

INSTRUCTIONAL LEADERSHIP PRACTICES
OF SELECTED PRINCIPALS
IN MALDIVES: A
CASE STUDY

ABDULLA RASHEED AHMED

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ABSTRACT

Instructional leadership has taken central place as a successful model to be practised by principals in leading schools. There was no research yet to explore the extent to which school principals in Maldives are adopting this model. Hence this research attempts to investigate the instructional leadership practices of selected principals in Maldives.

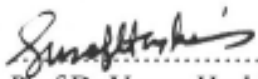
Due to the exploratory requirement of the research, a qualitative methodology was employed using a multi-case study where data was collected through an in-depth semi-structured individual interviews utilising purposeful sampling method. Triangulation was adopted through multiple data sources such as observations, and written documents in order to support and enrich the findings. Participants of this study included three principals, three supervisors and three teachers from three selected schools. The study used a revised instructional leadership behaviour model of Hallinger and Murphy (1990) to analyze the data using within and across cases thematic approach.

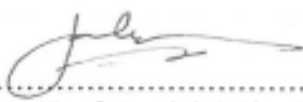
The findings of this study revealed that principals practiced the six dimensions of the instructional leadership behaviors and patterns as highlighted in the conceptual framework. However, from the across analysis case study, the study revealed that a) although all schools have mission and vision to provide proper direction but they are not clear whether to promote learning or to prepare for examination and b) community is not involved in designing vision and mission c) there was also confusion in the role of principals as an instructional or administrative leadership, d) no professional standards formulated for instructional leaders, e) a policy is needed for effective integration of ICT in teaching and learning, f)

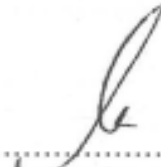
important behaviours of principals as instructional leaders include interaction with students and direct involvement in instruction and evaluation and g) provide holistic education for overall development and also an effective learning environment, As for barriers to be instructional leaders, the study showed lack of professional development, policies from Ministry of Education and high expectations from public. This study concluded that the revised model may be used as a guide to promote the instructional leadership behaviors and patterns among the principals in the Maldives. The revised model is considered as the contribution of this study.

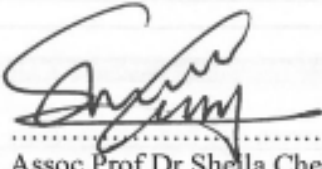
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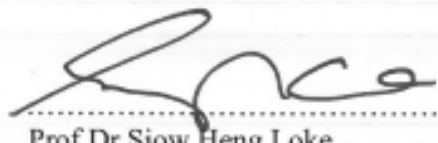
I certify that I have supervised /read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in quality and scope, as a thesis for the fulfilment of the requirements for the degree of Doctor of Philosophy.


.....
Prof Dr Yusup Hashim
Asia e University
Supervisor

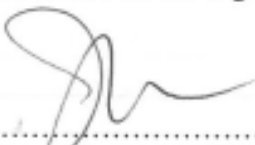

.....
Assoc Prof Dr Abdul Ghani Kanesan
Universiti Sains Malaysia
External Examiner 1



.....
Assoc Prof Dr Yahya Don
Universiti Utara Malaysia
External Examiner 2


.....
Assoc Prof Dr Sheila Cheng
Asia e University
Internal Examiner 1


.....
Prof Dr Siow Heng Loke
Asia e University
Chairman, Examination Committee

This thesis was submitted to Asia e University and is accepted as fulfilment of the requirements for the degree of Doctor of Philosophy.


.....
Prof Dr John Arul Phillips
Dean, School of Education &
Cognitive Science


.....
Prof Dr Siow Heng Loke
Dean, School of Graduate Studies

DECLARATION

I hereby declare that the thesis submitted in fulfilment of the PhD degree is my own work and that all contributions from any other persons or sources are properly and duly cited. I further declare that the material has not been submitted either in whole or in part, for a degree at this or any other university. In making this declaration, I understand and acknowledge any breaches in this declaration constitute academic misconduct, which may result in my expulsion from the programme and/or exclusion from the award of the degree.

Name of candidate: Abdulla Rasheed Ahmed

Signature of candidate:

A handwritten signature in blue ink, consisting of several overlapping loops and a vertical line extending downwards.

Date: 11th October 2016

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LIST OF ABBREVIATIONS

NAESP	National Association of Elementary School Principals
GCE O' Level	General Certificate of Education Ordinary Level
CFS	Child-friendly School
NCF	National Curriculum Framework
EFA	Education For All
IEL	Institute for Educational Leadership
OECD	Organization for Economic Co-operation and Development
NAESP	National Association of Elementary Schools Principals
ISLLC	Interstate School Leaders Licensure Consortium, ISLLC
SMT	Senior Management Team
PTA	Parents and Teachers Association
HOD	Head of Department
ICT	Information and Communication Technology

CHAPTER 1

1. INTRODUCTION

1.1. The Maldives

A tiny country in the Indian Ocean, sparsely populated by inhabitants spread over 1190 diminutive islands; the Republic of Maldives presents a topography that is barely visible on the world map. These 1190 islands formed naturally into 26 atolls and situated vertically across the equator in the Indian Ocean, 670km south west of Sri Lanka. While enjoying a beautiful tropical climate, the country covers a total area of 90,000 square kilo meters, which includes the sea within territorial water. The length of the archipelago is 750km with the widest point measuring 120km. The islands are low-lying and small with an average size of 1 square kilometer (Educational Development Centre, 2011). The vast ocean enveloping the landmass permits little scope for diverse occupations. Therefore, the sea and the marine life form the only natural resources. Also, the poor quality of soil renders agriculture unsuitable in most islands. The capital of the Maldives is Male' and its population makes up approximately one third of the country's population. The following information from the latest census gives more details about the population:

The resident population of Maldives in Census 2014 is 402,071. Out of this, the resident Maldivian population accounts for 338,434 and resident foreigners account for 63,637. Over a third of the population (38 percent) is enumerated in the capital Male', 53% in 187 administrative islands, 7% in 109 resort islands and 2% in industrial and other non-administrative islands.

(National Bureau of Statistics, 2014, p.11)

1.2. History, Economy and Education

Historically, the Maldives has been an independent nation, although the Portuguese occupied the Maldives for 15 years in the 16th century. In 1887, the Maldives became a British protectorate and gained independence on 26th July 1965 from British. Following that the Maldives became a republic in 1968 and Ibrahim Nasir was elected on 11th November 1968 as the first president. Maumoon Abdul Gayoom succeeded President Ibrahim Nasir on 11th November 1978. He was the president of the Maldives from 1978 to 2008. In August 2008, the new constitution was ratified by President Maumoon Abdul Gayoom, paving the way for the country's first ever multi-party presidential elections in October 2008. Mohamed Nasheed, the leader of Maldivian Democratic Party (MDP) won the election in the second round of voting after defeating the incumbent president Maumoon Abdul Gayoom who contested as the leader of Dhivehi Rayyithunge Party (DRP). The official language of the Maldives is Dhivehi Bas (language) and Islam is the official religion of the Maldives. Tourism and fisheries are the major industries in the Maldives (Educational Development Centre, 2011).

Structural changes has taken place in the economy where the country has undergone from primary industries like fisheries and agriculture to mainly tertiary sectors such as tourism industry, where knowledge and technology are intensively used today to provide services to the global customers. With modern technology, fishing became the second major economic activity in the country (Education Development Centre, 2011).

With the arrival of the era of knowledge-based economy, education becomes more important than before. Education plays a crucial role in human capital

development which is the driving force in modern tertiary sectors. With an urgent need to build human capital capacity in the Maldives, the country gives high priority to education and Principals as the heart of the leadership, their educational philosophy and leadership styles impact the development of schools and their future. Hence, education concerns the future of a country (Yan, 2015). At this juncture, it is important to consider whether Maldivian education system recognizes the changes that have taken place in the society to suit the new demands. A robust education system that caters to the demands of the new globalized world, with its complex demands is vital to achieve the economic growth and national development. The best forecast of a nation's future is what currently happening in the schools. A country's development depends basically on the competencies of its people (Yasin, Pihie, Fooi, Basri & Baki, 2015).

1.3. Education System

The Maldives is a developing country struggling to provide quality education to its people by spending a lot of money from the annual budget. Although, the country spends a lot of money on education, the outcome is always unsatisfactory. Normally in an average, more than 6500 students sit in the 'Cambridge International Ordinary level Examination' each year, and always the results are unsatisfactory. In 2009 only 32% of the students passed (A-C) in 5 subjects with C grade and above. In order to improve the quality of education, Ministry of Education targeted to increase the pass percentage of students sitting in 5 subjects or more (A-C) in the GCE O level/IGSE/SSC exams to 60% or more by 2013 (Educational Supervision and Quality Improvement Division, 2010).

Only 32% of students passed (A-C) in O level exam, the rest of the students complete 10 years of schooling without getting a reasonable result and without acquiring enough useful skills. Hence, some of these students are ill-equipped for any job. As a result, the country is heavily depending on the expatriate employees. In 2009, there were 70,259 registered migrant workers in the Maldives (Department of National Planning, 2010). Some of the Maldivian are unemployed (11.7%) and are just loitering aimlessly on the roads and some are using drugs (National Bureau of Statistics, 2015). The estimated number of drug users in the Maldives is 7500. Most of these drug users are having problems and conflicts with their family and friends. Besides, some of them are involved in gang related violence (United Nations Office on Drugs and Crime, 2013). Therefore, the crying need is to reform the schools in order to educate the children, build their confidence and to shape their personalities. Ironically, the students who get noteworthy results too find themselves unfit to apply their knowledge practically. Hence, schools need instructional leaders for educating, training and molding the children to fit into different sectors of the country.

Although the researcher worked in the educational sector for 30 years in various posts including the principal's post, the researcher rarely heard people talking about the concept of instructional leadership. However, the principals across the country are struggling to enhance students' performance to minimize the achievement gap. Instructional leadership of the principals contributes tremendously to create effective schools, and achieving the academic quality is considered as one of the foundations of the successful schools (Kruger, 2003, p.209). Sim (2011) further emphasized this view by saying that the principal's leadership is usually believed to be the major factor for achieving excellence in education.

James (1999) also states that leadership is an important ingredient for a good school. Leadership is one of the essential contributors that will make a school succeed or fail (Simkins, 2004). Five decades of leadership research provide high level of perception that principals' leadership behaviors influence the quality of education, school improvement and student attainment (Hallinger and Heck, 2010). In 2001, the National Association of Elementary School Principals (NAESP) argued that an excellent school cannot exist without outstanding leadership.

The government has targeted to achieve 60% of students pass from GCE O' Level by the year 2013. Nevertheless, after five years, in 2014 the pass percentage was still 53% (Policy Planning and Research Division, 2015). Therefore, the principals in the Maldives are in great need to find ways to improve students' performance. According to Kelley, Thornton and Daugherty (2005) principal's leadership is the most important factor that creates an effective learning environment. To create a positive learning climate, principal must know the ways and means that create the conditions necessary for organizational development or improvement. Existing literature revealed that a crucial factor of an effective school is an effective principal who performs instructional leadership in the school (Beth, 1997). The main aim of an instructional leader is to find ways and means to improve student learning.

