

THE PRINCIPALS OF FEMALE COLLEGES AS INSTRUCTIONAL LEADERS IN PUBLIC SECTOR COLLEGES

*Abida Nasreen

Assistant Professor of Education Peer Bahar Shah Women
College Sheikhupura (abidanasreen125@gmail.com)

** Dr. Ashiq Hussain Dogar

Associate Professor University of Education Lahore
(drashiqhussain@ue.edu.pk)

Abstract

Instructional leadership causes a positive change in school environment and students achievement. The principal as instructional leader guides the teachers in their teaching learning process. Instructional leaders are deeply involved in academic development of students. The objectives of this study were to explore the perceptions of principals and teachers about the role of principal as instructional leaders and its effectiveness in public sector female colleges of Punjab, to compare the perceptions of principals and teachers about the role of principal as instructional leaders and its effectiveness in public sector female colleges of Punjab, to determine the factors that facilitate or hinder implementing instructional leadership in public sector female colleges, to find out the decisions and behaviors of principals most influence the classroom instruction and the students achievement in public sector female colleges. This research study was use mixed method approach, which is relatively new and unique methodology. In this research study, the researcher was adopted explanatory sequential mixed method design. The population of this study was including all the female colleges working under the control of provincial government and located in the districts of Lahore, Kasur, Sheikhupura, and Nankana Shaib. This study was adopting stratified random sampling technique to collect data. During the phase of quantitative research, Likert scale instrument, the Principal Instructional Management Rating Scale (PIMRS) was deployed. Semi-structured interviews were used to conduct this study to collect data based on structured questions. Result of the study shows that role of principal as the instructional leader of institution is the success of institution and comprehensive vision and mission understood and shared by both staff and students is necessary for college success, providing clarity and support for teachers as well as procuring the necessary resources to maximize teaching effectiveness, motivating staff and supporting them, promote student learning, spent lot of time listening and observing and focus on students' achievement.

Introduction

The concept of college principals as instructional leaders was started during early decade of 1980 (Hallinger & Murphy, 2017). Later on research this was identified that the college principals as instructional leaders are positively correlated with student achievement (Hallinger, 2016). In other words this is not new concept as it has evolved during the last 30 years. Due to present socio economic and political situation, this model of educational leadership has created new interest for researchers. Now the researchers are supporting the concept of shared instructional leadership as the traditional autocratic practice of transactional instructional leadership is unrealistic, unsuitable, improper and unwanted, in the present scenario (Marks & Printy, 2015). Some researchers have now idealized new model of instructional leadership which is more comprehensive and vibrant (Hallinger, 2016). Instructional leadership is conceptual, but also way of practice which is characterized by social relationships within the college context (Salo et al., 2015). Salo et al. gathered qualitative data from 100 principal's through narrative approach

describing in which the college leaders described how they interacted with teachers on instructional matters. The researchers identified several successful elements of instructional leadership practice such as clear goals, reciprocity and participation in instructional concerns, positive feedback, affirmation and acknowledgement through positive communication, and open dialogue that encourages sharing of experiences and teachers'

efficacy. Silo et al. posited that while principals do not directly engage in classroom instruction, they do set the conditions for effective teaching and learning. It is related to role of principal in guiding the teachers about curriculum and instruction (Hallinger & Murphy, 2012). It focuses upon those attitudes of teachers that have direct impact upon learning of students. In instructional leadership the achievement of principals is evaluated by academic achievement of the students and this success is gotten by setting goals, distributing available resources, supervising curriculum and evaluating faculty (Edmonds, 2009). Instructional leadership is in fact top-down and transactional style (Hallinger, 2003). In short, instructional leadership is such model in which principal act as principal teacher upon matters of teaching and learning.

