns and trends that allows the methodological and objective presentation of data for enabling the repetition of the conducted research (Holsti, 1968; Yehoshua, 1990; Stemler, 2001).

3.3 Findings

The findings of the study under following themes are given below:

3.4 Teaching methodology

The caliber and level of students must be kept in mind while applying a teaching methodology. Activities, methodology and tactics must be implemented as per level of classroom. For instance, if a teacher draws a scientific diagram of science subject for students of 10th standard and similar techniques were used for 1st standard. In contrary, if any poster or model designing was utilized by teacher for 1st standard, in such way this will be much effective. (Shazia Sanaullah)

Teaching methodology must be subject-oriented. It must focus on the needs for adaptation based upon the curriculum and must be changed as per planning requirement. The centered approach should be followed by focusing upon students along with using questioning answering technique to involve students. (Ch Nasir Ahmad)

Methodology is a crucial as well as efficient factor of our education system. Even if a teacher is not

enough qualified but he/she has appropriate knowledge regarding use of methodology brings about the brilliant outcomes instead of the teachers with enough high qualification lacking the information regarding methodology utilization. Any knowledge from the side of a teacher can't be imparted unless he/she has any idea about its use. They have quality of granting the knowledge, they possess. (SafiaBano)

Methodology must be dependent upon the practical tasks. Meetings have to be conducted for teachers to get their teaching style improved within the schools every month. The individual interaction of teachers among one another and providing each other some healthy atmosphere for conducting some discussions about sundry topics should be lenient and remarkable. (Shahzan Akhtar)

3.5 Lesson Planning

Lesson planning is one of the most imperative phases related to teaching. There is around twenty years of history since foundation of Dar-e-Arkam in Gujrat. The designing and planning of workshop regarding planning of all subjects is ongoing from the very beginning of school and the revision of this undergoing planning is done as per requirement of change. As sometimes, nascent methodology is adopted while sometimes, the books have to be changed along with the help given by amendment in AV. The mind of head teacher is fast working for planning of instruction relevant to all subjects and the objectives of all of them are known precisely. (Shazia Sanaullah) The

lesson plan was prepared by head office and the changes in planning as per cooperation of the subject teacher's requirement. Lesson planning usually focuses upon the outcomes. There should be some change as per change in the format model. (Ch Nasir Ahmad) Planning is the only significant factor in every phase of life. Therefore, lesson planning is an essential aspect for adopting by the teacher. Due to responsibility of a teacher for teaching diverse subjects within different levels, the planning for management of teaching lessons would be direly needed. A Government scheme about study was used for the sake of planning purposes. The planning phase was designed at the beginning of year but as long as the time table got changed, duration of working days left to be planned by it. (SafiaBano). It is a preference that lesson planning should be adopted in our classrooms. The preference to experienced teachers for helping the starters in lesson planning should be given. (Shahzan Akhtar)

3.6 Observation and Feedback

Some formats for the observation and feedback of teachers were available. A committee was developed for checking the teacher observation and communicating the feedback results to them. The ranking of staff, as per observation upon ranking Performa should be done depending upon given criteria of performance: i.e. good for above 85%, accepted for 80% and low in level for below 80%. It was notified for improving the performance and fulfilling Good and/or accepted criteria. While in case of below 75%, termination

letter should be issued. (Shazia Sunalalah) The teachers are observed within classroom and notes were taken and feedback was given in teachers meeting. (Ch Nasir Ahmad). The teachers can be observed in different ways such as checking maintenance of their attendance and results reports. The check and balance of lesson plans of teachers do exist. Feedback was given to staff on monthly meetings and certain letters were used for warning issues. (Safia Bano). The teachers are observed on regular basis which can be easily done by reviewing the diary of teacher which demonstrates that how much a teacher have covered within a day. Another method that was adopted included writing of diaries by students and the report of it was delivered of head teacher by the teachers every month. Teachers' teaching style was observed during class timing and copies of all the students were checked and observed for the performance of teachers by taking the tests of students. Personal feedback was given to the teachers based upon the position where they actually lie. Proper guidance was given to unsatisfactory teachers to get all of their deficiencies. (Shahzan Akhtar). The second as well as third research questions which were asked about the quality of instructions regarding classroom practices. The head teachers use incentives, promotions, training, make a team and a communication circle to improve instructional practices. We conduct general meeting and individual meeting to communicate with them. To support their learning by training. Give incentives

to good performance teachers and morally boost up. Use redirection technique to advise them. Encourage them by appreciation. (Ch Nasir Ahmad). I communicate the rules of government to my teachers and tell them the demand of the school. For the motivation of my staff I engage them in competitions and highlight the good performers in assembly and meetings. The following competitions are used to encourage staff: results-based competitions, classroom decoration, assembly preparation, and management and attendance ratio are different sort of competition. Appreciation of teachers and prizes are used as an incentive. I also mentioned the performance of my teachers in their annual reports. (Safia Bano). I use incentives to motivate and encourage teachers to work. If a teacher doesn't work properly, I warn him/her via a warning letter. Our aim is to work with the teachers for promoting fruitful learning. (Shahzan Akhtar). To improve classroom practices, we conduct managerial meetings with our staff. We motivate our staff through different appreciation letters. We highlighted good performers in our daily reports and give them incentives according their performance. Incentives in the form of increments in their salaries, promotions and we change their salaries annually. (Shazia Sunalalah) The four-research question asks about how instructional leader support their staff and guide them regarding improvements of instructional practices. Yes, we have been guiding setup that distributed with five coordinators and one head. If

I have any issue regarding students' progress their parent's complainer satisfaction and in the monitoring system. I discuss with my coordinators, identify the problem and give them prescription to resolve that issue. Then the coordinators give guidance to the teachers. After that mediation process the problem exists. So, I will directly meet with the teachers and guide them regarding their issues. (Shazia Sunalalah)