Enhancing the quality of education and achievement should be the cornerstone of school improvement efforts; hence it is important schools pay high attention to any improvements needed to enhance the quality of instructional programs (MacGilchrist, Myers and Reed, 1997). The principals who are motivated to improve student learning, inspire teachers, and develop a set of strategies for

improvements of academic standards (Hallinger and Heck, 2009, p.662). McCann (2011) states that school leaders of the 21st century should use instructional leadership practices and behaviors for the school improvement. They should have certain leadership behaviors to fulfill the demands of a local society and global community. Although, teachers are finally responsible for enhancing student learning, creating a favorable climate for learning is the core task of school principals (Halverson, Grigg, Prichett and Thomas, 2005).

Many transformations on the role of principal in the education sector have shifted with the intention of policy makers towards instructional leadership of the principals (Hallinger, 2005). With the rapid economic, technological and social changes of the 21st century, school leaders face great challenges to improve the performance of schools (Pont, Nusche and Hopkins, 2008; Packard, 2011; Okendu 2012). After starting the school reform movement in the 1980s, school leaders were expected to consider student learning as the core task of their job. Hence, pressure for instructional improvement presents principals with complex challenges to enhance student learning (Lashway, 2002). Buluc (2015) also states that principals as instructional leaders give emphasis on teaching and learning process with the intention of improving classroom activities.

School leadership has come to faces major challenges in recent years (Day, Sammons, Hopkins, Leithwood and Kington 2008). During the past few years, waves of educational reforms hit the education system of Maldives. A Few years back the concept of ‘Child-friendly School’ (CFS) was introduced. After that in 2010 the Ministry of Education launched the ‘Quality indicators for Child-friendly Baraabaru

(perfect) School'. This document serves as a guideline to evaluate the education system of the country. Another major change was newly introduced curriculum by the National Institute of Education. All these changes had added up to make the principals' job more challenging and complex. Newly introduced curriculum demands the principals to be more active and practice instructional leadership behaviors like coordinating the subjects, and conducting effective monitoring and evaluation (Tedla, 2012).

The purpose of this study is to investigate the instructional leadership patterns practiced among principals in the Maldives. Hence, this study adds new knowledge and framework to guide the Maldivian principals on the ways to improve student learning. This study would also benefit educational practitioners and researchers.

1.4. Background of the Study

1.4.1. A Historical Overview of Education

The earliest form of education was inaugurated in the Maldives by the initiations of religious scholars and mainly the teaching and learning was based on one-to-one basis. Edhuruge, Makhtab and Madharusa were the local names of earliest educational institutions. These traditional institutions were administered and owned by different individuals from the island communities. These early forms of schools mainly focused on teaching reading and writing of the local language, Dhivehi, and Arabic script with basic numeracy. The teachers who worked in these schools helped the students to recite and memorize the Holy Qur'an. Besides, they

taught the students the basic principles of Islam, literacy and numeracy (Ministry of Planning and National Development, 2006 and Ministry of Education 2008).

The first government school was established in 1927 in Male' by Sultun Mohammad Shamsuddhee III under the name of Madharusathul Salahiyya with 69 boys. However, in 1944 an extra section was established for girls. The first principal of the school was Sheikh Husain Salaahuddheen. The then President of the Maldives, Mohamed Ameen Didi, was the principal from 1946 to 1953, and during this time the school was renamed as Madhrasathul Majeediyya. Until 2010, the school was catering to only boys. The researcher was fortunate to be the principal of this historical school from January 2015 to February 2016 (Ministry of Planning and National Development, 2006 and Ministry of Education 2008).

By 1945, education extended and each inhabited island had a school with the name of Makthab providing education at primary level students. In the 1950s, the education system was transformed to meet the needs of educated people in a growing economy. In 1960, the Maldivian government established two English medium schools in Male', and started following British school system in terms of organization of curriculum and methods of instruction (Ministry of Education 2008).

The most recent historic development in education in the Maldives occurred in 1978, with the decision to move to a unified national system of education and to promote a more equitable distribution of facilities and resources. The policy focus was on providing Universal Primary Education for All and thus the strategies involved the formulation of a unified curriculum for Grades 1-7, improvement of teacher training and the establishment and upgrading of new schools in the atolls.

(Ministry of Education, 2008, p.19)

Initially, the government, the community and the private sector collaboratively provided education in the Maldives. The government assisted community and private schools by providing certain percentage of teachers depending on the enrollment of the schools. In addition, the government supported these schools with infrastructure facilities, furniture and financial aids. Secondary education was available only in Male' until 1990, but it has been expanded gradually to the atoll schools on set criteria. However, in 2005, the criterion for introducing grade 8 in existing primary schools was revised. As a result, more students got easy access to 10 years of formal education. In 2001, two atoll schools were given opportunity to start higher secondary schooling and followed by another school in 2002. Additional extension of the higher secondary education in the atolls was continued by establishing grade 11 in eligible existing secondary schools in 2004. After that schools were given opportunity as they were eligible. In 2005, the government transformed the educational policy and converted all the community schools as government schools with the purpose to minimize the differences in giving access to schools (Ministry of Education, 2008).

1.4.2. An Overview of Education

At present, in the Maldives there are 212 government English medium schools which cater 64, 882 students. The total number of students in the Maldives including the private and community schools is 88,341. There are 212 principals, 46 deputy principals and 871 supervisors to manage the government schools. In the government schools, there are 7026 teachers and 5360 administrative staff (Policy Planning and Educational Research Division, 2015). Principals are responsible to manage the schools according to the government educational policies to meet the demands of the

government and the school community. The followings are the five educational pledges of the present government:

The Ministry of Education currently moves forward with the five educational pledges in the manifesto of the present government laying great emphasis : to ensure all children across the country receive quality and unbiased education leaving no child behind; making sure that every youth is skilled; guaranteeing reputed schools with adequate resources throughout the country; ensuring higher education opportunities for all eligible students; and ensuring that skills related to economic revolutions are instilled within the children of the nation.

(Ministry of Education, 2015, p.1)

1.4.3. The Curriculum

Ministry of Education introduced a national curriculum for primary education in 1984. After that during 2004 and 2005, Educational Development Centre brought a major revision to some curricular materials. With this change, outcomes-based syllabuses were introduced with clear standards which all students are expected to achieve in all the subjects across the curriculum. However, at secondary and higher secondary level curriculum and syllabuses are from international examinations bodies except for Islam and Dhivehi. Secondary level examinations are offered by Cambridge International Examinations and higher secondary examinations are offered by Edexcel International, London Examinations. The Department of Public Examinations administers and coordinates all the international and local national examinations (Ministry of Education, 2008).

The draft of the National Curriculum Framework (NCF) was presented three times to the Cabinet and it was approved by the Cabinet on 26th February 2014. According to the Implementation Guide of the NCF, some schools were be selected

for pilot testing and the new curriculum was implemented in 2015 for key stage 1 (grade 1 to 3) and key stage 2 (grade 4 to 6) in 2016 (National Institute of Education, 2014). The vision of the national curriculum is very comprehensive and holistic.

The National Curriculum envisions the development of: Successful individuals who are motivated to learn and explore; who are inquisitive and eager to seek, use and create knowledge; confident and competent individuals who have a firm belief in Islam, a strong sense of self and cultural identity, and believe in their own capabilities; responsible and productive contributors to their own family, their local community and the global society.

(National Institute of Education, 2014, p.8)

This outcomes-based National Curriculum Framework identifies eight key competencies, which are vital for individuals to live, learn and contribute as active members of the nation and the world as a whole. In addition, these key competencies are designed to provide the foundation for lifelong learning, employability and they provide a combination of cognitive and practical skills, knowledge, values, attitudes and other social and behavioral components. The eight key competencies of the NCF are as follows:(1)practicing Islam, (2)understanding and managing self, (3)thinking critically and creatively, (4)relating to people, (5)making meaning, (6)living a healthy life, (7)using sustainable practices, and (8)using technology and the media (National Institute of Education, 2014).

The NCF has eight principles which are considered to be cornerstone for decision making on the curriculum and development and implementation. The eight principles include the followings: (1) Islam (2) identity and culture (3) human rights, democracy and justice (4) holistic development (5) personal excellence (6) Inclusivity (7) preparation for life (8) and relevance. Apart from the principles, the

NCF has shared values. These values encourage students to develop as an individual to live successfully in the society and to live peacefully in a global world. The NCF describes values under four categories: (1) values relating to self, (2) values relating to family and others, (3) values relating to local and global community and (4) values relating to the environment. Besides, the NCF promotes holistic approach to education, giving equal emphasis on the development of knowledge, understanding, skills, values and attitudes (National Institute of Education, 2014).

The NCF describes the main phases of schooling: The first phase or pre-primary phase(LKG and UKG) is called foundation. The primary phase begins at key stage 1 (grades 1 to 3) and continues till the end of key stage 2 (grades 4 to 6). Unlike before, in new curriculum, lower secondary education starts at key 3 (grade 7 & 8) and ends at key stage 4 (grades 9 & 10). In the Maldives 10 years of schooling is compulsory for all the students. After completing the lower secondary (key stage 3 & 4) the students sit Cambridge International O' level Examinations. After completing the O' level examinations, eligible students start higher secondary education in key stage 5 (11 & 12). After completing the higher secondary education, students sit Edexcel International A' level examinations. The NCF describes the learning outcomes that students are supposed to attain in each phase. The focus of learning and its methodology differ from phase to phase to optimize student learning and development (National Institute of Education, 2014).

“The National Curriculum identifies eight key learning areas which define the knowledge, understanding, skills, attitudes and values that all young people need to acquire in order to be successful, confident, competent, responsible and productive

individuals” (National Curriculum Framework, 2014, p.25). The followings are the eight key learning areas: (1) Islam and spirituality, (2) language and communication, (3) mathematics, (4) environment, science and technology, (5) health and wellbeing, (6) social science, (7) creative arts and (8) entrepreneurship. As all the eight key learning areas are important for holistic development, from the foundation stage (LKG and UKG) to key stage 3 (grade 7 and 8), all students are given opportunity to learn from all the eight key learning areas. After completing the key stage 3 students will be allowed to choose different subjects from various key learning areas for the purpose of in-depth learning (National Institute of Education, 2014).

“The pedagogical dimensions in the curriculum support teachers to focus on specific skills, content knowledge and expertise (Schulman, 1986) with innovative support systems to help students master the multi-dimensional abilities required of them in today’s diverse and complex world” (National Institute of Education, 2014, p.62). These pedagogical dimensions are strategies and teaching methodologies which ensure that students learn successfully to attain the intended learning outcome. Therefore, teachers are expected to use different range of pedagogies to meet student needs and to address the different learning preference of various students. The followings are the five pedagogical dimensions: (1) Creating a positive learning environment, (2) connecting prior learning to new learning, (3) fostering reflective practice, (4) making learning meaningful, and (5) recognizing individual differences (National Institute of Education, 2014). Schulman explains the importance of pedagogical content knowledge as follows:

Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with

them to the learning of those most frequently taught topics and lessons. If those preconceptions are misconceptions, which they so often are, teachers need knowledge of the strategies most likely to be fruitful in reorganizing the understanding of learners, because those learners are unlikely to appear before them as blank slates.