In view of instructional leadership, a study is counting the new appearance to the effort of the leaders as principal. Form of Instructional leadership is a type of leadership that is centred on the supportive role of principals for teachers and giving them the chance to learn and develop to meet the varied and diverse needs of learners and students. The principals as instructional leader is big name who involves in process of instruction; observing teachers in lecture hall or classrooms and working by them to increase or improve teaching and learning. Therefore, it is needed to find out the fresh and new practices of the principals as instructional leader and observe the extent to which they are experienced in our colleges. It is fact that college members like staff and teachers cannot work in separation or help without one another, so we want that spirit of act and engagement belonging and fit in the college. In other verses, principal's implement effect on teacher's acts and performances and this, in turn, can impact the student learning and educational outcomes. Staff members as teacher cannot touch student learning levels by themselves without receiving or getting support from the principal. Today with the improvement of knowledge and the fluctuations in technology, we want different styles of leadership in our colleges, which is relatively different from what is used to, familiar, usual, and ordinary. Past and previous education systems have to place their focus and emphasis on dealing college— flat bus processes, substitute settlement, learner and staff discipline, etc." (Dumas, 2010). So, it is not argued or claim that the instructional leader or principal does not possess executive skills, the effective principal is the one who follow the rules and cares for educating his students, facilitating his teachers, and at the same time does not negligence the routine jobs which are necessary to achieving aims, goals and visions of the college. All these roles of principal are essential and play effective part towards ongoing progress of college journey. (Gupton, 2010, p. 16).

Due to increased demand of high student achievement in education department, there is great need to understand and implement instructional leadership model in colleges working under the control of the Government of Punjab. This study shall focus to explore the concept of instructional leadership, its utilization and implementation in colleges working under the control of the Government of Punjab.

Instructional leadership related to role of principal in guiding the teachers about curriculum and instruction (Hallinger & Murphy, 2012). It focuses upon those attitudes of teachers that have direct impact upon learning of students. In instructional leadership the achievement of principals is evaluated by academic achievement of the students and this success is gotten by setting goals, distributing available resources, supervising curriculum, and evaluating faculty (Edmonds, 2009). Instructional leadership is in fact top-down and transactional style (Hallinger, 2003). In short, instructional leadership is such model in which principal acts as principal teacher upon matters of teaching and learning.

Statement of the Problem

It is important to note that the principals do not possess the complete knowledge and skills required to work as single authority using instructional leadership in specific educational environment of colleges. They are to face the problems of shortage of time and sources, and these hinder their working as single authority. This does not permit them to have total instructional control over academic activities within colleges. All of these issues clearly indicate that transactional models of instructional leadership and conventional oppressive model of leadership may be impracticable and unproductive in colleges.

This research was focus upon the role of college principals as instructional leaders. It was explained and clarifies the relationship among instructional leadership and college context. In this way these research study provides in depth understanding of public sector college principals as instructional leaders.

Objectives of the Study

1. To explore the perceptions of principals and teachers about the role of principal as instructional leaders and its effectiveness in public sector colleges of Punjab.
2. To compare the perceptions of principals and teachers about the role of principal as instructional leaders and its effectiveness in public sector colleges of Punjab.
3. To determine the factors that facilitates or hinders implementing instructional leadership in public sector colleges.
4. To find out the decisions and behaviours of principals most influence the classroom instruction and the student achievement in public sector colleges.

Research Questions

This research study was focus on the following research questions:

1. What are the perceptions of principals and teachers about the role of principal as instructional leaders and its effectiveness in public sector colleges of Punjab?
2. How do the perceptions of principals and teachers compare about the role of principal as instructional leaders and its effectiveness in public sector colleges of Punjab?
3. What are the factors that facilitate or hinder implementing instructional leadership public sector colleges of Punjab?
4. Which the decisions and behaviors of principals most influence the classroom instruction and the student achievement in public sector colleges?

Significance of the Study

This study is helpful for researchers and persons who take interest in area of educational leadership with the top instructional practices of the principals through which decisions made, programs lay out and courses can make to familiarizes principals and trained the principals to improve their skills and roles in colleges.

This research study was focus on principals of public sector colleges as instructional leaders. So, this builds research gap and signifies the research study at college level. Although many researchers advocate that the principals are instructional leaders irrespective of their level of working. But this is fact that the colleges are

Different from or colleges in many contexts. This is due to technical, specific, and multidimensional nature of colleges, where the principals have to deal with more complex problems as compared to colleges. In this way, this study on public sector colleges of Punjab could provide much for future research and policy makers on successful and active principal leadership.

Research Methodology

This research study was use mixed method approach, which is relatively new and unique methodology. In this research study, the researcher was adopted explanatory sequential mixed method design. The population of this study was including all the female colleges working under the control of provincial government and located in the districts of Lahore, Kasur, Sheikhpura, and Nankana Shaib. This study was adopting stratified random sampling technique to collect data

Literature Review

In this study researcher interested in exploring instructional leadership of principals in public sector colleges of Lahore division. For sophisticated and detailed review of literature is an essential prerequisite that necessary to conduct substantive research. Such literature review helps to improve objective and significance

of study. This yielding collection of interesting and relevant findings and also explore key points for future research (Boote & Beile, 2013).

