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Curriculum Management and Supervision at Primary Schools: Comparing Instructional Leaders' Practices and Teachers' Opinion

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ABSTRACT

The study's goal is to analyze and compare the practices of principals/heads and opinion of teachers on the approaches used by principals in implementing the educational programme utilizing Hellinger's Instructional Leadership Model. The study also tries to find the answer if there are any differences between principals' self-reported practices and teachers opinion about those self-reported practices. As an instructional leader, principal's practices are of significant importance for an effective school system. The study participants include all the principals/heads and teachers of both public and private sector primary schools in the Lahore district. Due to time constraints data was collected from 100 principals and 100 teachers using a researcher made questionnaires for principals and teachers. The 11 items questionnaire was bead on 5 point Likert type scale. The validity was established through expert opinion while reliability for both the tools were .891 and .824 respectively. The findings revealed some disparities between the perceptions of principals and teachers towards managing the instructional program, with both descriptive and inferential statistical methods employed. The findings reflect that both teachers and principals have agreement on certain practices of instructional leader's self-reported practices about managing instructional programs at schools.

Keywords: Instructional Leadership, Primary Level, Teacher's Opinion, Self-Reported Practices, Principals, Curriculum Management and Supervision

INTRODUCTION
For the socio- economic development of a city, education is considered to be the significant pillar. It is the educational institutions that creates a positive and effecting learning environment for both the teachers and students under principal's leadership. However, industrial revolution changed the arena of principal's practices as an instructional leader. This changing pattern provide the wheel which can be helpful for the effective instructional leader practices at the part of the principal. Instructional leadership (IL) can provide the significant path towards school vision for accelerating a positive school environment by supporting the teaching practices under efficient management of instructional program at large. IL tends to help the principal to enhance the leadership practices by improving the instructions in specific.

According to Bolden and other scholars (2014), the principal is considered as the **"core source of leadership".** It is so because it is the principal as a leader who can build a school environment by using the instructional leadership qualities (problem solving, managing the staff, decision making, and communication) in an appropriate way. These qualities can be helpful in creating vision, and a motivator within the principal in the light of IL. In fact, the foundation of IL promotes the principal in optimum utilization of energy towards the development of the school by providing support and guideline instructions to teachers in a directive and encouraging way. According to Glanz (2006) that principals have a significant influence towards the teaching practices as an instructional leader. In directing the curriculum, supervising and evaluating instruction, organizing the curriculum, and monitoring student development activities for the school, an effective instructional leader can build teacher and student involvement and advance excellent teaching and learning practices.

Statement of the problem:
An educational structure is comprised of the school head, teaching and non- teaching staff for the growth and transformation of students in a positive and heathy way. Within the structure, students are the essence, teachers are the core and principal is the body of the structure. The core and the body, altogether, play significant role in shaping up the next generation. However, with the changing dynamics, the practices of both, the principal and teachers, have been changed under the framework of the instructional leadership (IL). This study examines how the interactions between the principal and teachers have changed in connection with the academic success of their students, as they plan, direct, monitor, supervise, and evaluate activities that support the attainment of the school's objectives. James, David & Thinguri, (2014), suggest that the buildup positive school environment can be done through teaching learning practices for student achievement level under the principal's supervision, feedback channel, monitoring the school activities according to the school mission. Tremendous changing responsibilities of principal as the school leader can be witnessed in the light of IL. However, depending on the school's goal, values, and intentions in running the instructional programme, these changes may differ at both the private and public school levels.

The primary goal of this research is to investigate instructional principals' and teachers' practices in terms of curriculum planning, overseeing and evaluating instruction, and monitoring student success by managing instructional programme activities at the school level. This relationship between principal's practices and teacher's opinion is held at both the private and public school level of district Lahore, Pakistan. The study's conclusion discusses the relationship that has emerged between principals' instructional leadership techniques and teachers' perceptions of how to manage, coordinate, and supervise

curriculum activities for effective student development and a successful learning environment in the classroom.