(Schulman, 1986, p.9)

“Assessment plays a crucial role in the teaching and learning process, providing opportunities for students to demonstrate evidence of what they know, understand and can do and to make recommendations for their future learning” (National Institute of Education, 2014, p.66). Unlike the previous curriculum, the new NCF provides a guideline to improve the quality of assessment practices used in schools. The NCF recommends giving emphasis on the following areas when assessing the students: (a) measure learning across all dimensions, (b) use multiple methods to assess, (c) involve the whole school community in making assessment policies and procedures, (d) use feedback to adjust and improve learning, and (e) make assessment as continuous improvement cycle (National Institute of Education, 2014).

1.4.4. Child-friendly “Baraabaru” School

In order to ensure the quality of education provided in the Maldives, in 2010, the Ministry of Education introduced a document called “Quality Indicators for Child-friendly “Baraabaru” Schools Maldives”. The purpose of this five-dimensional document is to facilitate the monitoring and evaluation of the education provided in the schools, by the schools, at province level and nationally. The prime feature of this document is that it describes the standards and indicators to measure the standard in a Quality Child-friendly “Baraabaru” School in the Maldives. The standards and

indicators have been divided into five dimensions. The followings are these five dimensions: (a) Inclusivity, (b) child-centered teaching and learning, (c) health and safety, (d) family and community partnership, and (e) leadership and management (Ministry of Education, 2010).

Schooling is a right of every child and the main aim of education in Maldives is to provide quality education for all children. Every child needs to be assured of a quality, child-friendly learning experience that enables the child to grow to his/her full potential and be a successful citizen.

(Ministry of Education, 2010, p. 3)

<i>Dimensions</i>	<i>Inclusivity</i>	<i>Child-centered teaching and learning</i>	<i>Health and safety</i>	<i>Family and community partnership</i>	<i>Leadership and management</i>
Standards	Policy on Inclusivity	Curriculum Syllabus	Health Personnel and Facilities	Family participation	Planning
	Annual Enrollment and Projection	Lesson Planning	School Health Policies	Communication	Professional development
	Inclusion Plan	Teaching and Learning Strategies	Health and Nutrition Services	Parental Role	Personnel qualifications and skills
	Children at Risk	Teaching and Learning Resources	Health education	Community Involvement	Human resource management
	Leadership and Mentorship	Learning Environment	Healthy physical environment	Community Resources	Infrastructure and finance management
		Learner-Centered Assessment	Healthy social environment		Leadership and community
		Co-curricular, Curricular and Career Guidance	Fitness and Activities		Community collaboration
					Student leadership

Table 1. 1 Baraabar School Dimensions and Standards (Ministry of Education, 2010, p.4)

All these standards consider the whole-child and advocate fairness, equality and inclusivity. These indicators contribute to provide education to all the students. Besides, these standards encourage offering education in various disciplines to cater the different needs of the students. Basically, this document outlines the standards

and indicators to measure the standard in a Quality Child-friendly “Baraabaru” School in the Maldives. Therefore, school principals are held accountable to follow this guideline and maintain the school according to the stated standards. All the stakeholders can ask the principals why a certain standard has not been achieved. After introducing this document, this is used as the primary tool for school supervision. For each of the five dimensions there are standards of quality. For each standard there are indicators, which are used as criteria for a certain level of rating for that standard (Ministry of Education, 2010, p. 4).

1.4.5. The Role of School Principals

At present, the Maldivian government is enduring an endeavor to reform the educational system. The outcome of this utopian goal to reach perfection has made the school principals responsible for implementing all these changes in a favorable way to improve students’ learning. Hence, both the central government and local governments are implicitly demanding the principals to be effective leaders. There were debates regarding the most appropriate model for educational leadership. Leadership is frequently debated topic in organizational studies and it has been believed that leadership is an important factor for organizational success (Kale & Gunes, 2015). From the literature, instructional leadership and transformational leadership are considered as the most appropriate conceptual models of educational leadership (Stewart, 2006& Hallinger, 2003). Hallinger (2005) also claims that most frequently studied model of school leadership over the last two decades was the instructional leadership model.

Before reviewing the roles, behaviours and patterns of instructional leadership, the main question here is: ‘What is the definition of instructional leadership?’ There is no definite answer to this question because different scholars come up with different definitions. For Sim (2011) instructional leadership is directly related to the principal’s role in leading teaching and learning process by managing and implementing the curriculum, and by working collaboratively with teachers to enhance student learning. Instructional leadership take place when the principal provides directions to improve teaching and learning process, provide materials and encourage the teachers and students with the purpose of increasing the quality of education at a school (Kruger, 2003). “Instructional leadership is the principals’ focus on the behaviour of teachers that directly affect student learning and school outcomes” (Packard, 2011, p.6).

Based on these definitions, a common theme emerges where instructional leadership’s main focus is on making teaching and learning as core responsibility of principal. It further requires the monitoring the role of teachers and to support, guide and motivate them to work diligently to improve the instructional activities. Principals are responsible to guarantee that quality teaching and learning is provided in every classroom (Kruger, 2003). To ensure this, principal must work collaboratively with teachers and provide necessary assistance whenever they need it. Instructional leaders facilitate to create a systematic and caring environment for staff to teach and students to learn (Robinson, Lloyd and Rowe, 2008, p.667). Aziz, Fooi, Asimiran & Hassan (2015) also state that the leaders working in educational institution are responsible to ensure the standard of education.

The central processing unit of a school is its principal. Therefore, the performance of a school is greatly influenced by the behavior of principal. In the Maldives, parents have very high expectations from schools. Their highest priority is to excel students' academic performance. To meet the demands of parents and the Ministry of Education, principals, teachers and students are under great pressure. As a result, the Maldivian schools urgently require instructional leaders to fulfill challenging demands. Effective principals pay attention to make student learning as the hub of the school (Stevens, 2011). The principal is a successful teacher who utilizes high level of leadership quality to provide chances for maximum learning and progress of their students (Alberta Education, 2009). The role that principal plays as an instructional leader contributes to enhance student learning and achievement (Valle, Almager, Molina & Claudet, 2015).

The instructional leadership model came out in the early 1980s from the research on effective schools. In comparison to the other models, this model focuses on the behaviors that improve educational outcome (Stewart, 2006). Instructional leadership is recently reviewed as a global event in the form of leadership for learning (Hallinger, 2009, p.1). Besides, Kruger (2003) states effective instructional leadership is the foundation of providing quality instruction in the school and these leaders build a positive climate of effective teaching. To support the views of these researchers, McCann (2011) also mentions that principals should facilitate teachers with instructional resources and practices that lead students to excel in their academic endeavor. Kale & Gunes (2015) also explain the importance of instructional leadership for school success:

In terms of attaining educational success, a leader who exhibits instructional leadership behaviors is very important. It is believed that in institutions where instructional leadership behaviors are exhibited, it is easier to create an effective organizational climate. Successful instructional leaders influence not only organizational commitment but also organizational justice in a positive way.

(Kale & Gunes, 2015, p.25)

During the past twenty years there was pressure for the principals to be involved in the minimum level of managerial duties to take the responsibilities of instructional activities (Prytula, Noonan and Hellsten, 2013). Effective leaders shoulder their responsibility and they also hold everyone responsible for achieving school goals (Murphy, Elliott, Goldring and Porter, 2007). Educational systems throughout the world are holding the leadership of schools accountable for student performance and results (Hallinger and Heck 2010). Hess (2006) also mentions leaders should be accountable and responsible for providing quality education to every pupil. ‘The rise of the accountability movement at the turn of the 21st century gave rise to an increasing focus on learning outcomes of students and schools’ (Hallinger, 2009, p. 2).

After working as a principal for more than fifteen years and visiting different parts of the Maldives as a practitioner and reviewing the literature, the researcher decided to focus this study on instructional leadership patterns practiced among the principals in the Maldives. This research examined principals’ leadership patterns to determine whether they demonstrate characteristics of instructional leadership and understand the level of importance given to the roles of instructional leadership.

1.5. Statement of the Problem

The Maldives has successfully achieved the Education For All (EFA) goals of universal primary education, adult literacy of 98.8%, and gender parity in providing access to education (Ministry of Education, 2008, p.3). Shiuna & Sodiq (2013) also agree that over the past two decades the Maldives has achieved noteworthy improvement in access to education. However, they pointed out the growing concern with the quality of education in the Maldives. There is also a significant difference in quality of education between the capital Male' and atolls (Ministry of Education, 2008). Besides, Shiuna & Sodiq (2013) also raise the concern that higher secondary education enrolment rates have been distressingly low at 18% in 2009 and 36% in 2011. These authors assume that if young people are not engaged in education that may increase nationwide social issues like high unemployment and high crime rates. All these issues and concerns demand school principals to be more effective instructional leaders.

The under achievement rate in Cambridge GCE Ordinary Level examinations is always a concern in the Maldives. In 2005, only 27% of the students passed (grades A –C) in 5 subjects or more. Although, there was 8% improvement in pass percentage from 2008 to 2011, still, it was a great concern because 16% of students did not achieve a single pass from GCE O Level (Shiuna & Sodiq, 2013). However, the results have been improved during last few years and the Maldives best GCE O Level result 53% has been produced in 2014 (Policy Planning and Research Division, 2015). As mentioned earlier the national target is 60%, and therefore, 2014 results were still lower to achieve the national target (Educational Supervision and Quality Improvement Division, 2010). The problem of the large numbers of students

failing in international examinations has been debated in the Maldivian education sector over many years (Adam, 2012). Consequently, teachers, students and school management are under great pressure to improve the results. Especially, the principals who should shoulder on the ultimate responsibility of school performance are in a great need to find strategies to improve the results.

Shiuna & Sodiq (2013) argue that the quality control mechanisms of schools were failed. As an evident to their claim they state that significantly high numbers of students are promoted to a higher grade despite failing to meet the required promotion criteria. Since this is a common practice, these authors believe that this is the result of poor monitoring and evaluation of teaching and learning process of school system of the Maldives. The findings of the research these authors conducted in the Maldives reveal that in some schools there are illiterate students in grades as high as grade five. Besides, the participants of this study raised the concern that present student support activities in schools target mainly on bright students and ignore students who fall behind or are slow in learning. Furthermore, the respondents raised the concern that quite often students are distributed across the grades based on their level of achievement and schools fail to provide the extra support required by low achieving students. These issues clearly demonstrate the importance of principals who practice instructional leaders for Maldives to improve the situation of the schools.

The introduction of international service providers in the field of imparting education has generated a scene of fierce competition among the schools in the Maldives. Consequently, there is an increasing demand in the Maldives from parents and government to improve student learning and achievement. To meet these

demands, the government is reforming the educational system for better results. As mentioned earlier, the school principals are held accountable to achieve the target set by the government. Ministry of Education has asked the school principals to increase ‘Cambridge GCE. Ordinary level’ pass percentage up to 60% within five years (Ministry of Education, 2010). This gives pressure and stress to principals and teachers to meet this target. Consequently, the principals translated the real meaning of education in a wrong way and started preparing students for the exams rather than preparing them for life.