Defining Instructional Leadership

Principals, as instructional leaders, have lots of responsibilities in colleges. Over past many years, instructional leadership is well-known area of study. Essential's job as college leader characterized through connections that exist among leaders and supporters. Leithwood and Duke (2009) characterized instructional leadership as way to deal with administration that stresses "the practices that straightforwardly influencing development of students" (p. 47). Others, like Sheppard (2006) recognized "limited" and "wide" perspectives on instructional leadership on grounds that different forms of instructional leadership have incorporated extra authoritative factors, for example, college culture, which might have significant impacts on conduct.

In view of research, instructional leadership is counting new appearance to work of leaders as principal. Instructional leadership is a form of leadership that centered on principle of supportive teachers and giving them chance to learn and develop to meet diverse needs of learners and students. Principals as instructional leader big name who involves in process of instruction; observing teachers in classrooms and working by them to increase improve teaching and learning. Therefore, it needed to find out fresh and new practices of principals as instructional leader and observe extent to which they experienced in colleges. It is fact that college members like staff and teachers cannot work without one another. In other way, if principal focus on teacher's acts and performances, it can impact student learning and educational outcomes, staff members as teacher cannot meet student learning levels by themselves without receiving support from principal. Today with improvement of knowledge and fluctuations in technology, we want different styles of leadership in our colleges, which relatively different from what used to, usual and ordinary. Previous education systems have to place their focus and emphasis on dealing colleges.

Research Paradigm

Theoretical framework is a structure that allows the researcher to seeing and making the sense of research. It helps to inspect the reality in particular manner (Burrell & Morgan, 1979) in fact, paradigm is used to analysis the world. For this,

researcher would be well-known with one's own paradigm so that, he could be find out the route of the research study and to recognize his 'own role in it. Paradigm helps and guides the researcher concerning data collection and analysis procedure in study, too (Patton, 1990). Paradigm helps the researcher in collection of concepts, research problems and variables which are joined with research process such as procedural steps, data collection method and instruments that are used in educational research process (Kuhn, 1962). In this research study, the researcher shall be followed Pragmatism Paradigm. In fact, Pragmatism paradigm believes in such activities/actions and plans which are most appropriate to attain the ideal, preferred, and realistic outcomes (Patton, 1990). Simply, pragmatism paradigm allows the researcher to use mix quantitative and qualitative research models in single study (Creswell & Plano Clark, 2007). In this way, the researcher is able to combined deductive and inductive approaches and is also able to use more organized application and most suitable quantitative and qualitative research methods, so that, he finds out the answers to each research question in realistic way.

Research Design

For completion of research work, two kinds of research methods are commonly used by the researcher such as, qualitative, and quantitative research methods. The characteristic between quantitative and qualitative research are mostly framed in phrase of using words and open-ended question. Usually example: case study. While quantitative method is typically framed in the term of using numbers and closed-ended question. Such example as: experiment research (Creswell, 2013:32). at the side of two basic research methods, Creswell also planned or suggest one more research approach which is known as mixed method research. Mixed methods approach is a way of inquiry to combine two research methods in one study, use of both qualitative

and quantitative methods the researcher uses distinct designs that may grip theoretical frameworks and philosophical assumptions. This combination provides more, comprehensive, and complete understanding (Creswell, 2013:32). According to the three approaches to research by Creswell, the researcher used mixed methods research combining qualitative data and quantitative data as well. Qualitative method in this research dominated the research methodology, because the researcher used documentation and observation as instrument data collection, and the data were changed into transcript, typically characteristic of qualitative method. This research also used numbers, percentage as the result, typically characteristic of quantitative method. This was needed to provide complete research and valid finding result. In this research study, the researcher shall adopt explanatory sequential mixed method design. The major reason for this is that it is very difficult for researcher to collect and analyze data concurrently, due to logistical issues. Number of researchers has previously formulated successful, efficient, authenticated, and consistent research instruments for quantitative investigation of instructional leadership of college principals, which favors to adopt (QUAN→qual) sequential design (Hallinger & Murphy, 1985). Moreover, this research design helps the researcher for in-depth study. In this research design, the researcher first compares instructional leadership of principals of public sector colleges of Punjab in quantitative phase. In the qualitative phase, the researcher focuses her investigation on eight public sector college principals of Punjab for more in-depth study.