Objectives of the study:

Objective of the study is to investigate principals' practices as instructional leaders and teachers opinion about monitoring, directing, and supervising curriculum activities for student improvement. Primarily, there are three purposes for the study:

a. To look into how principals handle instructional programs (this includes supervising and investigating instruction, managing the curriculum, and evaluating student progress).

b. To investigate the principal's perspective on instructional leadership strategies such as regulating and assessing instruction, planning the curriculum, and reporting student development.

c. To delve into the teachers' perspectives on principals' procedures as instructional supervision in regulating and interpreting instruction, integrating curriculum, and evaluating academic engagement.

Literature Review and Theoretical Background

In general, instructional leadership (IL) refers to actions taken by the leadership of a learning environment to improve the teaching and learning atmosphere at the school. The ultimate objective of this leadership model is to illustrate the collaboration between the principal and teachers in providing support and guidance for optimal teaching practices to significantly improve student outcomes. Over time, instructional leadership (IL) has become a widely discussed topic in educational leadership and management. By reviewing the existing literature on IL, it is possible to observe how the concept of IL evolved in the education sector, from being exclusively the role and practices of the principal, who was traditionally the leader, to being considered as a shared responsibility among all staff members. According to W. Debevoise's (1984) measures the practices of principal in IL is to raise growth in student learning tasks by defining the ultimate purpose of school mission. As said by Hellinger and Murphy (1985), instructional leadership (IL) is defined as measures experienced by school administration to optimize learning and teaching methods towards the welfare of the school at large. This can all be done by providing the needed learning resources through managing, controlling, supervision and evaluation of teachers, coordination of staff development plans and building an approachable relationship among teachers for the effective student's development. On the other hand, Hellinger (2011, 1987) declares IL is the principal's attempt to carry out an appropriate educational programme by establishing goals, planning the instructional schedule, and fostering a supportive learning environment. Significantly, according to the new approach the leader role is more towards the involvement and support in teaching learning practices for effective classroom learning environment. Plessis (2013) argues for the importance of the new idea of IL by describing how the practices of the school principal is evolving from an administrative manager to an instructional leader by supporting teacher development and creating a supportive learning environment in the classroom. It can all be done through effective feedback channel, providing the platforms for teacher professional development to address the student's needs for the development.

As per significance of IL, the general goal stated by Emmanouil, Osia and Paraskevi-Ioanna (2014) is that the leader of the school is responsible for a collaborating school environment, only by improving the classroom environment by facilitating and encouraging teaching learning programs with a motivational and inspirational direction. Such significant development can be defined through instructional framework proposed by Hellinger and Murphy (1985) with other known model Weber's instructional leadership model (1996);

focused mostly on key leadership initiatives for enhancing the effectiveness of teaching-learning practices under the cover of professional knowledge toward curriculum management and supervision by adhering to the institution's vision. Hellinger and Murphy's (1985) Principal Instructional Management Rating Scale (PIMRS) model describes three characteristics of institution and culture under the principal's instructional leadership. Weber's model identifies five categories of IL describing the effective principal's role towards achievement of school mission. Identifying the mission, monitoring the educational programme, and promoting a constructive school environment are the fundamental components of Hellinger and Murphy's (1985) instructional leadership approach. Meanwhile, the five critical aspects of instructional leadership model proposed by Weber are establishing the institution's goal, regulating curriculum and instruction, creating a positive educational environment, monitoring and improving instruction, and assessing instructional programs.

The researcher focuses on Hellinger's second dimension in the study, which examines the function of instructional leadership in curriculum management from the standpoint of the principal and teachers and students. Directing and analyzing instruction, planning the curriculum, and monitoring student development are all aspects of Hellinger's concept of principal instructional management programming. The focus is on controlling and coordinating curriculum activities as well as instructional approaches.

By detailing the definition of school missions, administering instructional programs, and establishing a pleasant learning environment, this PRISM framework sheds light on the activities of instructional leadership principals. Hellinger's instructional leadership model's three areas describe how principals carry out their responsibilities by defining and expressing school goals and supervising and evaluating education. This study under the second dimension of Hellinger's PRISM, elaborates the instructional principal's practices with the definition of what type of instructional activities can be used for the school functioning with respect to managing, controlling and supervising the instructions for the teacher- student learning development to maintain an effective school environment.

