

**Self-Other Reported Practices of Instructional Leaders' to Implement and Supervise Curriculum in Secondary Schools**

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**Abstract**

Principals as instructional leaders play a very important role in developing school learning environment and culture. They carry out the vision and mission of the school. They do not only maintain school budgets but their prime responsibility is to observe teachers teaching, to check their lesson plans, give feedback. They are also responsible to provide teachers a good working environment. There may be certain differences between leaders' self-reported practices and opinion of the teachers. The study tried to identify the common leadership practices to implement and supervise curriculum and differences of opinion about Practices of Instructional Leaders' to Implement and Supervise Curriculum in Secondary schools. The study selected 30 principals and 63 teachers as sample using random sampling technique. Researcher developed a closed ended questionnaire using literature review and work of Hallinger. The alpha reliability of the tool was .908 for leaders and .965 for teachers. Study showed certain differences among both stake holders, and suggested some future recommendation.

**Keywords:** Instructional Leadership, self-other reported practices, curriculum supervisor and implantation, secondary schools

**Introduction:**

A school principal's supervision of curriculum and instruction is known as instructional Leadership. (Hallinger, 2011 and 2008) defined three key roles of instructional leader:

1. Instructional leader defines the school mission, 2. Manages the instructional programs, 3. Promotes strong and positive learning environment and culture. In these three key roles of instructional leader, principal is required to do two main functions to define school mission, that is setting well defined school goals, communicate these goals to all concerning people. To manage and implement instructional program, principal is required to do three things such as supervise and evaluate instructions, coordinate the curriculum, monitoring of student learning outcome. To promote positive school climate, principals need to do five things according to Robinson, Lloyd, and Rowe (2008) those are protection and availability of instructional time, promotes staff professional development, encourages a high level of visibility, provides good incentives for teaching staff, provides incentives for students. Four strategies are defined by Andrew, Bascom

and Bascom (1991) for instructional leaders to which they can use to increase student learning and their achievement and for staff development

1. instructional leader is responsible to provide all required resources which can help in learning process
2. providing of tactics and skills in order to improve teaching methods
3. chances for professional development and school performance evaluation in relation to instruction
4. communicates school vision, mission and goals and promotes healthy learning environment

Instructional leader provide feedback by face-to-face interaction and through presence in the classes and helping them in developing and implementing their lessons. Researchers have been trying to figure out what instructional leadership is for decades, and they've come to the conclusion that it entails, maintaining strong focus on student learning', creating and supporting student learning goals, works for extensive expectations of learners, gives clear targets to learners to achieve, checking of students' progress, Curriculum coordination, provides profession support to teaching staff is the process of influencing others to achieve set goals. It is the way how people work together to achieve shared goals. Leadership behavior has a very effective role in bringing change in an organization which emerge effective instructions. Specially role of a principal is very important in a school as instructional leader. An instruction leader has many roles to perform for curriculum effectiveness and implementation like manager, guide, mentor. During movement of effective school, instructional leaders' term was being used and learning outcome were more important than the administrative jobs. Curriculum oversight is essential for ensuring that the curriculum is implemented correctly. Curriculum oversight is crucial in ensuring that teaching methods and content are followed. It is critical to recognize that curriculum monitoring is a guiding strategy for ensuring that curricular changes are simple to implement (Ozcan, 2020).

As per Samrat, et al (2021), A curriculum supervision plan is important in this regard since it ensures that curriculum revisions and implementation are followed. The curriculum supervision plan defines the supervision strategy. Some tactics take a week or a month to complete, while the most extensive monitoring plan may take a year. Examinations, assessment results, scores patterns, performance indicators, and a school calendar are all needed for a supervision plan. A lesson plan, a curriculum plan, and a rubric or grading content matrix are all useful tools. Clear vision is provided by leader, and leader gives encouragement to staff and learners to work hard. Leaders also guide teacher what to do and how to do. Instructional leaders always monitor and evaluate work schemes, lesson plan, test records and analysis of student scores (Moe, 2000). Curriculum implementation is an essential part of the curriculum development process because no despite how well-developed a curriculum is, if it is not well-implemented, the goals it was designed to achieve may never be met. If the curriculum isn't properly executed, the development phase was a waste of time. Despite the importance of curriculum implementation, most curriculum literature has focused on curriculum creation.