Method

In first phase, quantitative data was collected from principals and teachers of public sector female colleges of Punjab. Here adapted form of the Principal Instructional Management Rating Scale (PIMRS) was administered, in the form of questionnaire. This was helped the researcher to quantify the instructional leadership ability of principals of public sector colleges of Punjab from their own and teachers' perspective. This was providing primary data and it was processed for descriptive and inferential stats. After the completion of all this process, second phase was commenced. This phase was providing broad explanation and expansion of quantitative research findings and qualitative data collection and analysis. During this phase, interviews of principals and teachers of public sector colleges of Punjab were conducted. Here the researcher was exploring some outlier or extreme cases in order to refine the quantitative results and for in depth understanding of research problem (Creswell, 2005).

Population

Population is the total collection of all the respondents involved in the process of exploring certain research problem (Chaudhry and Kamal, 2006). The population of this study was including all the female colleges working under the control of provincial government and located in the districts of Lahore, Kasur, Sheikhupura, and Nankana Shaib. There are 37 female colleges in Lahore district, 13 female colleges in Sheikhupura district, 5 female colleges in Nankana Shaib district and 10 female colleges in Kasur district. So, the total population of this study was consisting of all teachers and principals working in 65 female colleges of Lahore division.

Sampling

Sampling design is necessary to ensure adequate representation of certain groups in the study (Sekaran, 2003). This study was adapted stratified random sampling technique to collect quantitative data. This technique helps to make available certain subjects which are essential to carry out specific statistical analysis (Creswell, 2012). stratified random sample of this study was based on the data of female colleges located in Lahore division. The sample was consisted of 4 strata and these strata was comprise 37 female colleges located in Lahore, 10 female colleges located in Kasur, 13 female colleges located in Sheikhupura and 5 female colleges located in Nankana Sahib respectively. Out of these 4 strata, 19 female colleges in Lahore district, 7 female colleges in Sheikhupura district, 3 female colleges in Nankana Shaib district and 5 female colleges in Kasur district was randomly selected. more, five respondents (one principal and four teachers) was also randomly selected from all the initially selected colleges. In this way the total number of respondents (50 principals and 350 teachers) in the study was 400. The population and the selected sample of the study are shown in the following table 1.

Population and sample of the study

Sr No	Name of District	Number of Female Colleges	Number of Female Colleges selected	Number of Principals selected	Number of Teachers selected
01	Kasur	10	08	08	56
02	Lahore	37	29	29	203
03	Nankana Sahib	05	03	03	21
04	Sheikhupura	13	10	10	70
Total	04	65	50	50	350

Instrumentation

During the phase of quantitative research, Likert scale instrument, the Principal Instructional Management Rating Scale (PIMRS) was deployed. PIMRS is used by researchers to measure views about principal instructional leadership (Hallinger, 2008). The following table shows the item breakup of PIMRS. In addition to completing the survey, teachers were asked to complete demographic questionnaire. The demographic questionnaire contained descriptive data that consisted of (a) year of principal in this college, (b) total years of principal experience, (c) years teaching under current principal, (d) years of teaching experience.

The Principal Instructional Management Scale (PIMRS) is composed of 50 questions within ten leadership functions which are separated into three dimensions of instructional leadership. Each respondent was asked to answer each of the 50 survey

questions on Likert scale scored on scale of 1 = (*Almost Never*), 2 = (*Seldom*), 3 = (*Sometimes*), 4 = (*Frequently*), 5 = (*Almost Always*) indicating the frequency the specific behavior was observed.

Each subscale of the PIMRS consists of five items within three dimensions of instructional leadership (Hallinger 2015). The subscale average score is obtained at the function level and indicates the level of activity on given leadership dimension or function. The PIMRS Sub-scales and Item Classification are listed in Table 3.