After conducting a research in the Maldives, Mohamed (2013) states that there is immense pressure on assessment on the primary schools in the Maldives. By explaining the reason for enormous pressure the author states that in the present competitive nature of the Maldivian school systems make students to get the best marks. By explaining the Maldivian exam oriented school culture the author says that teachers and students are given lot of awards in school wide, nationwide and internationally for the achievements in their success in international exams. “The pressure of assessment is in fact something that seems to have always existed in the Maldives” (Mohamed, 2013, p.237). Apart from the exam pressure in primary grades, a strong emphasis is given on examinations at secondary level. During the academic year, in each semester, secondary levels students’ performance includes the results of continuous assessment and the final examination of each semester (Mohamed, 2006).

In the competitive nature of Maldivian education system, the highest level of pressure is imposed on the schools to prepare students for the national and

international examinations they sit at the end of secondary schooling. Achieving outstanding results in these examinations is considered as an accomplishment. It is believed that this practice has a direct effect on the instructional strategies used by teachers. Therefore, teachers believe that their most important responsibility is successfully transmitting the content knowledge to students and the use of the knowledge to write their examinations (Adam, 2010). Yamada, Fujikawa & PANGENI (2015) conducted a research in the Maldives with the purpose to identify the factors influencing the 10th grade students' performance in the O-level subjects. These authors pointed out the concern for having limited administrative or managerial capacities to manage rapidly extended educational system.

The case of Maldives suggests the necessity of paying more attention to the potential negative impact of international test certification on equity of educational outcomes in secondary in countries with limited administrative capacities, rapidly expanded education system, and stronger demands for international tests. As a small island nation, Maldives has experienced challenges with educational administration throughout its history.

(Yamada, Fujikawa & PANGENI, 2015, p. 67 - 68)

Apart from the competition in academic area, the extracurricular (educational) programs were also designed in a way to increase the competitive spirit among the parents, teachers and students. Language development activities like English Week and Dhivehi Week are also conducted in competitive nature. Therefore, teachers and students get certificates, prizes and awards. As a result, teachers and students worked extremely hard attain the highest prizes and cups from these literary competitions (Mohamed, 2013).

Providing holistic education is really important to equip the students to face the challenges of their life. By the means of getting holistic education, students will be prepared to lead their own lives in a successful way. Learning doesn't mean just memorizing something without knowing how to apply what they learn in real life. Students require knowledge, skills, values and attitude to utilize what they learn at schools. However, as mentioned above, at present, most of the schools in the Maldives are only working to improve exam results by forgetting to provide holistic education. This is a great challenge to the principals to decide if they have only to try to improve exam results or to develop the character of a child (Shiuna & Sodiq, 2013). Many would agree that the work of a principal is complex, hectic and tense with uncertainties, and given the ongoing pressure for accountability to work as an instructional leader is shifting to ensure results (Hallinger, 2009).

The findings from the research by Mohamed (2013) further reveal that the teachers and parents are anxious over the students' marks and they give immense pressure to students into producing excellent results from the exams. The teachers participated in the research (Mohamed, 2013) believed that the pressure of attaining the highest grades was a problem that had existed in the Maldivian community for a long time. As an evidence of this pressure they stated that when children got less mark, their parents forced the children to score high marks and also compared them with high achieving students of their classes. Lahui-Ako (2001) did a research in Papua New Guinea, and states that highest priority was given to score marks from the national examination instead of providing holistic education to the students. This situation requires effective instructional leaders to provide education in its real sense.

During their research (Shiuna & Sodiq, 2013) explored the connections between secondary education and industry needs in the Maldives. Respondents in their study agreed that skill development and training for business and industry requirements were lacking in the secondary education, despite the fact that more than 70% of students were business stream students. Besides, the findings of this research reveal that students were not prepared for any specific field at secondary level of education. As the reason of lack of skill development, these authors state that the teaching in the Maldives was too result-oriented, whereby parents and teachers gave importance to grades over the real learning. As a result, there was lack of focus on other activities that develop skills such as extracurricular activities and practical learning. This shows that the Maldivian school system is not giving emphasis on providing a holistic education to prepare students for life and hereafter. Shiuna & Sodiq (2013) further explain the consequences of exam-oriented teaching as follows:

Although work ethics such as punctuality, commitment, respect and responsibility are ethics students also learn in school environments (or within the school system), these ethics were recognized as significantly lacking in school leavers when they enter work environments. Business skills such as communication, customer service, time-management, and leadership skills were discussed as the key skills that need to be focused on in order to better prepare students for the work environment.

(Shiuna & Sodiq, 2013, p.31)

The new curriculum framework is entirely different from its predecessor. One of the main differences in the new curriculum is; it's a competency based curriculum. Whatever a school does inside or outside the classroom must be focused to develop these key competencies. To develop each key competency, teachers should identify relevant knowledge, skills, values and attitude, required to develop the selected key

competency (National Institute of Education, 2014). Hence, this situation demands the principals to be instructional leaders by spending more time with teachers and provide them necessary assistance to face these challenges. This role requires the principal to be familiar about curriculum and instruction and to work with teachers directly to guide instructional improvement (Hallinger, 1992). Therefore, instructional leaders are urgently required for the Maldivian schools.

The researcher had reviewed standards stated under the dimension of Leadership and Management of Quality Indicators for Child-friendly Baraabaru School. The eight standards mentioned under this dimension are planning, professional development, personnel qualifications and skills, human resource management, infrastructure and finance management, leadership and community, community collaboration and student leadership (Ministry of Education, 2010, p. 4). The principals are directly accountable to discharge all these tasks. From the standards stated under the leadership dimension, it does not precisely mention the concept of instructional leadership. This shows the lack of importance given to instructional leadership in the Maldives. As a result, many times, the principals are occupied with managerial and administrative tasks. Consequently, student learning is not a priority of the principals' agenda. Hence, this is one of the most serious problems in the education system of the Maldives.

Based on the researcher's experience, it can be said that some principals in the Maldives see themselves as administrators; hence, most of the time, they are engaged with administrative tasks. Rarely these principals involve themselves in instructional activities and they delegate all these activities to the supervisors and the heads of

departments. They believe that they are in shortage of time to practice instructional leadership in schools. According to Kruger (2003) some principals in other countries also have a similar attitude. While conducting his research on instructional leadership, Kruger (2003) asked the selected principals regarding allocating time for instructional activities in their daily timetables. The response they had given was shortage of time to involve in teaching and learning as they wanted to. These respondents also pointed out that many of the instructional responsibilities are delegated to head of departments.

The challenges to practice instructional leadership is that, many principals are not educational experts. Besides, some principals see themselves as administrators and they intentionally keep themselves away from the classroom environment (Stewart, 2006). There are plenty of activities which keep school leaders away from the significant work of instructional programs, because these activities need managerial details and consideration to the overall effective management of the school (Hallinger, 2010).

After conducting a research on instructional leadership, Tedla (2012) states that only 25% of the principals time is spent on instruction and the rest of his time is consumed in administrative tasks. As a result, principals' precious time and energy to improve instructional tasks are stolen (Tedla, 2012). Principals are often criticized because they spend their time on daily tasks which are unrelated to instructional leadership (Nguyen and Wu, 2012). "If principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning" (Jenkins, 2009, p.36). The

degree to which the principal is an effective instructional leader meeting these challenges is a topic of interest to researchers and educational practitioners.

In order to guide the work of principals in the Maldives, critical gaps in the existing practice call for examination. The role ambiguity, perceptions of principals about their responsibilities and the real purpose of providing education are areas which need a clear answer. Perceptions of instructional leadership are very important. Due to role ambiguity, some principals do not have a clear picture of what their role is in the process of teaching and learning. After conducting a research by taking samples from 1127 principals in Texas, Sim (2011) concluded that the principals do not play the role as instructional leaders because most of their time is focused on administrative and clerical matters. The result of his study indicated that principals spent lesser time to interact with teachers and students; hence, they are not instructional leaders. Principals should distribute their time for issues of curriculum instruction, and other administrative matters like human resource management and financial management. The effective implementation of all the function of a principal will ensure to create a positive culture of teaching and learning which contributes to the effectiveness of the school (Kruger, 2003, p.206)

“Principals can no longer only oversee the management and fiscal responsibilities of their schools; they are responsible and accountable for the effectiveness of the school instructional program and student outcomes” (Chamberlain, 2010, p.2) There is no doubt that a strong educational leadership is the primary tool to manage the schools in the 21st century. Therefore, we need the type

of leadership that brings significant improvement in student learning by keeping teaching and learning at the heart of the school.

Based on all the above mentioned issues and challenges the researcher believed that the principals of the Maldivian schools are under immense pressure which they never experienced before. Since, principals are expected to perform different responsibilities; the effective principals keep a correct balance among these roles to obtain effectiveness (Hallinger, 2005). School leaders are responsible for dealing with student discipline, managing irritated parents, making and sending reports to concerned authorities, implementing the rules and regulations, assessing and monitoring the student progress and attending the physical development of the school (Hallinger, 2005).

In the beginning of 21st century, many scholars and policy makers are interested in educational leadership. They believe that the quality of the principal leadership is important to progress student learning and achievement (Bush, 2007). According to Bush (2007) if the principal wants to increase student learning, principal needs to perform instructional leadership and make student learning the most important tasks of the school.

1.6. Purpose of Study

The purpose of this study is to investigate the instructional practices of selected principals in Maldives. So, there is a need to identify principals' behaviors which demonstrate instructional leadership, how they practiced instructional leadership and if these leadership practices impact on managing the schools positively. Therefore, it is important to investigate the instructional leadership

patterns practiced with an objective to find out how they display these patterns in their schools. It was also aimed to identify the levels of importance given to implement the instructional leadership practices in the Maldivian schools.

For the last 30 years the researcher had been working in the government schools in the Maldives as a teacher, supervisor and a principal. During the 15 years of the principal post, the researcher got many opportunities to participate different workshops and seminars organized for principals and school leaders. Sometimes Ministry of Education organizes workshops and conferences for principals. Besides, the National Institute of Education also arranges workshops for principals and school leaders. However, those workshops and seminars never addressed about the instructional leadership. Although many principals practice some instructional leadership activities to a certain extent, the researcher never heard the name of this concept from the Maldives. While the researcher was working as the principal of Gn. Atoll Education Centre, about 30 principals from other islands visited the school. During their visit they requested the researcher to take a professional development session for them. So, the researcher took a 2 hours session for them on instructional leadership. After the session they expressed the usefulness of the session and also they said it was the best session they had ever attended.

Therefore, it has been believe that Maldivian principals require more knowledge and understanding about the instructional leadership in a systematic and harmonious manner. As a result, the researcher has chosen the present research topic to investigate the instructional leadership patterns practiced among the principals in the Maldives. This is because there is an urgent need to find solution to the issues

and concerns existed in the Maldivian school system. Truly understood and effective instructional leadership is very important as an engine to facilitate teachers to teach enthusiastically, inspire students to explore and learn and include the community members as important stakeholders in a school (Tedla, 2012).