### **Statement of the problem:**

Curriculum is designed on national curriculum policy. Teachers are responsible to impart the curriculum in the classes, and instructional leaders are supposed to supervise and support its implementation by teachers through checking scheme of studies, lesson plans, taking rounds, taking observations, evaluating teachers teaching methodologies, giving feedback. It's necessary that both heads and the teachers must be on the same page for its success. The study tries to find if there is any difference between both the teachers and leaders.

## **Objectives of the study:**

The objectives of this research

1. To find out self-reported practices of instructional leaders for supervising and implementing curriculum in secondary schools.
2. To find out teachers' opinion about instructional leaders' practices in implantation and supervising curriculum in secondary schools.
3. To find out the difference between self-reported practices and teachers' opinion for supervising and implementing curriculum in secondary schools.

## **Research questions:**

R Q 1. What are frequent practices of instructional leaders to supervise the curriculum?

R Q 2. What instructional leaders do to implement curriculum?

R Q 3. What are differences in Instructional leaders self reported practices and teachers opinion to Implement and Supervise Curriculum in schools?

## **Significance of studies:**

The results of the study will be beneficial for Instructional leaders, teachers, authorities of education and the teacher education institutes.

## **Definition of terms:**

### **Curriculum:**

Organizing learning experiences and selection of content to change students' behavior and inner personality is called curriculum Armstrong (1989).

The curriculum serves as plan which provide learning opportunities for achievement of objectives and goals in a school to educate learners (Saylor, Alexander, & Lewis, 1974).

### **Supervision:**

The act of supervising something or someone is known as supervision. A "supervisor" is someone who undertakes supervision, but they may or may not have the official title of supervisor. The "supervisee" is the individual who is being supervised.

### **Instructional Leader:**

Daresh and Playko (1995) states that "instructional leadership consists of direct or indirect behaviors that significantly affect teacher instruction and as a result student learning" (p. 33).

## **Literature Review:**

With the increased use of technology in twenty-first century learning cultures have become more complicated and has diversity. Children has to learn and develop skills that will help them in achievement of life success and academic excellence. To attain educational achievement, they must meet high learning criteria. This is the reason that importance of principals has increased a lot. They must not only require to know about school finance and management, it is also required for them to develop and promote effective learning and teaching culture, which requires from them that they must understand the students' intellectual needs, their personality building and their social, emotional, and physical development. (Hellinger & Murphy, 1985; Sidhu, & Chan, 2009). As an instructional leader, the principal is accountable for maintaining and increasing the quality of instructional programmed in order to ensure that the school's objectives are met efficiently and

effectively. The roles of the school principal as an instructional leader have been identified by Litchfield (2003).

Implementation of curriculum and all instructional programs, as well as observing classroom instruction, are part of their responsibilities (Nader, Aziz & Khanam, 2019). The instructional leader is responsible to manage all instructional programs and are responsible to create thorough implementable instructional plan. Instructional leader is the team leader who develops curriculum. When an instructional leaders take classroom observation and analyze teaching of teacher regarding specific subject and topic actually, they witness that how the classroom activities are happening. Regular inspection of work records, plans of work, lesson plans, and classroom visits may disclose to the head teacher the amount to which participatory methods are being used.

The division of work to be covered in a term is shown in schemes of work, whereas weekly records of work show topics covered. This process compels school teachers and administrators to change their personal habits and routines, ways of behaving, existing schedules (Hussain et al., 2016). Instructional leader makes the curriculum alive by adding activities Research demonstrates significance of the school principal in school reform and student academic progress, and the leadership of the school principal is seen as a vital factor in improving schools (Sebastian & Allensworth, 2012, Kagema, 2019). According to Blase and Blase (1999), there aren't many published studies on the routine behaviors of the instructional leader from the viewpoint of the teacher, and those that do exist give only a cursory description of effective behaviors that might have an impact on a teacher's instructional practice in the classroom. According to Glickman (1985), educational supervision is a dynamic system in education that aims to raise the standard of instruction. One of the responsibilities of principals is to provide the finest possible instructional leadership (Abdullah,1988 as cited in Yunus, Yunus, & Ishak, 2012). Mahbar (cited in Yunus, Yunus, & Ishak, 2012) listed a few methods a principal can use to supervise students: i) looking over the teachers' lesson plans; ii) looking over the students' workbooks; iii) watching the teaching and learning process in action; and iv) holding a teachers' meeting. The principal must occasionally engage in supervisory activities to determine how far teachers can take their learning.