In the second phase qualitative data was collected from 8 selected colleges. For this purpose, interview and observation protocols are to be developed, which was based on theoretical framework, research questions, and quantitative findings of the study (Wolcott, 2012). This phase of the study was examining 8 principals as instructional leaders and their colleges. Variety of data sources was used by the researcher when conducting studies. During qualitative studies commonly, interviews are used as significant source of data. Field notes are also used in some research after interview however field notes can have some limitations so, it can be more difficult to capture all the participant's comments and record participant's statements. In qualitative studies, the researchers rely on one data source, the taped interview transcript, where long interviews are being conducted, (McMillan, 2008).

In qualitative studies, interviews are varied in the degree in which they are structured by the interviewer. Some interviews are open-ended even though focused on particular topic, guided by few broad-spectrum questions (Bogdan & Bilken, 2007), while some interviewer may be conducted using interview guide.

Qualitative research is generally, about the effectiveness of both structured and unstructured interviews. In case of semi-structured interview, the interviewer has found both positive and negative benefits (Bogdan & Bilken, 2007). The positive effects that the interviewer get comparable data from the participants from these interviews. On the other hand, the nature of semi-structured interviews permits the participant to disclose how he/she may make up the topic within the study. Each and every participant can interpret the researcher's questions in his/her own way which can be caused to lead the structuring of the topic in distinctive and unique way. This also leads the researcher to get potential to see new insights which the researcher had never measured as being linked to the general topic and could provide additional and valuable insights. In this condition the researcher's goal should be to listen carefully and search for to understand the meaning that participant brings to answering their questions.

Taped Semi-structured interviews captured by digital voice recorder which were the key data sources for this study as these sources provide great opportunity to meet with individuals as participants and to gather comparable data across subjects (Bogdan & Biklen, 2007). Many people are used this familiar interview method for data collection, in qualitative research, the interview takes shape of its own (Burgess, 1984; Fontana & Frey, 1994). On based of structured questions Semi-structured interviews were used to conduct or collect data for this study, but this method of research also allowed the participant or interviewer to speak the issues that may have been missed in the preliminary design but emerged in more open-ended dialogue. In this study, and constant with semi-structured interviews and qualitative studies (Merton & Kendall, 1946), common, general, and broad questions guided the interview process as these questions were aligned by the seven claims of headship and supporting literature. Though, some autonomy was used to explore and follow topics that surfaced all through the interview process. In adding up, the interviewer asked questions that were developed suddenly and wished-for to explore the participants' responses for deeper meaning.

Approximately one hour, the semi-structured interviews were conducted with college principals. These face-to-face interviews were conducted with the principals, each of the eight participants in location where the participants felt most relaxed and where mystery was afforded. The taped interviews were transcribed, coded, and then analyzed after gave the participants an opportunity to check their transcripts.

Demographic Details of Respondents

Demographic details of respondents were consisted of gender, academic qualification, professional qualification, designation, and job experience.

Frequency distribution of teachers regarding category

Category	<i>F</i>	%
Principals	50	12.5
Teachers	350	87.5
Total	400	100.0

According to table, out of 400 respondents 12.5% were principals and 87.5% of respondents were teachers.

Demographic Information of Principals (N=50)

Years in Current Position			Years in Total Experience		
Current Position	Frequency	Percent	Years in Total Experience	Frequency	Percent
1	8	16.0 %	2-4	10	20.0 %
2-4	14	28.0	5-9	17	34.0
					60

					%
					%
					36.0
		34.0			
5-9	17	%	10-15	18	
					%
10-15	11	22.0 %	More than 15	5	10.0
					%
		1			
		0			
Total	100	0	Total	100	100

Fifty principals and three hundred and fifty teachers participated in this comprehensive research study. Demographic information regarding the number of years principals had been working in their current position is presented in above Table. Of the 50 responses, 34% of principals had been working in their current position between 5 to 9 years, while 28% had held their current position for 2 to 4 years and 22% were 10-15 years and 16% first year principals. While demographic information regarding the total years of experience is presented in above Table. Of the 50 responses, 36% of principals experience between 10-15 years, while 34% had 5-9 years of experience, 20% have 2-4 years and 20% were more than 15 years of experience.