1.7. Objectives of the study

Specifically, the study was conducted to achieve the following objectives:

- 1) To examine the instructional leadership practices of selected principals in Maldives in 3 dimensions: Defining the school mission, managing instructional program and promoting school learning climate) as suggested by Hallinger and Murphy, (1990).
- 2) To explore the opportunity given to the community to get involved in school operations.
- 3) To investigate the importance given to provide holistic education in schools.
- 4) To explore the roles of principals in integrating ICT in learning.
- 5) To explore the important characteristics, behaviours and responsibilities of principals as an instructional leaders.
- 6) To assess the views of instructional staff regarding the association between principals' instructional leadership patterns and the level of student achievement.
- 7) To examine the barriers to be instructional leaders in the context of Maldives.

1.8. Research Questions

Research questions are what the researcher specifically wants to learn from the research and are based on the objectives of the study.

The main research question:

What are the instructional leadership practices of selected principals in Maldives?

This study attempted to answer the following auxiliary questions:

- 1) What are the views of the instructional staff about the principal's instructional leadership practices in the dimensions of defining school mission, managing the instructional program and promoting the school learning climate?
- 2) How does the principal provide the opportunity to the community to involve in school operations?
- 3) How much importance is given to provide holistic education in school?
- 4) What are the roles of a principal in integrating ICT in learning?
- 5) What are some of the important characteristics, behaviours and responsibilities of a principal as an instructional leader?
- 6) What is the relationship between principal's instructional leadership patterns and the level of student achievement as perceived by instructional staff?
- 7) What are the barriers to instructional leaders in the context of Maldives?

1.9. Scope of the study

This study includes a detailed theoretical discussion of instructional leadership and included the various models of instructional leadership. Besides, this study reviewed guidelines and standards made for principals in different countries. Since the major focus of this study is the instructional leadership behaviors, emphasis was given to this concept. This study also investigated instructional leadership patterns practiced among principals of Maldives in their schools. Unit of analysis of this study included principals, supervisor, teachers and school documents.

1.10. Significance of the Study

This study is a pioneering effort to investigate principals' instructional management behaviours and patterns practiced among the principals in the Maldivian context. Therefore, this study provides a useful beginning for further research in this area of interest. The findings of this study and policy implications prove to be the stepping stones for some form of secondary data for future research in principal instructional leadership as well as policy changes. Since the Maldives is a developing country, for further development of the nation, a strong and effective educational system is compulsory. It is obvious that without having an effective instructional leader, schools will be unable to achieve both national and school visions. Successful leaders put the maximum efforts to achieve the established vision. These leaders provide necessary resources, share the development and encourage the people work together to attain the school vision (Hallinger, 2005).

This research further contributes to the effective implementation of instructional leadership functions in the Maldivian schools. There is a need for

optimism for those who are in the position of principals to develop themselves as instructional leaders. Indisputably, school leaders are often perceived as the most important person for fostering a school environment in which learning is seen as the fundamental function of schooling. Tomorrow is too late to act because even today school systems need direction, guidance, and the commitment from the principals to provide quality education to all the students. Academic achievement is one of the symbols of successful schools. Instructional leadership of principals contributes a lot to create effective schools (Kruger, 2003).

Principals training institutions like the Maldives National University may become better prepared to train the upcoming principals with best practices that are reflective of current research. The findings of this research might be helpful to design and implement full support programs like guidelines, standards and framework at the national level to assist the budding principals in managing their schools more effectively. The instructional leadership requires information and framework to guide leaders in managing schools which systematically enhance student learning (Halverson, Grigg, Prichett, and Thomas, 2005).

The findings of this research also could be used by policy makers and practitioners to create effective evaluation and monitoring mechanism of principals' leadership behaviors in the Maldivian context. Besides, principals need to be provided with substantiated findings and rich pool of knowledge regarding principals' leadership behaviors and its influence on the quality of students' education. This study also provides principals with necessary guidance for developing their instructional leadership skills. The core tasks of a principal are

formulating the school mission, handling the instructional program, and encouraging the school learning climate (Hallinger and Murphy, 1987). The fundamental task of instructional leadership is to establish an environment for increasing the quality of education in schools (Halverson, Grigg, Prichett, and Thomas, 2005).

The significant finding of this study is that it would identify some important domains of the actual practices among principals as instructional leaders in the Maldivian schools. Besides, it is one of the purposes of this study to discover which instructional leadership behaviors used by the principals of the Maldivian schools are influencing in changing classroom teaching practices leading to progress student learning.. The knowledge gained through this study could be beneficial to principals who are interested in improving and sharpening their instructional leadership strategies, as the result of this research would identify the effective behaviors of successful instructional leaders. By knowing the strength of the connection between certain principal behaviors and quality of education, principals and politicians might get a more precise understanding of the leadership behaviors essential to increase student outcome (O'Donnell & White, 2005).

1.11. Conceptual Framework

The conceptual framework of the study is the system of concepts, assumptions, expectations, beliefs and theories that support and inform the research. A conceptual framework can be explained, either graphically or in written form, in order to explain the key elements to be studied. Another way of putting the conceptual framework for the study is that it is something constructed by the

researcher, and not directly found from literature. It comprises pieces that are taken from elsewhere, but the structure, the overall coherence, is something that is built by a researcher, not something that already existed (Maxwell, 2008).

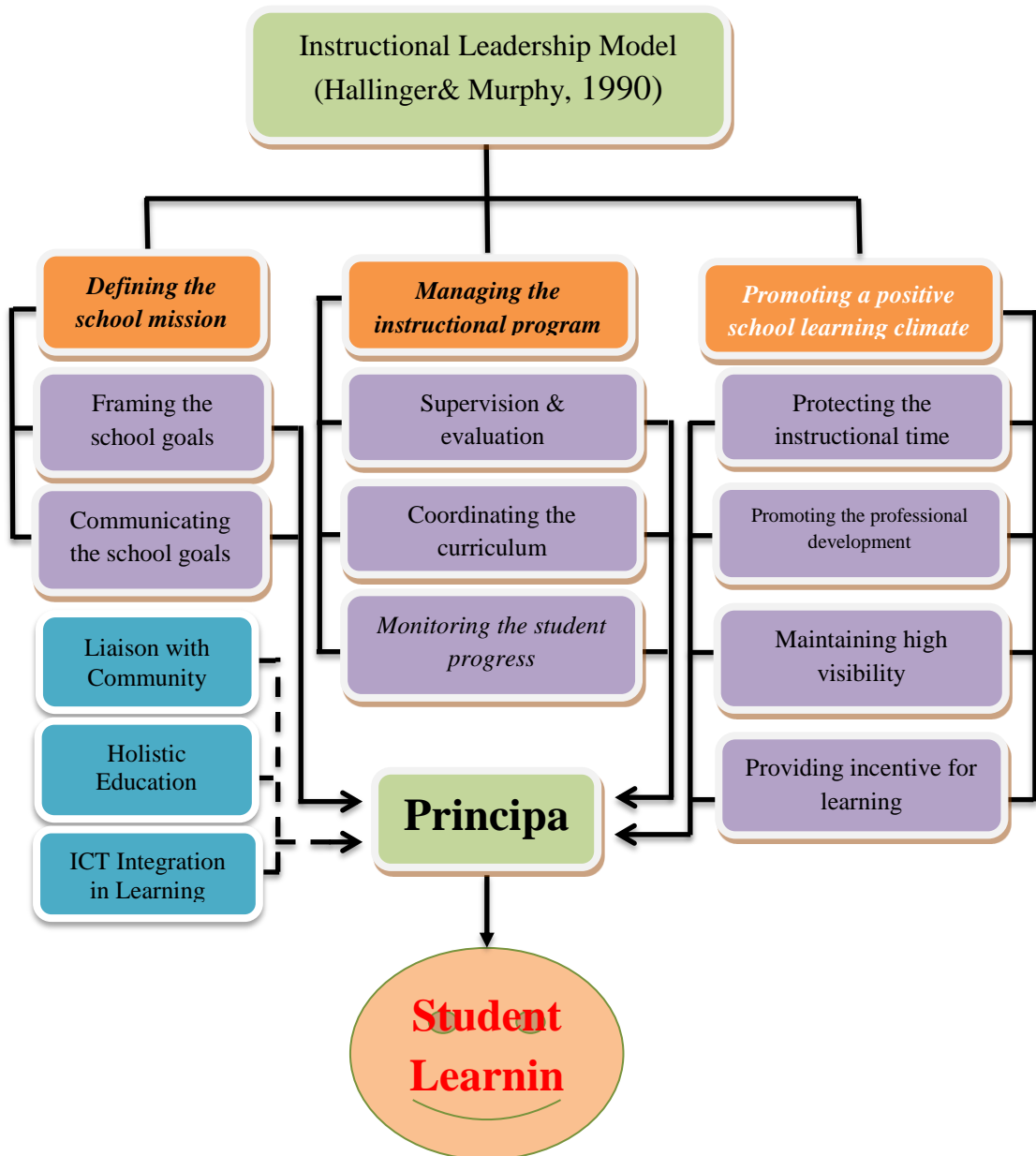


Figure 1.1 Conceptual framework

The conceptual framework of this study was mainly based on the three dimensional instructional leadership model developed by Hallinger and Murphy (1990). However, three other important dimensions are also included in this conceptual framework. During the past three decades more than 130 PhD students used this model to conduct their dissertations (Hallinger, 2010). The three dimensions of this model are: defining school's mission, managing instructional program, and promoting a positive school learning climate. Framing the school's goals and communicating the school's goals compose the *Defining School's Mission* dimension. In this model, the second dimension is *Managing the Instructional Program*. This incorporates three leadership functions: Supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. The third dimension, *Promoting a Positive School Learning Climate*, includes 5 functions: Protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning.

Although the three dimensional model of Hallinger and Murphy (1990), is very useful and popular, it lacks in some necessary dimensions required to fit for the 21st century and to solve the prevailing problems in the Maldivian education system. The other three dimensions included in the conceptual framework are integrating ICT in teaching and learning, liaison with community and providing a holistic education.

The first additional dimension *Integrating ICT in Teaching and Learning* is added to the conceptual framework because the National Curriculum Framework of the Maldives gives lot of emphasis on using technology in teaching and learning. The National Curriculum Framework has eight key competencies. These key

competencies form the basis of the curriculum and they put the foundation on which the key learning areas are built. As a result, all key learning areas or all the subjects work towards developing and achieving the eight key competencies. One of eight competencies is *Using Technology and Media*. This key competency develops and enhances the ability to use different types of technologies as a tool for learning, communicating and entertainment. Since 21st century is considered as the age of technology students need to master the information and communication literacy skills they need in order to become responsible and sensitive consumers and creative producers of information. Therefore, the National Curriculum Framework encourages enabling young people to use and manage ICT effectively and accurately (National Institute of Education, 2014).

The National Curriculum Framework is designed to build student confidence in using technology, employ digital technologies and communication tools effectively to search, manage, evaluate and use ICT successfully. The National Curriculum has eight key learning areas which determine the knowledge, understanding, skills, attitude and values that all young people require to obtain in order to be successful, confident, competent, responsible and productive citizens. One of the eight key learning areas is *Environment, Science and Technology*(National Institute of Education, 2014). Besides, similar to the Maldives, during the past decade, schools in Alberta, Canada integrated ICT with instructional programs. In this province it is compulsory to integrate ICT with other subjects and make students understand, use and apply ICT in efficient and ethical manner (Flanagan & Jacobsen, 2003).