Education is a fundamental method of transferring the skills attributes and value knowledge to the individual. It is considered as a key for individuals to be the part of political-socio-economic development of the country. In this regard, schools along with the principal and teachers, play a vital role. The principal is a crucial aspect of the organization framework. In terms of management and administration, the principal has a significant role in the school. Under the banner of instructional leadership, it is the principal that provides the effective planning and implementation of the instructions as per as the managing, controlling and supervising the instructions at large. According to (Quah, 2011) leadership practices defined under the instructional leadership title are directly related to the teaching processes and its strategies for positive interaction between the teachers and students within a healthy classroom management. This will occur as a result of the principal's instructional leader's effective and good methods in achieving educational goals and missions. Smith and Andrews (1989) divide the principal's responsibilities as an instructional leader into four categories: 1) functioning as a centralized place, 2) acting as an instructional approach, 3) expressing aims and values, and 4) being a visible presence for all stakeholders. Hellinger and D. leech along with other researchers (2003, 2009) states that instructional leadership makes the school leaders more informed towards the central practices for the selection and implementation of the school mission and values. These central practices may include the ensuring of quality teaching methods and resources, assessing the teaching learning practices and managing, controlling and supervising the curriculum in specific to student learning

development. Manaseh (2016) seconds Hellinger that enhancement and achievement of students learning and classroom instructional strategies and techniques through classroom observation and analysis of curriculum materials are the byproducts of effective practices of principles as an instructional leader. Therefore ,as a result, the instructional leadership model can be concluded to guide the principal in their involvement as an instructional supervision, providing assistance and direction in improving the school's curriculum and fostering student learning, ultimately contributing to the achievement of the school's goals and mission.

IL elaborated about the teacher's evaluation process for effective learning practices, positive impact on educational vision and students learning behavior under the instructional practices of principals. It can be done by ensuring the availability of the existing and demanding school resources to the teachers and by managing and coordinating the teaching practices according to the school norms at greater perspective. Principals must possess understanding of learning and practical knowledge for the development of abilities related to personal values, self-awareness, and sentiments in order to carry out their duties as instructional leaders. John West-Burnham (2001). The instructional leadership model defines the principal's responsibility as an instructional leader in guiding and supporting teachers via professional development. Parsey (1992) described professional development in his paper as a form of proper supervision and a means to enhance skills, knowledge, and qualifications for a positive school environment. Howard and Gullickson (2010) further clarifies about the professional development, it should be for effective improvement of teacher practices which must be according to the school mission and values. Blasé and Blasé (2004) describe six ways for enhancing teacher professional development in their study. These include an emphasis on the study of teaching and learning, increasing educator collaboration, developing coach-teacher connections, supporting programme innovation, using active learning strategies, and integrating active learning to influence instruction. These strategies can be facilitated by the principal's instructional leadership practices such as providing support, motivation, monitoring, and controlling instruction in relation to curriculum management and supervision. The researches identify the monitoring practices of an instructional leader can be effectively done under the framework of supervision.

Blasé & Blasé, (2004) states that supervision should be the integrative in nature despite of the traditional ways of inspection, and judgment. Manaseh (2106) elaborates the process of supervision by conducting classroom observations and follow up through feedback about the provided curriculum management at both level; teacher learning practices and student's achievement levels. Sahin (2011) explains providing feedback by principals is considered as an effective technique towards instructional supervision (IS). It is so because it can identify the teaching practices and their impacts on student learning achievement in a positive manner. Thus, in general term, one can say that supervision is the essence for the instructional school leader by analytical skills and designing an appropriate development structure for teachers, in particular, to identify the strengths and weaknesses for effective management of curriculum practices. Sule, Ameh & Egbai (2015) in a research article stated that principals with supervisory activities can develop and sustain the competition among teachers. According to Blasé & Blasé (2004), the supervision practices within instructional leadership should include several steps, including reviewing teachers' lesson plans and notes, monitoring teacher attendance in class, conducting classroom observations and demonstrations, moderating examination question papers, and overseeing the creation of course materials. To carry out these duties, the administrator, as an instructional supervision, must be able to supervise the execution of curriculum management instructional procedures.