Demographic Information of Teachers (N=350)

Years with Current Principal	Frequency	Perce nt	Years in Total Experienc e	Frequen cy	Perc ent
1	79	17.4%	1	13	2.9 %
2-4	185	63.6%	2-4	121	26.7 %
5-9	85	18.2%	5-9	137	48.3 %
10-15	1	0.2%	10-15	79	17.4 %
Total	100	100	Total	100	100

Demographic information regarding the number of years teachers had been working for their current principal is presented in Table 6. Of the 453 responses, 63.6% of teachers had been working for their current principal between 2 to 4 years, while 18.2% had worked with their current principal for 5 to 9 years and 17.4% worked with their current principal for 1 year. Only 0.2% of those who responded had been working with their current principal for 10-15 years. While 48.3% teachers have 5-9 years, 26.7% have 2-4 years, 17.4% have 10-15 years and 2.9% teachers have 1 year experience.

Frequency Distribution

Descriptive statistics about teachers and head teachers about 'quality of education at college level' are presented in following table consist of frequency and percentage. Researcher observed frequency of each category of questionnaire responses.

Explaining the College Mission

This factor was consisted of two dimensions structuring the College Goals and Interpreting the College Goals. Structuring the College Goals consist of five Statements regarding responses of 400 participants. Frequency and percentage of Respondents have been presented in the following tables.

Descriptive statistics regarding annual college-wide goals

Code	F	%	Mean	Std
Almost always	86	21.5		
Frequently	134	33.5		
Sometimes	94	23.5	3.42	1.27
Seldom	35	8.8		
Almost never	51	12.7		
Total	400	100.0		

The above table showed the statement "Develop focused set of annual college-wide goals" where the 21.5% (86) participants were selected option almost always, 33.5% (134) participants were selected option frequently, 23.5% (94) were selected option sometimes, 8.8% (35) were selected option seldom and 12.7% (51) were selected option almost never and the mean (2.57) and SD (1.27). Therefore, most of the respondents were responded that they develop focused set of annual college-wide goals.

Showing descriptive statistics regarding f Frame the college's goals

Code	F	%	Mean	Std
Almost always	111	27.8		
Frequently	116	29.0		

Sometimes	102	25.5	3.60	1.1 9
Seldom	44	11.0		
Almost never	27	6.8		
Total	400	100.0		

The above table showed the statement “Frame the college's goals in terms of staff responsibilities for meeting them” where the 27.8% (111) participants were selected option almost always, 29.0% (116) participants were selected option Frequently, 25.5% (102) were selected option sometimes, 11.0% (44) participant were selected option seldom and 6.8% (27) were selected option almost never, where the mean (2.40) and SD (1.19). Therefore, most of the respondents were responded that they frame the college's goals in terms of staff responsibilities for meeting them.

Showing descriptive statistics regarding Assessment to secure staff input on goal development

Code	F	%	Mean	St.d
Almost always	64	16.0		
Frequently	167	41.8		
Sometimes	80	20.0	3.38	1.23
Seldom	38	9.5		
Almost never	51	12.8		
Total	400	100.0		

The above table showed the statement “Use needs assessment or other formal and informal methods to secure staff input on goal development” where the 16.0% (64) participants were selected option almost always, 41.7% (167) participants were selected option frequently, 20.0% (80) were selected option sometimes, 9.5% (38) participants were selected option seldom and 12.8% (51) were selected option almost never, where the mean (2.61) and SD (1.23). Therefore, the most of the respondents were responded that they use needs assessment or other formal and informal methods to secure staff input on goal development.

Descriptive statistics regarding student performance

Code	F	%	Mean	St.d
Almost always	110	27.5		
Frequently	119	29.8		

Sometimes	91	22.8	3.61	1.14
Seldom	67	16.8		
Almost never	13	3.3		
Total	400	100.0		

The above table showed the statement “Use data on student performance when developing the college's academic goals” where the 27.5% (110) participants were selected option almost always, 29.8% (119) participants were selected option frequently, 22.8% (91) participants were selected option sometimes, 16.8% (67) participants were selected option seldom and 3.3% (13) participants were selected option almost never. Where the mean (2.38) and SD (1.14). Therefore, most of the respondents were responded that they use data on student performance when developing the college's academic goals.

Descriptive statistics regarding develop goals that are easily understood and used

Code	F	%	Mean	St.d
Almost always	104	26.0		
Frequently	124	31.0		
Sometimes	100	25.0	3.61	1.12
Seldom	57	14.2		
Almost never	15	3.8		
Total	400	100.0		

The above table showed the statement “Develop goals that are easily understood and used by teachers in the college” 26.0% (104) participants were selected option almost always, 31.0% (124) participants were selected option frequently, 25.0% (100) participants were selected option sometimes, 14.2% (57) participants were selected option seldom and 3.8% (15) participants were selected option almost never where the mean (2.38) and SD (1.12). Therefore, most of the respondents were responded that they develop goals that are easily understood and used by teachers in the college.