In curriculum implementation process, the teacher is the most important person. A teacher has the authority to turn a paper curriculum into classroom reality (Aguilando, 2012). Regular inspection of work records, schemes of work, lesson plans, and classroom visits may indicate to the head teacher the amount to which participatory methods are being used. The breakdown of work to be covered in a term is shown in schemes of work, whereas weekly diaries of work show topics covered. Lasway (2002) says that as with the instructional leaders who facilitate and monitor the teacher's teaching performance, the leader who gives feedback and monitors is known as a "facilitative leader."

Gamage, Adams, & McCormack (2009) specify that the process of providing feedback and monitoring has an impact on the performance of teachers and pupils. This is because of instructional leaders who perform their job excellently by discussing problems faced by them during teaching, observing classroom teaching and providing feedback, supporting teacher's liberty to teach and protecting teaching time, monitoring and evaluating by providing and supporting improvement, and using student progress data to improve programs. Educational supervision assists in ensuring that instructional delivery is meticulously planned, executed, and assessed.

The head teacher, as the instructional leader, is charged with increasing the quality of instruction by ensuring that teachers are properly supervised (Loyce & Victor, 2017). Monitoring should be deliberate and aligned with democratic principles and the educational system as a whole. It develops leadership skills in teachers, acknowledges individual variations, assists individual instructors in detecting teaching problems, and appreciates the intrinsic value of each teacher. In terms of functions, they include providing physical infrastructure, maintaining school discipline, documenting students' attendance, keeping school accounts, preparing school budgets, maintaining proper load balance, ensuring school safety and security, arranging staff meetings and conferences, guiding and demonstrating lessons, preparing and providing instructional material, and supervising co-curricular. (Hick, 2003; Khan, 2012; Behlol et al., 2011). Principals are under more pressure than ever to improve teaching and learning in today's society of high expectations. Educational innovators, instructional and curriculum leaders, expert at assessment, symbol of discipline, society builders, strategic communications experts, financial analysts, property managers, special program managers, and expert of proactive approach to handle legal, contractual, and policy regulations and initiatives are all required (Egwu, 2015; Arif, Asghar, & Mukhtar, 2020). They are expected to mediate between student, teachers, parents, official authorities for education at district and county governments, unions, and other organizations, and they must be attentive to the growing spectrum of student needs. (Elmore, 2000; Wagner, Newman, Cameto & Levine, 2006).

Principals believed that evaluating teachers' data records to track their growth and supervising staff engagement in extra - curricular activities would be beneficial (Okoth, 2018). Their instructional supervision practices for school effectiveness include checking teachers' lesson notes to just provide assistance for improved performance and checking attendance of staff, instructional delivery, among other things, while teachers disagreed with the school heads on the implementation of some supervision practices. According to teachers they have an objection on this point that instructional leaders check their attendance and keep eye on their presence and participation in extra-curricular activities, among other things. However, this conclusion is consistent with Hayat (2015), who found that principals performed well in instructional leadership techniques such as supervising and reviewing instruction.

### **Theoretical Framework**

This research study is based on theory of Murphy (1990), Weber (1996) and Hellinger (2011) who defined roles of instructional leader which include creating mission and goals, observing and enhancing teaching quality, and evaluating teaching program, learning management and creating friendly and supportive school environment. This paper is based on second factor which is observing and enhancing teaching quality, and evaluating teaching program.

### **Conceptual framework:**

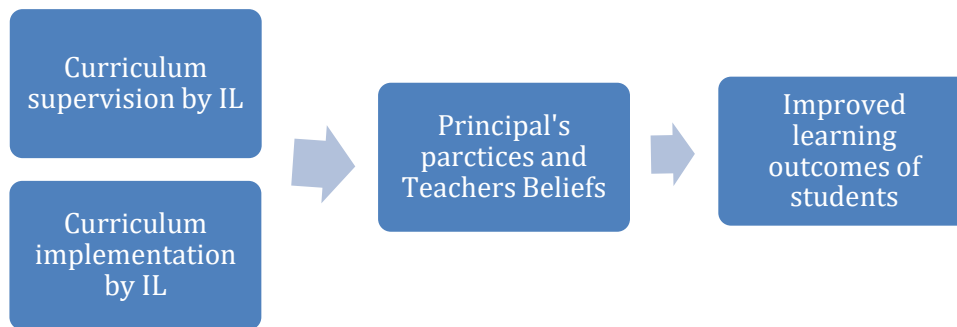


Fig. 1

**Research Design:**

To conduct this study a descriptive Quantitative research approach was adopted.

**Population and Sampling Technique:**

All the secondary school heads and teachers of Tehsil Lahore made up the population of the study. Random sampling technique was used to select sample of 30 principals and 63 teachers of secondary schools of Lahore.