The second additional dimension *Providing Holistic Education* is added to the conceptual framework because the Maldives National Curriculum Framework and the Baraabaru School Indicators give lot of importance to this dimension. The vision of the National Curriculum is “Every child is prepared for life” (p.8). And one of the three dimensions of the vision is to make every student as a responsible and productive contributor to his/her own family, local community and the global society. This vision cannot be achieved without providing holistic education which is focused on the holistic development of the child (National Institute of Education, 2014). The National Curriculum Framework has eight principles. One of these eight principles is *Holistic Development*. The NCF explains the importance of these principles:

The NCF is embedded with educational principles which are considered to be the basis for decision making on the curriculum development and its delivery. Among the eight principles set out in the NCF, the first principle addresses the key concerns that are unique to the Maldivian context.

(National Institute of Education, 2014, p.10)

“The National Curriculum Framework promotes the *Holistic Development* of the child. It focuses on enhancing students’ spiritual, moral, social, cultural, physical and mental development, and thereby the overall wellbeing of the individual” (National Institute of Education, 2014, p.10). The Baraabaru School standards and indicators have been categorized into five dimensions. These five dimensions look at the child holistically and encourage fairness, equality and inclusivity (Ministry of Education, 2010). Providing holistic education means nurturing the total

development of the students by developing their intellectual, spiritual, emotional, social, physical, creative and aesthetic potentials (Hare, 2010)

The third additional dimension added to the conceptual framework is *Liaison with Community*. This is added because the fourth dimension of the Baraabaru School is Family and Community Partnership. Baraabaru School standards and dimensions encourage managing schools by having a close relationship with parents and school community. Besides, Ministry of Education instructs school principals to work collaboratively with community through Parent and Teachers Association (PTA) and School Board. There are policy guidelines regarding PTA and School Board which specifically tell the roles and responsibilities of these two bodies (Ministry of Education, 2010). Therefore, principals have an obligation to liaise with community to enhance student learning in the Maldivian schools.

Liaison with community means having a good relationship with the community, providing them opportunities to participate in the school development programs and welcoming them into the school environment in order to achieve the missions and objectives of the school. Further, this component determines the shared vision and school goals with school community (NAESP, 2008).

The National Association of Elementary School Principals in USA (2001) defines instructional leadership as leading learning communities, in which staff members meet on a regular basis to discuss their work, collaboratively solve problems, reflect on their tasks and shoulder responsibility for what students learn (Sarok & Jihet, 2012).

1.12. Operational Definitions

For the purpose of consistency and understanding of this study, the following terms will be used as definitions:

Instructional Leadership Patterns

Instructional leadership patterns means the style of leadership a principal uses in providing direction, implementing educational plans and managing curriculum programs and motivating teachers and students (The Wallance Foundation, 2013).

Defining School Mission

Defining school mission means determining school vision, mission and goals and communicating them with the stakeholders of the school (Hallinger & Murphy, 1990).

Managing the Instructional Program

Managing the instructional program means to ensure that quality teaching and learning is provided in the school by supervising and evaluating the instruction, coordinating the curriculum, and monitoring student progress (Hallinger & Murphy, 1990).

Promoting a Positive School Learning Climate

Promoting a positive school learning climate means establishing and advocating a conducive learning environment by protecting the instructional time, providing professional development, principal being visible in the school, and motivating the teachers and students to enhance student learning (Hallinger & Murphy, 1990).

Instructional Leadership

The National Association of Elementary School Principals (2008) defines instructional leadership as leading learning communities, in which staff members meet on a regular basis to discuss their work, collaboratively solve problems, reflect on their tasks and shoulder responsibility for what students learn (NAESP, 2008).

Liaison with Community

Liaison with community means having a good relationship and welcome the community and provide them opportunities to participate in the school development programs also determines a shared vision and school goals with school community (NAESP, 2008).

Holistic Education

Providing holistic education means nurturing the total development of the students by developing their intellectual, spiritual, emotional, social, physical, creative and aesthetic potentials (Hare, 2010).

ICT Integration in Learning

ICT integration in learning means integrating ICT in instructional activities of all the subjects in a school rather than making it as a separate subject (Flanagan & Jacobsen, 2003).

Leadership Behavior

The behavior associated with the exercise of authority. Effective leadership behavior is characterized by the ability of the leader to influence the activities of a group, by initiating structures (such as goal setting), which enable the group to

successfully overcome mutual problems and to achieve their group goals. The leadership behavior exhibited by leaders may or may not reflect their personalities (Oxford Dictionary of Sports Science and Medicine, 2013).

Principal

The head of a school, college, or other educational institution (Oxford Dictionary 2013).

Perception

The process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information, perception is equated with reality for most practical purposes and guides human behavior in general (Business Dictionary, 2013).

School Improvement

School improvement describes a systematic, sustained effort aimed at changing learning conditions in school with the ultimate purpose of accomplishing educational goals more effectively (Hopkins, 2001, p.12).

Student learning

Student learning is defined in terms of knowledge, skills and abilities that students have gained as result of their involvement in a particular set of educational experiences (Yuba Community College, 2005).

1.13. Organization of the Study

The aim of this study is to investigate the principals' instructional leadership patterns practiced among the principals in the Maldives. To achieve this aim, this study is organized into five chapters. Chapter one is an overview of the study and includes the background of the study, statement of the problem, significance of the study, purpose of the research, objectives, research questions, limitations and operational definitions. Chapter two provides a review of literature on instructional leadership including models of instructional leadership, standards and guidelines for principals. Chapter three describes the methodology, population, sample, instrumentation, data collection and data analysis process. Chapter four presents the findings in a thematic format. Chapter five concludes with discussion of the findings, implications and recommendations for Ministry of Education, principals and for further studies.

1.14. Chapter Summary

The Maldives, a tiny island nation, is located vertically across the equator in the Indian Ocean. The population of the country is 338, 434, and out of this 88,341 are students. The earliest form of education was based on teaching Qur'an, basic Islamic principles and literacy and numeracy from Edhuruge. The first government school was established in Male' in the year 1927. By 1945, education has been extended to all inhabited island, and in 1960, the government established two English medium schools in Male'. The Maldives is a developing country struggling to provide quality education to her people by spending a lot of money from the annual budget. Although, the country spends a lot of money on education, the outcome is always unsatisfactory.

Ministry of Education targeted to increase the pass percentage of students sitting in 5 subjects or more (A-C) in the GCE O level/IGSE/SSC exams to 60% or more by 2013. Although, the deadline has passed, the target has not yet been achieved and in 2014 where pass percentage was 53%. As schools were trying to achieve the national target and get the highest grades from school exams, national and international exams there was fierce competition within and across the schools. Due to competitive nature of school system exam oriented teaching and learning was practiced in all the grades. Consequently, principals, supervisors, teachers and students were under immense pressure to score high marks from the examinations. As a result of this, schools did not give emphasis to provided holistic education to provide students for life and hereafter (Shiuna & Sodiq, 2013).

Ministry of Education introduced a national curriculum for primary education in 1984. After that during 2004 and 2005, Educational Development Centre brought a major revision to some curricular materials. The new National Curriculum Framework has been approved by the Cabinet on 26th February 2014. In order to ensure the quality of education provided in the Maldives, in 2010, the Ministry of Education introduced a document called “Quality Indicators for Child-friendly Baraabaru Schools Maldives”. The purpose of this five-dimensional document is to facilitate the monitoring and evaluation of the education provided in the schools, by the schools, at province level and nationally. However, it has been found out that school supervision and evaluation mechanism was not as effective as it was supposed to be.

It has been believed that instructional leadership practices could be used to solve the problems embedded in the Maldivian school system. Hence, the conceptual framework of this study was mainly based on instructional leadership model developed by Hallinger and Murphy (1990). However, three other important dimensions were also included in this conceptual framework. The purpose of this study was to explore the principals' leadership patterns practiced among principals in the Maldives. In this research, qualitative multi-case study method was used to collect data regarding instructional leadership patterns of principals.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction

The literature review highlights the importance of educational leadership for the success of schools followed by defining instructional leadership. It is then expands on the literature related to the behaviors and practices of effective instructional leaders. Since the conceptual framework of this study is mainly based on Hallinger and Murphy (1990) instructional leadership model, all the ten dimensions of this model are reviewed with other supporting literature. Besides, this literature review discusses about the related literature about three additional dimensions of the conceptual framework of this study. This literature review compares three selected models of instructional leadership models and synthesizes a new instructional leadership model for the purpose of this research. This review also analyzes the related literature from instructional leadership frameworks and standards from various countries. This review concludes by providing information about the barriers, to practice effective instructional leadership in schools.

At present, policy makers and communities have given much attention to school and education. They do so, because it is education which is required to develop knowledge, skills and values that are essential for the countries' economic growth, social development and political maturity for the success of our future generations (Pont, Nusche & Hopkins, 2008).

Education is the most important factor for the existence and attainment of individuals and countries in the evolving global environment. Countries around the world

including U.S., Europe and Asia have placed education at the heart of their national development (Louis, et al. 2010). School principals are the most essential factor for, the success of any school. The success of student learning and achievement are very much related to the principal's behaviors. Throughout the world, educational leadership and management that began over the past three decades have been more important, extensive, or persistent than the focus on understanding connections between school leadership and learning (Hallinger, 2011). Many past research and educational theories offer increasing levels of support for the belief that principal leadership makes a difference in the quality of education, school development and student learning (Hallinger and Heck, 2010).

2.2. Importance of Educational leadership

Quality learning will not take place without having effective principals (Institute for Educational Leadership [IEL], 2000, p. 2). Truly understood and effective instructional leadership is very important as an engine to facilitate teachers to teach enthusiastically, inspire students to explore and learn and include the community members as important stakeholders in a school (Tedla, 2012). In order to enhance student learning every school needs an effective instructional leader. However, lots of people accept the fact that insufficient capable principals ranks among the most challenging problem experienced by education systems around the world. Without strong and effective principals, schools have a little chance to meet any other challenges (IEL, 2000). It is the opinion of many educators across the world today that the leadership of the school principal is the foundation of successful schools.

It has been believed that the shortage of capable educational leaders is also included among the most difficult problems. Without having effective leaders, schools will not be in a position to meet any other challenges (IEL, 2000). Although principals are the cornerstone of good schools, few people are interested in becoming principals. Institute for Educational Leadership conducted a research in 2000 to find out reasons why comparatively few people are seeking to become principals. According to the findings the first reason is the changing demands of the job with increasing responsibility and accountability for increasing students to high standard without adequate support. Second reason is salary, while the third is too much of time spent in the schools. Absence of parental and community support and negativity of the media and the public towards school is the fourth reason. And the last reason is the lack of respect. Attractive salary and recognition will tackle the major barrier to hire qualified principals (IEL, 2000).

In many countries, principals have too much of work to do and many principals are reaching the retirement, and it is getting difficult to replace them. Potential applicants usually are not interested in applying, due to overloaded roles, inadequate support and rewards(OECD, 2008). Research has revealed that principals can make a difference in schools and in student learning if they are given freedom to make important decisions. On the other hand, just getting freedom alone does not involuntarily lead to excellence unless it is well supported (OECD, 2008).