Interpreting the College Goals

This dimension consists of five statements regarding responses of 400 participants. Frequency and percentage of respondents have been presented in the following tables.

Showing descriptive statistics regarding communicate the college's mission effectively

Code	F	%	Mean	St.d
Almost always	54	13.5	2.68	1.42
Frequently	94	23.5		
Sometimes	32	8.0		
Seldom	112	28.0		
Almost never	108	27.0		
Total	400	100.0		

The above table showed the statement “Communicate the college’s mission effectively to members of the college community” where the 13.5% (54) participants were selected option almost always, 23.5% (94) participants were selected option frequently, 8.0% (32) participants were selected option sometimes, 28.0% (112) participants were selected option seldom and 27.0% (108) participants were selected option almost never, where the mean (3.31) and SD (1.42). Therefore, most of the respondents were responded that they communicate the college’s mission effectively to members of the college community.

Showing descriptive statistics regarding teachers at faculty meetings

Code	F	%	Mean	St.d
Almost always	45	11.3	2.76	1.4
Frequently	126	31.5		
Sometimes	23	5.8		
Seldom	100	25.0		
Almost never	106	26.5		
Total	400	100.0		

The above table showed the statement “Discuss the college’s academic goals with teachers at faculty meetings” where the 11.3% (45) participants were selected option almost always, 31.5% (126) participants were selected option frequently, 5.8% (23) participants were selected option sometimes, 25.0% (100) were selected option seldom and 26.5% (106) participants were selected option almost never, where the mean (3.24) and SD (1.42). Therefore, most of the respondents were responded that they discuss the college’s academic goals with teachers at faculty meetings.

Findings of the Study

1. The result of this study shows that 33.5% respondents agreed and said, almost, always they develop focused set of annual, yearly school-wide goals.
2. The study shows the result that 29.0% respondents said that they frame the college's goals frequently in terms of staff responsibilities for meeting them.

3. The study shows the result that 41.7% respondents agreed and said that needs assessment or other formal and informal methods are used frequently to secure staff input on goal development.
4. The result of the study shows that 29.8% respondents said that frequently they use data on student performance when developing the college's academic goals.
5. The study shows the result that 31.0% respondents said that they frequently develop college goals which are easily understood and used by the teachers in the college.
6. The study shows result that 28.0% respondents said that seldom they communicate the college's mission effectively to members of the college community.
7. The study shows the result that 26.5% respondents said that they almost never discuss the college's academic goals with teachers at faculty meetings.
8. According to the result of the study 32.8% respondents said, frequently they refer to the college's academic goals when making curricular decisions with teachers.
9. According to the result of the study 29.0% respondents said that frequently they ensure that the college's academic goals are reflected in highly visible displays in the college (e.g., posters or bulletin boards emphasizing academic progress).
10. According to the result of the study 28.0% respondents said that they almost always refer to the college's goals or mission in forums with students (e.g., in assemblies or discussions).
11. According to the result of the study 36.3% respondents said that frequently they ensure that the classroom priorities of teachers are consistent with the goals and direction of the college.
12. According to the result of the study 35.3% respondents said, frequently they review student work products when evaluating classroom instruction.
13. According to the result of the study 29.8% respondents said that sometimes they conduct informal observations in classrooms on regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or formal conference).
14. According to the result of the study 35.3% respondents said that frequently they point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations).
15. According to the result of the study 34.5% respondents said that frequently they point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations).
16. The study shows the result that 32.3% respondents said that frequently they make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders).
17. The study shows the result that 33.3% respondents said that frequently they draw upon the results of college-wide testing when making curricular decisions
18. The study shows the result that 29.5% respondents said that frequently they monitor the classroom curriculum to see that it covers the college's curricular objectives
19. The study shows the result that 28.2% respondents said that frequently they assess the overlap between the college's curricular objectives and the college's achievement test.
20. The study shows the result that 32.0% respondents said that frequently they participate actively in the review of curricular materials.