Guide them to become loyal to their profession and their way of delivering lesson effective. Groom their personality by language, mastery of subject, vocal skills, learning power and application of knowledge. I guide my teachers to teach their students from their mother language, and then convert on medium of instruction. Start from an interesting story and relate their mother language to another language. Focus to professionalize their skills. (Ch Nasir Ahmad)

I give guidance to my teachers to make the classroom environment positive for the motivation of the students. Relate the lessons with their general life situations for the practical development. (SafiaBano). Yes, I provide guidance to our teachers in meetings. First, I inspect the problematic areas and then decide how to guide the teachers: individualize or communally. A head teacher's role should be of a monitor for the rest of teaching staff. (Shahzan Akhtar)

4. Discussion

This qualitative study was conducted for the identification of current leadership practices

regarding learning and teaching within private and public educational institutions of school level at Gujrat, similarly, the process of orientation of instructional leaders in learning and teaching was investigated in school. The data obtained from all the participants have benefited the appropriate method selection and lesson planning. Results obtained were nearly identical to that presented by Little & Bird (1987) for importance of evaluation and supervision. For the improvement of instructional practices within schools, all the participants suggested two most common factors i.e. observation and feedback. The guidance and direction of head teachers towards his/her staff is the only way to get quality of instructions improved.

5. Conclusion

It was concluded by the work of Cohen et al. (2011) that the conclusions drawn from any research study serve the data summaries by bringing together certain major ideas that were covered in writing process. Moreover, a final judgment regarding a specific study is given. This case study was meant to explore the instructional leadership practices of school principals as per their support for learning and teaching within schools. Instructional leadership can be easily understood as a leadership approach or style presented by school principal for promoting the quality learning as well as teaching. As far as the concept of instructional leadership is learned properly, it would be easy to understand which as well will, then help in acting variably for

promoting this program. Whereas, the practices for instructional leadership are concerned, the involvement of principal in all those practices was found by this study which clearly promotes learning and teaching i.e. being part of learning and teaching wheel, encouraging the professional development, instructional leadership practices, supporting role of principals towards teachers and leadership styles. The proposed study also concluded that instructional practices were not synonymous to the principals of schools. Besides, it was responsibility of all stakeholders of education such as learners, parents and teachers. If all these stakeholders play an active role with concern in instructional leadership, it is the only way to alleviate the barriers of instructional leadership. The further conclusion draws by the comparison of framework of instructional leadership and the results that proposed by the head teachers prevailing practices in the school. The study also explored the gap between male and female head teachers' practices and respectively between private and public-school practices their environment, facilities and output. The study concluded that the female head teachers were well managed and well practitioner than female head teachers. The difference draws from the output difference of both genders in regards of instructional leadership roles. They study also assembled that private schools were more anxious about the training of their personnel than the public- schools. It was noted that the head teachers of both sectors were not aware of the role of

instructional leader. Although they were practicing such roles in their schools. This show a huge gap between theory and practice of the roles of instructional leaders. If they knew about, the theory and the dynamisms of the theory and practice they performed well than the present results.

6. Recommendation

It is recommended that all public and private schools pay attention to developing the novice teacher. More effort and time are devoted to developing novice teachers. It is also recommending that the school principal should be active in all aspects of schooling and not only in the instructional domain. It is recommended that a comparative study in rural schools should be conducted in other regions of the country to find out whether the findings can be inferred to the entire county and research conducted on other dimensions of instructional leader. The studies revealed the instructional leaders failed to exercise their role of head teacher as instructional leaders because they are not trained for their responsibility, so the study recommended the training institute must pay their role in this regard to polish the skills of head teacher and guide them to exercise their responsibility of instructional leader. The study recommended to eradicate the gap between theory and practice of instructional leadership. Institutions must provide the appropriate environment to practice the theory of instructional leaders to gain its positive effects that further remove the gap between main leadership

and its units. Training is a dynamic process that never ends, so the training institute should initiate time regarding training of their school's representatives. They must aware of the new and emerging trends in the role of instructional leadership and practice them on the research-based results to improve their schools functioning. To practice a cooperative environment strongly recommended for the professional growth of head teachers that create a conducive sphere in the school between teachers and head teacher.

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APPENDIX:

INSTRUMENT:

Background information	
Participant's Name	
Gender	
Designation	
School	
Category	
Professional	
Qualification	
Scale	

INTERVIEW QUESTIONS:

General Question:

1. What are the distinctions of your school from the others?
2. You know some head teachers are more successful than others. Do you think that the teaching style is the core aspect for this success?
3. How do you propose to improve “teaching” at your school?

Understanding Questions:

4. What is your philosophy on teaching methodology?

5. Which teaching method (methodology) you think is most appropriate for average (mediocre) students?
6. Which classroom practices are more effective for the excellent performance of the students'?
7. How do you describe an ideal secondary school regarding classroom practices'? What steps would you take to move the staff in that direction?
8. What should be the key characteristics of a successful head teacher regarding classroom practices'?
9. What is your opinion about adopting lesson plan for instructional method?

Performance Question:

10. Do you Provide guidance for teachers regarding effective classroom practice?
11. How do you work with the teachers to improve the classroom practices?
12. How do you communicate your expectations and priorities to your staff?
13. How do you motivate, encourage and support to your staff to improve their classroom instructional practices'?
14. Do you conduct teacher observation and provide feedback to them on regular basis?
15. What is an emerging issue in education that will impact your role as an instructional leader? How will you prepare yourself to meet this issue?
16. Give me an example of a situation where you led a group of teachers regarding improvement classroom instructional practices'?