**Data collection tool:**

The researchers developed 2 Questionnaires after comprehensive review of literature. Primarily Hellinger, Murphy and Weber’s models of instructional leaderships were used. The questionnaires consist items that indicated teachers’ perspective regarding supervision of principals and second questionnaire was consist items which indicated principals’ self-practices for curriculum supervision and implementation. Each section carried 12 and 14 questions. Each section carried three sections one demographic information, second items regarding curriculum implementation and third section carry items regarding supervision of curriculum.

**Reliability:**

Reliability Statistics		
Questionnaire for	Cronbach's Alpha	No of Items
Teachers	.965	26
Instructional Leaders	.908	26

Data collection tools are highly reliable. Because Cronbach’s Alpha reliability is .965 for teachers and .908 for principals.

**Results and findings:**

Table 1

*%age of responses and independent sample t test on items 1-6*

s.no	Items	S. Agree	Agree	Undecided	Disagree	Strongly disagree	Mean	P
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		P	T	P	T	P	T	P	T	P	T	P	T	
1	Help to identify appropriate teaching and learning resources	26.7	38.1	60	42.9	13.3	11.1	0	3.2	0	4.8	4.13	4.0	.733
2	Helps teachers to improve teaching effectiveness for effective implementation of curriculum.	23.3	41.3	73.3	44.4	3.3	9.5	0	1.6	0	1.6	4.20	4.24	.797
3	Gives an opportunity to discuss recent ideas relating to classroom teaching	33.3	31.7	56.7	52.4	10	11.1	0	1.6	0	3.2	4.23	4.07	.395
4	Shows a good understanding of curriculum.	33.3	33.3	63.3	50.8	0	12.7	3.3	0	0	3.2	4.26	4.11	.382
5	Hold meetings to discuss curriculum implementation	30	36.5	50	46	6.7	12.7	10	1.6	3.3	3.2	3.93	4.11	.407
6	Informs teachers that what is important to teach.	26.7	38.1	53.3	42.9	20	11.1	0	4.8	0	3.2	4.06	4.07	.950

P= principal, T= teacher

Items 1 to 6 of table 1 shows that there is no significant difference ( $p > .05$ ) in the instructional leadership practices of principals and teachers' opinion. The mean score of teachers and principal is  $> 3.5$  on all practices, that shows principals are in practice of supervising and implementing curriculum, and teachers acknowledge the practices of principals carried out in their schools. The principals help in identifying teaching methods, improve teaching effectiveness, discuss ideas, show understanding of curriculum to implement.

Table 2

*%age of responses and independent sample t test on items 7-12*

s. no	Items	S. Agree		Agree		Undecided		Disagree		Strongly disagree		Mean		P
		P	T	P	T	P	T	P	T	P	T	P	T	
7	Hold meetings before taking observations.	20	20.6	46.7	39.7	33.3	23.8	0	11.1	0	4.8	3.86	4.11	.232
8	Provides guide lines to divide syllabus for terms.	20	31.7	60	49.2	13.3	7.9	6.7	6.3	0	4.8	4.06	4.07	.872
9	Sets SMART objectives for syllabus implementation.	23.3	28.6	63.3	47.6	10	17.5	3.3	4.8	0	1.6	3.86	3.60	.598
10	Checks lesson plans weekly.	30	20.6	46.7	42.9	13.3	17.5	10	14.3	0	4.8	3.93	3.96	.125
11	Feedback on lesson plan is constructive.	26.7	17.5	60	55.5	10	20.6	3.3	3.2	0	3.2	4.06	3.96	.182
12	Provides useful AV Aids for implementation of curriculum.	23.3	20.6	50	39.7	20	27	6.7	6.3	0	4.8	3.96	3.60	.277

P= principal, T= teacher

Items 7 to 12 of table 2 shows that there is no significant difference ( $p > .05$ ) in the instructional leadership practices of principals and teachers' opinion. The mean score of teachers and principal is  $> 3.5$ , that shows principals are in practice of supervising and implementing curriculum, and teachers acknowledge the practices of principals carried out in their schools. The principals check lesson plans and gives feedback which help them in curriculum implementation.