Educational leadership was given high importance from policy makers and scholars around the world. It has been believed that the leadership has the capability to enhance school performance by motivating teachers and building a positive environment for learning. Effective instructional leadership is closely connected with

effective schools. According to OECD, principals are responsible to manage financial and human resource and providing leadership for learning (OECD, 2008)

Principals' leadership is important to make their schools as high achieving and successful schools. Teachers from outstanding and recognized schools assumed that their principals were often implementing instructional leadership behaviors (Lyons, 2010). However, teachers from low achieving and non-recognized schools indicated that none of instructional leadership functions were being performed frequently by their principals (Lyons, 2010).

Student achievement of the curriculum is the school's reason for its existence. However, many schools continue to be challenged with their effort of producing reasonable learning results. When a school is unable to achieve its primary goals, the leadership behavior in the school must be questioned (Charles, Shirley, Frances and Nancy, 2004). Hence, school principals must be instructional leaders whose primary goal should be to improve student learning and achievement. Although we identify the significance of the instructional leadership responsibilities of the principal, in reality, good instructional leadership skills are rarely practiced (Osman, 2013). Besides, Kaster (2010) also highlighted the importance of instructional leadership to enhance student achievement. The author states that student achievement is affected by classroom practices of teachers, which can have an influence on the school leadership.

Instructional leadership behaviors and student learning are the major themes of this research. The purpose of this chapter is to present a review of the existing literature related to the educational leadership, particularly instructional leadership,

and leadership frameworks and guidelines emphasizing the principal's roles and responsibilities and effective leadership practices that contribute to improve teaching and learning. This literature review is also focused on principal leadership behaviors and the style and a pattern of leader's which influence on student achievement. The aim of this literature review is to provide a study with a foundation in instructional leadership. Due to the important roles that principals play in student achievement, all aspects of what principals do to improve student achievement will be reviewed.

After reviewing different models of leadership Bush (2007) states that instructional leadership differs from the other concepts of leadership and instructional leadership is very important as it focuses the school's core purpose, teaching and learning. He further mentions that giving highest priority in organizing and managing teaching and learning as the core purpose of schools has led this model being endorsed remarkably by the English National College for School Leadership.

2.3. Brief history of instructional leadership

In 1967, Bridges raised the concern of the absence of having a systematic theory and experimental study regarding the practice of instructional leadership. In the 1980s as instructional leadership emerged, some educational practitioners doubted about its applicability to guide school principals. During the mid-1990s, Hallinger & Heck (1996) found out that instructional leadership had become the most frequently used conceptual framework by researchers in the study of school leadership effects. Thirty years later, instructional leadership is extensively accepted by governments and school leaders as useful tool for managing the schools.

Therefore, compared to early prediction, instructional leadership has become highly effective and useful concept for directing and guiding both, educational leadership and management (Hallinger, 2011).

2.4. Definition of Instructional Leadership

The heart of many definitions of instructional leadership comprises of two functions. They are providing directions and exercising influence. The nature of each of these functions can be practiced depends on the type models of leadership used. These practices are grouped as setting directions, developing people, redesigning the organization, and managing the instructional program. Almost all these practices are focused to assist teachers to provide quality and effective instructions to their students. Educational practitioners mutually agreed that the most instructionally supportive leadership practices were focusing the school on goals and expectations for student achievement and providing teachers' professional needs and give opportunities for teachers to collaborate (Louis, Wahlstorm, Michlin, Gordon, Thomas, Leithwood, Anderson, Mascal, Strauss & Moore 2010).

The need for a clear definition of instructional leadership was a concern. Only recently scholars started to define a more consistent explanation of instructional leadership. This description of the leadership behaviors gives researchers with a foundation to communicate more clearly their involvement with learning outcomes (Haggard, 2008).

Over the last three decades, researchers have attempted to define instructional leadership. The research supports the concept of instructional leadership as building a rigorous learning climate that sets high expectations for learning and encouraging

teachers in their work to meet the expectations (Cann & Hernandez (2012)). The definition of instructional leadership has been extended to include deeper involvement in the core purpose of school that is teaching and learning. The National Association of Elementary School Principals in USA (2001) defines instructional leadership as leading learning communities, in which staff members meet on a regular basis to discuss their work, collaboratively solve problems, reflect on their tasks and shoulder responsibility for what students learn (Sarok & Jihet, 2012). Michael & Donna (2002) provide a different definition:

The title “instructional leader” should define the primary role of the principal in the quest for excellence in learning. To achieve this quest, it takes more than a strong principal with concrete ideas and technical expertise. It requires a redefinition of the role of principal that is based in a model of instructional leadership that removes the barriers to leadership by eliminating bureaucratic structures, reinventing relationships, and developing a strategic time horizon.

(Michael and Donna, 2002, p.52)

With the reference to the DuFour et al. (2008) Kaster (2010) defined instructional leadership as those who lead learning communities in an educational environment where teachers and administrators work collaboratively to diagnose and solve problems related to student learning. Robertson (2013) explains the instructional leadership as follows:

Towards one end of a continuum its meaning can include everything that happens in schools. Towards the other end of a continuum it can be defined as being specifically connected to student learning, to the extent that principals can only be described as instructional leaders if teaching in a classroom is part of their role.

(Robertson, 2013, p.2)

Makau & Tanui (2014) define instructional leadership as follows:

Instructional leadership refers to the activities that the principal involves in or delegates to others to improve student learning. It involves giving direction, coordination, and providing resources for the improvement of curriculum and instruction. The principals' main responsibility is to promote the teaching and learning of the school.

(Makau & Tanui, 2014, p.1)

Sim (2011) also provides some definitions of instructional leadership with the reference of other scholars. Keefe and Jenkins (2002) refer instructional leadership as the role of principal in providing directions, facilities and supports to teachers and students in order to progress the education system of the schools (Sim, 2011). Instructional leadership refers to the ability to develop educational activities. These activities include the abilities to interpret the curriculum and decide the objectives of teaching, the varieties of teaching pedagogies, determine classroom management, establish a learning environment, implement instructional innovation, and coordinate the teachers to achieve the goals of schooling (Sergiovanni, as cited in Sim, 2011).

Department of Education (2005) defined leadership for principals that include responsibilities for budget, curriculum management, providing facilities, and student discipline. Principals were defined as instructional leaders who are responsible for the academic performance of their students and they were expected to be familiar with effective instructional practices for continuous improvement in student achievement (Anthes, as cited in McCann, 2011). The meaning of instructional leadership is involving in the instructional difficulties teachers face in today's classrooms and providing support for effective practices for school improvement (McCann, 2011, p.31). Institute for Educational Leadership (2000) defined a school leader's responsibilities in terms of instructional leadership skills that include

strengthening teaching and learning, professional development and data-driven decisions making for more reliable accountability in school improvement.

2.5. Behaviors of Effective Instructional leaders

Since the beginning of the effective schools literature, researchers unanimously found that effective schools have effective leadership (Goldring, Porter, Murphy, Elliott and Cravens, 2007). It has been agreed that effective leadership is compulsory and while the research literature has provided increasingly detailed explanations about what effective leaders do (Goldring et al., 2007).

Effective principals share clear goals and sense of direction for the school. They give the attention to teachers on what is important and do not getit drifted away from the proper course of direction. They collect information regarding what is going on in the classrooms. These principals have a good understanding about the strengths and weaknesses of their staff. Moreover, they are knowledgeable to build on the strengths and minimize the weaknesses. Effective principals conduct staff development programs on the real needs of their staff and school. Besides, effective principals can get the best out of their teachers, which is the key to influence classroom practices and to enhance the student standards (Day, Sammons, Hopkins, Leithwood and Kington, 2008).

National association of elementary school principals updated and expanded its 2001 “Standards for what principals should know and be able to do” to align with the constantly changing context in which principals do their work. These standards are designed to make school heads as effective principals. As effective instructional leaders, principals are responsible to ensure that student learning is put at the heart of

all decision making. NAESP identified six standards of instructional leadership that every principal should use to improve student learning.

The first standard that principals are supposed to do is to put student and adult learning at the heart of the school. Effective principals must put student and teacher learning at the center of all decisions. These principals are responsible to find ways to institutionalize effective practices so that all students can achieve better results (NAESP, 2008).

Setting high expectations and standards for the academic, social, emotional and physical development of all students is the second standard identified by NAESP (2008). As effective instructional leaders, principals are held accountable to extend the framework for child development beyond the academics to develop the whole child. Principals are responsible for the total development of the children by supporting the physical and mental health of children, as well as their social and emotional well-being and their sense of safety and self-confidence. (NAESP, 2008 p. 6). They are also responsible to build a learning culture that is adaptive, collaborative, innovative and supportive to improve student learning (NAESP, 2008).

Effective principals demand content and instruction that ensure student achievement of agreed-upon standards (NAESP, 2008). This is the third standard of this framework. Effective instructional leaders try to establish a technology-rich culture to connect student learning to the global society. Principals are held accountable to hire, retain and support highly qualified and skillful teachers to provide useful, relevant and appropriate instruction for all students (NAESP, 2008).

Effective instructional leaders create an environment of lifelong learning for adults tied to student learning and other school goals. This is the premise of the fourth standard of instructional leaders. Effective principals give importance on professional development for all adults to support student learning. Beside, principals must ensure that the school-wide professional development plans are aligned with school and learning goals. Successful leaders build learning cultures in the school to guarantee that their staff has chances to work and learn (NAESP, 2008).

The fifth standard is using data and knowledge to inform decision and monitor progress of student, adult and school performance. Effective principals make performance data a primary drive for school development. They must monitor student, adult and school performance using a variety of data. In addition, principals should inspire adults and students to utilize knowledge effectively to make decisions. The sixth standard holds principals accountable to engage the community to create shared responsibility for student performance and development (NAESP, 2008).

A study conducted in Turkey by using 225 participants investigated the relationship between instructional leadership behaviors and teachers' attitude toward work. The findings revealed that principals' leadership practices were considerably correlated with teachers' attitude toward work. The results also showed that positive attitude towards the job have positive effects on the job efforts and job performance. It was concluded that teachers' positive or negative attitude towards their job are particularly influenced by leadership (Özdemir, 2012). In order to achieve excellence in teaching and learning, principals should give constructive feedback to their teachers. Therefore, principals should be competent instructional

leaders who help teachers in their search of effective teaching practices (Ovando, 2005).

In her book, McEwan (2003) identified 7 steps to be good instructional leaders: (1) Establish and achieve high academic standards (2) Be an instructional resource (3) Create a school climate placing student learning at the center (4) Articulate the mission and vision of the school (5) Establish high expectations for teaching and learning (6) Develop teacher leaders (7) Establish a positive relationship with all school stakeholders (p. 15). Moffitt (2007) also states that principals' leadership impact on student achievement by creating a vision to empower the teachers, and setting high expectations that helps teachers to deliver meaningful instruction, which in turn provides student with the best learning opportunities.