Recommendations

This research focused on the female college principals as instructional leader in public sector colleges and gives rise to opportunities for research and study. The following four recommendations are presented in support of exploration of this concept:

1. Since this study explored instructional leadership from the perspective of the college principal, it may be beneficial to conduct similar study gathering perspectives and understandings from those in other leadership roles within the participating college. Similar questions could be presented to assistant principals and learning leaders to determine their views on

2. Redesign this study into experimental cause and effect research design. The amount of administrator time or the types of activities could be applied as treatment to randomly selected sample of college building units.
3. Revise the dynamics of instructional leadership model to include additional measurements of teacher perceptions of administrator effectiveness as explored in this study. Jury could validate and weight those measures which included administrator enthusiasm and dedication, supports teachers, evaluates pupil progress, coordinates instruction and curricula. Instructional and curricular emphasis, along with the effectiveness of the instructional leadership function.
4. Improve the college improvement inventory or use different assessment tool.
5. Expand the dynamics of instructional leadership model to include measures of student achievement.
6. Emphasize the individual college as unit of decision making and instructional outcomes.
7. The research-based activities critical to instructional leadership needs to be understood by all faculty and not just administrators.
8. Measures of time spent on critical instructional leadership activities such as time logging are useful to increase awareness of administrators and provide instructional focus to the daily work activities.
9. Administrators must work with teachers to plan, implement, monitor, and evaluate college learning climate.
10. Administrators must realize that their leadership cannot exist separate from what the teachers find meaningful and significant.

References

- Andrews, R., & Soder, R. (2012). Principal instructional leadership and college achievement.
- Barth, R. (2002). The culture builder. *Educational Leadership*, 59(8), 6-11.
- Bell, P., Fisher, J., Baum, A., & Greene, T. (2000). *Environmental psychology*. Fort Worth, TX: Holt, Rinehart and Winston Inc.
- Blasé, J., & Blasé, J. (2009). Principals' instructional leadership and teacher development: Teachers' perspectives. *Educational Administration Quarterly*, 35(3), 349-380.
- Blumberg, A., & Greenfield, W. (2000). *The effective principal perspectives on college leadership*. Boston: Allyn and Bacon.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods* (5th ed.). Boston: Pearson Education Group.
- Bossert, S., Dwyer, D., Rowan, B., & Lee, G. (2002). The instructional management role of the principal. *Educational Administration Quarterly*, 18(3), 34-64.
- Brookover, W. B., Beady, C., Flood, P., Schweitzer, J., & Wisenbaker, J. (2009). *College social systems and student achievement: Colleges can make a difference*. New York: Praeger.
- Brookover, W. B., & Lezotte, L. W. (2007). *Changes in college characteristics coincident with changes in student achievement*. East Lansing: Michigan State College, College of Urban Development.
- Burgess, R.G. (2004). *In the field: An introduction to field research*. London: Allen & Unwin.
- Cheng, Y. C. (2004). Principal's leadership as a critical indicator of college performance: Evidence from multi-levels of colleges. *College Effectiveness and College Improvement: An International Journal of Research, Policy, and Practice*, 5(3), 299-317.
- Coleman, J. S., Campbell, E., Hobson, C., Mc Partland, J., Mood, A., York, R., & Weinfeld, R. (2006). *Equality of educational opportunity*. Washington, DC: Government Printing Office.
- Coleman, J., & Hoffer, T. (2007). *Public and private colleges*. New York: Basic.
- Creswell, J. W. (2008). *Research design*. College of Nebraska-Lincoln: SAGE.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124-131.
- Cuban, L. (2004). Transforming the frog into a prince: effective colleges research, policy, and practice at the district level, *Harvard Educational Review*, 54(2), 129-151.
- Cuban, L. (2008). *The managerial imperative and the practice of leadership in colleges*.

Albany, NY: Suny Press.

Day, C., Harris, A., & Hadfield, M. (2001). Challenging the orthodoxy of effective college leadership. *International Journal of Leadership in Education*, 4(1), 39–56.

Day, C., Harris, A., & Hadfield, M. P. (2001).

Leading colleges in times of change.

Buckingham: Open College Press.

Day, C., Strobart, G., Sammons, P., Hadfield, M., & Kington, A. (2004). *Profiling variations in teachers' work, lives and effectiveness: The VITAE project*. Paper presented at the annual meeting of the British Educational Research Association, Manchester, UK.