Table 3

*%age of responses and independent sample t test on items 1-7*

S. no	Items	S. Agree		Agree		Undecided		Disagree		Strongly disagree		Mean		P
		P	T	P	T	P	T	P	T	P	T	P	T	
1	Takes rounds of the classes daily	23.3	28.6	53.3	49.2	16.7	12.7	3.3	6.3	3.3	3.2	3.90	3.96	.865
2	Takes observations weekly.	26.7	12.7	60	61.9	6.7	9.5	6.7	12.7	0	3.2	4.06	3.68	.060
3	Informs before taking observation.	13.3	12.7	43.3	41.3	16.7	17.5	26.7	23.8	0	4.8	3.43	3.33	.682
4	Shares criteria on which he/she will observe.	26.7	23.8	53.3	41.3	6.7	19	6.7	11.1	3.3	4.8	3.96	3.68	.241
5	Shares feedback regarding observation.	30	25.4	53.3	58.7	13.3	11.1	3.3	1.6	0	3.2	4.10	4.01	.646
6	Arranges discussion sessions for curriculum guidelines.	20	19	66.7	57.1	6.7	17.5	6.7	3.2	0	3.2	4.00	3.85	.444
7	Gives effective feedback.	36.7	30.2	50	54	13.3	9.5	0	3.2	0	3.2	4.23	4.04	.322

P= principal, T= teacher

Items 1 to 7 of table 3 shows that there is no significant difference ( $p > .05$ ) in the instructional leadership practices of principals and teachers' opinion. The mean score of teachers and principal is  $> 3.5$ ., that shows principals are in practice of supervising and implementing curriculum, and teachers acknowledge the practices of principals carried out in their schools. The principals observe the teaching and gives feedback which help them in curriculum implementation.

Table 4

*%age of responses and independent sample t test on items 8-14*

s. no	Items	S. Agree		Agree		Undecided		Disagree		Strongly disagree		Mean		P
		P	T	P	T	P	T	P	T	P	T	P	T	
8	Gives written feedback.	26.7	20.6	36.7	42.9	26.7	15.9	10	15.9	0	4.8	3.80	3.58	.377
9	Feedback helps in teaching.	40	27	56.7	58.7	3.3	7.9	0	3.2	0	3.2	4.36	4.03	.059
10	Gives oral feedback.	20	20.6	60	49.2	16.7	19	3.3	7.9	0	3.2	3.96	3.76	.310
11	Identifies the weak area of teaching.	30	27	60	60.3	10	7.9	0	1.6	0	3.2	4.20	4.06	.429
12	Gives suggestions for improvement.	36.7	31.7	53.3	55.6	10	6.3	0	1.6	0	4.8	4.26	4.07	.326
13	Arranges need based training sessions.	26.7	22.2	53.3	54	20	11.1	0	6.3	0	6.3	4.06	3.79	.204
14	Gives rewards for high scores in class room observation.	23.3	12.7	60	46	13.3	14	3.3	19	0	4.8	4.03	3.44	.009

P= principal, T= teacher

Items 8 to 13 of table 4 shows that there is no significant difference ( $p > .05$ ) in the instructional leadership practices of principals and teachers' opinion. The mean score of teachers and principal is  $> 3.5$ ., that shows principals are in practice of supervising and implementing curriculum, and teachers acknowledge the practices of principals carried out in their schools. The principals observe the teaching and gives feedback with identified weak areas which help them in



curriculum implementation. But there is significant difference ( $p < .05$ ) in the instructional leadership practices of principals and teachers' opinion at item 14 that principals give reward.

The mean score of teachers and principal is  $< 3.5$ ., that shows teachers do not acknowledge the practice of principals carried out in their schools.

### **Discussions:**

This research paper revealed the self-reported practices of instructional leaders for implementation and supervision of curriculum and opinion of teachers regarding it. Through the questionnaire these practices were reported and measured. The results indicated the practices of principals that how they implement and supervise the curriculum, how often they take observations and how they give feedback to teachers as reported by Bahtilla, and Hui (2020).. The questionnaire indicated the same factors and results revealed that teacher at large reported the same practices which principals indicated. This conclusion is consistent with Hayat (2015), who found that principals performed well in instructional leadership techniques such as supervising and reviewing instruction. The study is also consistent with the results of Lasway (2002) who says that as with the instructional leaders facilitate and monitor the teacher's teaching performance, the leader gives feedback and monitors. Gamage et al. (2009) specify that the process of providing feedback and monitoring has an impact on the performance of teachers in implementing curriculum.

### **Recommendations:**

On the basis of the findings of the research it is recommended that

1. Head teachers should continue practices of supervising and implementing curriculum
2. Head teachers should keep the teachers in confidence while supervision
3. Teachers should take supervision practices as a positive action for students betterment
4. Open communication should be there in school

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