Peretomode (2001) also considered the IS as the tool for the quality control of an administrative level of school. It completely focuses towards the ultimate goals and objectives of school vision and mission. Finally, school instructional leader under the supervision should accommodate the teachers through motivation, commitments, knowledge, curriculum management through the gathered information by observations, feedbacks and teacher- students learning portfolio. This leads not just to effective practises on the part of the principal as an instructional leader, but also to an improvement in instructional quality, which leads to exceptional student achievement. According to the PIMRS model, the primary aspect of the instructional management program is monitoring students' progress and development. In general, student's development means, it is meant by the growth and progress of the students by increasing one's capabilities and skills through education.

Beatrice W. Ndungu et.al. (2000) explain the monitoring of student's development practice by instructional principal monitoring is the process of frequently and constantly checking in on and keeping a watchful eye on a program or project. On the other hand, evaluation includes analyzing a program's significance, quality, and efficiency in determining, analyze, or assess it. In order to determine the degree to which the defined objectives have been accomplished, it includes comparing the current condition to the past. Therefore, effective instructional practices by principal as an instructional leader reflects encouraging and positive student development as learning achievement under instructional managing program of PIMRS. Sizemore, Brossard, and Harrigan (1983) discuss the impact of principal's instructional practices towards the monitoring student's development. According to the research, with consistent and regular monitoring and evaluation practices by principal as an instructional leader reflect a positive result towards student's learning achievement.

Currently, various studies emphasize the importance of instructional leadership and its requirement in order to fulfil school goals successfully and positively, with relation to the principal's position as an instructional leader. In a nutshell, instructional leadership and leaders in general help to facilitate positive teaching and learning in schools. For school effectiveness, instructional leaders assure the availability of experienced and trained teachers. Stein, Kristy Cooper along with other researchers (2016) emphasize on the importance and influence of trained teachers. According to them, professional teacher education is critical to achieving school goals and executing the mission as directed by an instructional leader. Ringler, Marjorie C, O'Neal, Debra (2013) find in their research that teacher's perception towards the principal's instructional leader role is more focused towards the active academic growth as per as the defined curriculum supervision of the desired school goals. In this regard, role of teachers also changed towards the teacher leader instead that of the traditional one. Pounder (2008) explains the significantly positive influence of instructional leadership on teachers towards the classroom instructions management. According to the researcher the principal influences the teacher by providing trust and respect at larger perspective as per the school vision, by inculcating the confidence among the teachers to express themselves. This provides a path for stimulation towards performance levels for teaching learning practices. Hellinger and R.H. Heck (1996) propose that effective role of instructional role of principal influences directly eon the teaching behavior, curriculum management and supervision and school mission. The principal's instructional leadership and teaching practices are directly related, which opens up opportunities for student improvement in particular.

However, instructional leadership as a whole is a complex reciprocal relationship between the principal, and teacher by managing instructional program in specific. Monitoring,

controlling, implementing and supervising the curriculum activities (subset of the school vision) as an important medium of instructional practices of principals in an effective and positive way for the ultimate growth of the students at large.

Theoretical Framework:

Instructional leadership model by Hellinger (1985) significantly defines the changing traditional practices of principals to new paradigm leadership practices of principals. According to the PIMRS the effective instructional leadership practices effect on teaching learning environment of the school in the light of managing instructional program. Later, many leadership theories (transformational theory, role theory, symbolic role theory) define the new principal practices as an instructional leader of the school. According to transformational leadership theory, which is one of the most influential leadership theories, a leader's actions can greatly impact the growth and development of a group or organization. This theory particularly supports the instructional leadership practices of a school principal. Pounder (2008) discovered a link between productive instructional leadership actions and transformational leadership qualities. Pounder proposes, based on an evaluation of both leadership theories, that the practices of the principal as an instructional leader can also be regarded defining aspects of transformational theory. Transformational theory by Bass (1985) explains about the effectiveness of the leaders (trust, admire, and respect) on the performance of the followers. According to transformational leadership theory, the effectiveness of a leader can be evaluated through three factors: raising awareness among followers about the significance of tasks, shifting focus from individual interests to those of the team and organization, and prioritizing needs first. A transformative leader's practices, according to Bass, are divided into four categories: inspirational motivation, intellectual stimulation, intellectual challenge, and specialized evaluation. According to Pounder, by adapting the defined characteristics of the transformational leader, principal may achieve the ultimate positive and healthy outcomes by managing instructions through the teaching-student learning practices at large.
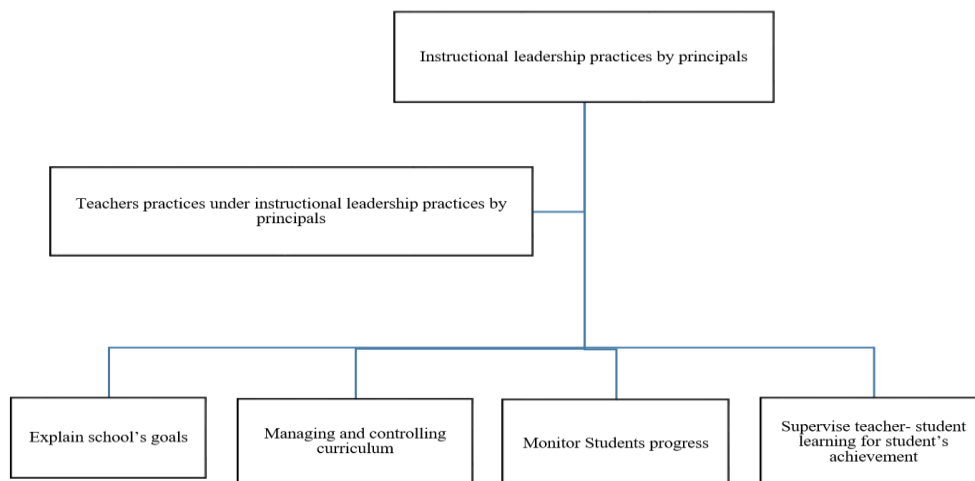
Conceptual Framework

Fig: 1

The diagram depicts how principals' instructional leadership practices as leaders influence to the students' academic progress through the management of instructional programs. This figure explains the direct practices of the principal through teaching learning techniques to

monitor and supervise the student learning process in specific. The monitoring and supervising the student learning can be achieved by having a deep eye on the teaching learning practices by monitoring, controlling, and supervising the curriculum activities at large. The focus of this study is to look at principals' instructional management methods as well as teachers' perceptions of these practises in order to determine how they contribute to the achievement of educational goals and enhance student learning.

Research Methodology

For this study, the quantitative research method, namely the survey research design, was used as the research methodology. The population for this study included all of the Lahore district's head teachers (principals) and teachers. Using multistage sampling technique, the sample of the study consisted of primary school principals and teachers. The data was collected from 100 principals and 100 teachers including the both public and public school of the tehsil Lahore. For data collection, the researcher kept in mind the purpose of this study which was to determine the disparity between administrators' and teachers' perspectives of instructional leadership in terms of controlling and supervising curriculum activities. In this research, the selected principals and teachers were assured privacy of data and information. The study's focus was divided into three areas: principals' and teachers' practices regarding instruction monitoring and evaluation, curriculum activity administration, and expression of learning goals within the context of instructional leaders (IL).The 11 items questionnaire was based on 5 point Likert type scale. The validity was established through expert opinion while reliability for both the tools were .891 and .824 respectively.

Analysis and Discussion:

In this following table P is representing **"Principal"** and T is representing **"Teachers",** and **P** is representing **"Percentage"**

Table 1

Frequency of responses and independent sample t- test

Sr .#	Items (supervising and evaluating instruction)	Almost Always		Frequently		Sometimes		Seldom		Almost Never		Mean		P
		P	T	P	T	P	T	P	T	P	T	P	T	
1.	Effective communication about school mission to school community members.	40	45	30	40	20	5	10	5	0	5	4.00	4.15	.657
2.	Ensuring the classroom priorities according to school goals.	35	60	30	30	20	0	10	5	5	5	3.80	4.35	.137
3.	Conducting regular informal classroom observations.	40	40	40	35	15	10	5	10	0	5	4.15	3.95	.549
4.	Pointing out teacher's strength in post observation feedback.	45	45	35	25	15	15	5	15	0	0	4.20	4.00	.537
5.	Pointing out teacher's weakness in post observation feedback.	30	40	35	35	25	10	10	10	0	5	3.85	3.95	.774

All items of the table 1 shows that almost 55% principals reported that they frequently or almost always practices the activities under the framework of supervising and evaluation

instruction in the light of managing instructional program. The statistical mean score of the teachers is 4.45 and the principal is 3.53 and p > .05. It means that no substantial disparities between principals' self-reported practices and teachers' opinions. The mean scores for both groups were similar in regards to the effectiveness of communication, prioritizing classroom goals according to the school's goals, and providing regular feedback to teachers through informal classroom observations.

It reflects that both teachers and principals agree that these practices are efficiently implemented in the school.

Table 2

Frequency of responses and independent sample t- test

Sr .#	Items coordinating curriculum	Almost Always		Frequently		Sometimes		Seldom		Almost Never		Mean		P
		P	T	P	T	P	T	P	T	P	T	P	T	
1.	Discussion about academic goals with faculty at meetings.	25	60	30	30	30	5	0	5	15	0	3.5	4.45	.009
2.	Referring academic goals in curricular decision making with teachers.	40	40	25	40	25	15	10	0	5	5	3.95	4.10	.650
3.	Effective communication of school mission to school community members.	40	45	30	40	20	5	10	5	0	5	4.00	4.15	.657
4.	Ensuring the classroom priorities according to school goals.	35	60	30	30	20	0	10	5	5	5	3.80	4.35	.137

Table 2 shows that there is no significant difference (p >.05) between principals' instructional leadership methods and teachers' opinions of managing and supervising the curriculum except point 1. It reflects that both teachers and principals agree that these practices are efficiently implemented in the school.

Table 3

Frequency of responses and independent sample t- test

Sr .#	Items monitoring students' development	Almost Always		Frequently		Sometimes		Seldom		Almost Never		Mean		P
		P	T	P	T	P	T	P	T	P	T	P	T	
1.	participation in curriculum review.	40	45	30	35	10	5	20	15	0	0	3.90	4.10	.575
2.	Relationship assessment and curricular.	45	35	30	35	15	20	5	10	5	0	4.05	3.95	.770
3.	Discussion of academic performance results with teachers.	40	65	40	20	15	5	0	10	5	0	4.10	4.40	.353

According to the mean scores, there is no significant difference between the principal's instructional leadership techniques and the teachers' viewpoints. The mean score of the teachers' opinions is 4.40 and the mean score of the principal is 3.90, with p > .05. This suggests that both the principal's self-reported practices and the teachers' opinions about monitoring students' development are effective. It reflects that both teachers and principals agree that these practices are efficiently implemented in the school.

Table 4

Frequency of responses and independent sample t- test

Sr. # Items	(Mean) Male		(Mean) Female		P	
	P	T	P	T	P	T
1. Discussion of academic goals with faculty at meetings.	3.64	4.61	3.16	4.14	.474	.232
2. Referring academic goals in curricular decision making with teachers.	3.92	4.23	4.00	3.85	.894	.450
3. Effective communication of school mission to school community members.	4.142	4.38	3.66	3.71	.355	.197
4. Ensuring the classroom priorities according to school goals.	3.92	4.69	3.50	3.71	.478	.053
5. Conducting regular informal classroom observations.	4.42	4.38	3.50	3.14	.025	.022
6. Pointing out teacher's strength in post observation feedback.	4.14	4.23	4.33	3.57	.674	.220
7. Pointing out teacher's weakness in post observation feedback.	4.00	4.07	3.50	3.71	.312	.531
8. Monitoring the classroom curriculum.	4.00	4.53	3.50	3.57	.361	.026
9. Actively participation in curriculum activities review.	3.85	4.53	4.00	3.28	.802	.008
10. Relationship assessment of school's curricular and achievement tests.	4.07	4.15	4.00	3.57	.902	.223
11. Discussion of academic performance results with teachers.	4.28	4.61	3.66	4.00	.223	.194

Items of Table 4 shows the statistical mean score and percentage towards the managing instructional practices are based on the gender.

Table 3 shows that there is a significant difference (p.05) between the principals' self-reported practices and the teachers' perceptions of the principals' instructional leadership practices. However, items 1, 2, 3, 7, and 10 show a significant relationship (p > .05) between the principals' self-reported practices and the teachers' opinions regarding the management of the instructional program.

Discussion:

The purpose of this study is to investigate principals' and teachers' perceptions on their methods of managing instructional programs as instructional leaders using Hellinger's instructional leadership model. The participants selected through convenient sampling and a questionnaire was distributed to collect the responses. The collected data was based on principal's practices and teacher's perception of instructional leader practices in managing, controlling and supervising the instructional program in the curriculum activities.

The purpose of this study is to investigate principals' and teachers' perspectives of the principal's role as an instructional leader in directing instructional programs, as modelled by Hellinger's IL model. This includes managing and reviewing lesson plans, structuring the curriculum, and assessing student achievement. The data analysis results show a correlation between principals' self-reported practices and teachers' attitudes about instructional leadership in managing instructional programme activities. The majority of the results indicate a lack of discrepancy between the practices of the principals and the opinions of the teachers in regards to supervising, evaluating, and managing the curriculum activities in line with the overall school goals. It means that principals are more actively part of the management and implementation of instructions along with the involvement of teachers for the teaching- student learning development at large.

The results of the interpreted data show that the principals are actively supervising and

evaluating the instructions under the second dimension (managing instructional program) of Hellinger's model. The significant practices include ensuring the classroom priorities with effective communication, conducting regular classroom observations with reference to feedback practice. These all practices by principals as an instructional leader significantly help the principals in providing the effective teaching- student learning environment towards the school's goal achievement under the structure of managing instructional program.

Recommendations:

The findings of the interpreted data reflect that majority principals of the Lahore district are tend to implement the described IL role under the Weber's Model of IL effectively in their respected schools. According to the study, a principal's function as an instructional leader can be categorized into three areas articulating school objectives, monitoring and assessing instructional techniques, and supervising the curriculum. It is suggested that an instructional principal leader has the capability to effect good and beneficial transformation in the school environment, both in terms of teaching practices and student learning results. It can be achieved (efficiently and effectively) with the vision, knowledge and readiness to cope up the both present and foreseeing challenges through direction, motivating, and supervising and evaluating the teaching practices at collective manner. This identifies a remarkable difference in principal's role because of his determinant action towards the achievement of school vision with collaboration of teachers to facilitate the students in particular.

According to the findings, the new approach of Instructional Leadership (IL) has positively characterized teachers' perceptions of the principal's function as an instructional leadership. In accordance with the study, there is no substantial difference between the principal's practices and teachers' perceptions of them. This is happened because of the effective communicative discussion of school goals formulation and communication while curriculum management and supervision through the frequent classroom visits and observations with strong and positive feedback. This way creates a significant improved strong relationship between the instructional leader and the teachers at large.

According to the study, the notion of Instructional Leadership (IL) offers a new viewpoint on teachers' perceptions of the principal's position as an instructional leader. The study's findings revealed no substantial difference between principals' self-reported practises and teachers' opinions. However, more research can be conducted to investigate the principal's function as an instructional leader and the unique attributes or talents required for this role. The investigation could also look into the school principal's performance as an instructional leader. A mix of interview approaches and questionnaire tools can be used to compare principals' and teachers' perspectives of the principal's role as an instructional leader in both private and public schools.

The study's goal was to examine teachers' perceptions of the principal's role as an instructional leader and its impact on their practises, as well as to investigate how teachers perceived the principal's activities. Given the breadth of the position's responsibilities, the principal's role as an instructional leader is multifaceted. The ultimate responsibility of an instructional leader is to inspire teachers to grow by providing supervision towards excellent teaching learning methods. The findings of this study revealed that teachers' perceptions of the principal's position as an instructional leader are essential in shaping their practices and contributing to the achievement of school objectives and missions. The principal's position as an educational leader is critical in establishing a constructive and conducive learning environment in the school.

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