Krug (1993) states that there are five important categories that serves to describe principal behaviors. The first category is defining the school mission. The principal establishes school mission, purpose and goals so the school staff will know the direction of the process of education. Managing curriculum and instruction is the second category. In this behavior, effective principals facilitate teachers of what is required to plan their classes effectively and they provide support for curriculum development and implementation. Through third category, principals must supervise and support teaching. The principal brings change in supervision from overseeing and evaluation to collaboration and reflection, and is aimed on staff development through professional development. The fourth category is monitoring student progress. Effective principals should be aware of student development, assessment

practices, test results, and must be visible to staff and students. Promoting an effective instructional environment is the fifth behavior. Principals must motivate people to build a climate where learning is interesting; teachers and students are encouraged for their achievements.

After reviewing the literature on instructional leadership Hallinger (2005) states that during the past twenty five years the instructional leaders focus on specific behaviors:

- creating a shared sense of purpose in the school, including clear goals focused on student learning;
- fostering the continuous improvement of the school through cyclical school development planning that involves a wide range of stakeholders;
- developing a climate of high expectations and a school culture aimed at innovation and improvement of teaching and learning;
- coordinating the curriculum and monitoring student learning outcomes;
- shaping the reward structure of the school to reflect the school mission;
- organizing and monitoring a wide range of activities aimed at the continuous development of staff; and
- being a visible presence in the school, modeling the desired values of the school's culture (p. 13).

Research on how principals impact on student achievements gives progressively more explicit guidance regarding the impacts of different styles of leadership behaviors. The conclusion of a number of latest reviews of the evidence on the direct and indirect effects of leadership on student achievement all points highlights the importance of instructional leadership (Brown & Chai, 2012). Kruger (2003) states that recent studies conducted in South Africa have indicated that there is a positive relationship between the instructional leadership behaviors of the principal and the effectiveness a school.

Successful instructional leaders are also considered as instructional resources. Teachers believe their principals as resource of information about contemporary instructional practices. Instructional leaders should be familiar with curriculum, effective pedagogies and assessment. For example, teachers can seek suggestions from their principals regarding dealing with slow learners and bright students. Instructional leaders should maintain a visible presence. This involves working with teachers on learning objectives, sharing different teaching strategies and planning programs and activities on instruction (Jenkins, 2009). Apart from this, Jenkins (2009) highlighted the importance of communication to be effective instructional leaders. Principals should communicate with teachers and convince them that every child can learn.

Goldring, Porter, Murphy & Elliot (2006) identified principals' leadership behaviors which help to improve school performance. These practices and behaviors have major 8 dimensions: vision for learning, instructional program, curriculum program, assessment program, communities of learning, resource acquisition and use, organizational culture, and social advocacy (p.6). The principals who want to improve their instructional leadership skills should give emphasis on creating a shared sense of purpose, establish a school climate of high expectation for teaching and learning, become a more visible presence in the classroom and model desired values in the school (Hallinger, 2003).

2.6. Roles of Successful Instructional leaders

The role of principals is significantly very complex, burdened and vaguely defined. However, the responsibilities of school leaders are highly important and it is

continuously transforming, and progressing. Instructional leaders have complex multidimensional duties. In order to improve student learning, instructional leaders must create a quality learning climate. In this dynamic and complex globalized world, principal should be a learning leader who works collaboratively with school stakeholders to enhance the quality of education (Tedla, 2012).

The instructional leadership model became known in the beginning of 1980s in the research of successful schools. Different from the previous models, this model gives importance on the behavior in which leadership improved learning outcomes. In this model, the responsibility of the principal is to facilitate the teacher since the teacher helps on student in learning. The leadership of the school principal is instrumental in facilitating for school effectiveness. School leaders are aimed to focus on the behaviors of teachers as they assist teachers occupy their students in learning activities. Fundamentally, the instructional leadership model put the student at the heart of the school and principals and teachers must put effort to improve student learning and achievement. Leadership within this model is based mainly on a strong technical knowledge of teaching and learning and managing the curriculum, development and evaluation of teachers (Stewart, 2006).

Instructional leadership begins with a clear understanding of research, innovations and activities that contributes for effective teaching and learning. School principals should be prepared for catering for changing needs and challenges of curriculum accountability from various people. Principals are expected to engage in the instructional challenges teachers in present classroom and facilitating with their expertise for school progress. Besides, principals should make sure that curriculum

programs are suitable to meet the demands and needs of students. Principals are also responsible to safeguard the instructional time from interruptions to give chance to students to maximize their learning (McCann, 2011).

As an instructional leader, role of the principal is to give direction for progress as schools entered the 21st century (Haggard, 2008). The role of instructional leader is also to facilitate the teachers to enhance the quality of teaching and learning in schools. Hence, principals as instructional leaders should provide guidance to teachers on curriculum and methodology, encourage students to analyze their weakness and guide teachers and students. As principals work to improve the quality of student learning, they should work with the limitations of existing school resources. When principals play the role of instructional leaders, they should have the knowledge of learning theories and effective teaching. Malaysian school heads are responsible for managing many things in their schools. They should implement all the required rules and policies, handling the school curriculum, managing co-curricular activities, looking after students and teachers' welfare, building a positive environment and encouraging teachers to provide quality education to all the students (Sim, 2011).

Effective principals undertake important but normally undervalued duties in enhancing student learning. Apart from the classroom teaching, effective leadership is the most significant factor that facilitates to improve student learning. The influence of the leadership is more effective when they are required most. Literature also reveals that performance of the leadership is more effective in schools that are in challenging and difficult conditions (Leithwood, Louis, Anderson & Wahlstorm,

2004). In every successful school you will find effective leaders. Research findings and school inspection show that effective leadership is important for the improvement of a school. Effective and strong principals make student learning as the core purpose of their schools (Davies, 2005).

Research studies reveal that the most important responsibility of a principal is to improve the quality of education and be the leader for student learning. They must be familiar with both subject knowledge and teaching strategies. Principal should work collaboratively with academic staff to enhance their teaching techniques. Besides, they should monitor student progress by utilizing relevant data in ways that bring excellence in learning. The school of 21st century requires a new kind of principal whose role includes instructional leadership and community leadership. Instructional leadership should aim improving the quality of education, refreshing the teachers, and rational decision making. As a community leader, the principal should maintain a good rapport with parents and other members of the community to get assistance for school development activities (IEL, 2000).

All the above mentioned roles are important to be a successful principal. But, school leader should keep student learning at the top because that is the core purpose of any school. The heart of educational institution is providing quality education to all the students. All the duties and responsibilities of the principal such as creating a vision, framing goals, managing the human resource, involving the community, establishing a positive learning climate and facilitating the teachers must be congruent with student learning. Regardless of the approach, the role of the principal is central. Principal leadership must be aimed leading the teachers, students and other

stakeholders of the school (IEL, 2000). The following statements highlight the importance of innovation for instructional leadership:

Innovative Instructional Leadership' is a leadership style that was developed based on instructional leadership style and adapted with innovative elements in making the leadership style of administrators in educational institutions not only focus on teaching and learning, but also the thinking, planning and capable of doing things innovative.

(Nashira, Mustaphab, Yusoffc, & Minghatd, 2015, p. 2)

Principals play different roles in their schools. However, their main responsibility is to facilitate providing quality education to all the students with purpose of improving student learning. It has been revealed that instructional leadership practices used by the school principal have been recognized as a contributing factor to excel student learning (Hallinger & Heck, 1998). By identifying the strong connection between principals' leadership practices and quality of education, school leaders and policy makers will get more accurate information of the leadership behaviors needed to improve student outcome (O'Donnell & White, 2005). The precise notion of instructional leadership includes practices and behaviors of principals that are related to work with academic staff to make sure that effective teaching is carried out in schools (Ovando and Ramirez, 2007). The principal's leadership is vital for sustainable and effective change in schools (Fulmer, 2006).

A study was conducted to explore the leadership behaviors of principals of high achieving schools in 4 Asian countries. These countries include: India, Malaysia, Thailand and United Arab Emirates. It is remarkable to note that all the fifty five principals have similar perception on instructional leadership. All the participants unanimously believe that instructional leadership as a leadership model

that inspires quality education in classrooms, out-side the classroom, inculcating values and attitude, responsibilities, and preparing the students as useful citizens. These Asian principals identified four major activities as their main roles. Commitment for student overall development is the first role while incorporating teachers and students in leadership process is the second role. The third role includes conducting supervision and evaluation for development. The fourth role is providing continuous professional development to all the staff. All the principals explained the usefulness of instructional leadership behaviors that includes student happiness with their learning and achievement, appreciating of student self-esteem and self-actualization, teachers' motivation, appreciation and fulfilling their psychological needs (Sharma, 2012).

Principals' leadership is related with roles, practices and behaviors of the principals. These roles and behaviors include creating and communicating school vision, mission and goals, targeting for higher achievements, managing the curriculum, conducting monitoring and evaluation, providing opportunities for students to learn from a positive learning climate and improving professional development teachers (Lahui-Ako, 2001). However, the study conducted by this researcher (Lahui-Ako, 2001) has shown that the principals who participated in the study were rated as having unsatisfactory performance in creating a positive learning environment. In addition, the results showed that recognizing and appreciating outstanding performance by teachers and providing opportunities for training and development was also rated unsatisfactory. The study also indicated that teaching was mainly based on preparing students for national examination (Lahui-Ako, 2001).

In this research, the principals were questioned why above mentioned tasks are undertaken rarely and the majority of them answered that those duties and responsibilities were given to other members of the school management team and to some senior teachers. They also justified this by saying that they had insufficient time to carry out classroom observations as they were occupied with other managerial duties. These principals only conduct classroom observation on those teachers who were on compulsory situations. Three reasons were highlighted by these principals why they not actively engage in classroom observation. There were too much of administrative tasks, due to the time spend on teaching, and, above all, they did not see observation as the only responsibility of the principals. This study revealed that principals who participated in the study performed poorly in all the functions of instructional leadership (Lahui-Ako, 2001).

During the last fifty years, many scholars have written about the usefulness of leadership in general, especially, about the connecting between the leadership and organizational performance. Educational practitioners believed that the leadership is the most important factor that contributes to achieve organizational success (Goldring et al. 2006). After reviewing the literature of instructional leadership, Murphy, et al. (2007) concluded that principals have a double role in the field of educational institution. School leaders perform what is important through their own action. Consequently, school principals perform appropriate behavior personally imposing discipline with students and handling with problems quickly and forcefully. In addition, school principals are responsible to build and manage the system and structure and the performance of their colleagues.

Principals as role models should be lifelong learners. Professional development is needed not only for teachers but also for the principal. Williams (2008) states through training and development opportunities, principals obtain the required leadership techniques that contribute schools to improve student learning. The author further mentions that those instructional leadership skills acquired by means of training and development activities might include knowledge and skills to be fluent communicator, share the best practices of instructional activities. As a result, these factors will facilitate a school leader to influence student learning. By knowing the necessity of principal leadership, researchers and policy makers have identified some aspects that facilitate to improve the quality of leadership. These aspects include: standards, licensure, program verification, training and development and leadership monitoring and evaluation (Porter, Polikoff, Goldring, Murphy, Elliot & May, 2008).

Although traditional responsibilities should be a part of a principal's responsibility, priority should be shifting toward instructional issues that will impact on classroom instruction and student achievement. Principals usually have enough freedom to set priorities within their schools. With instructional enhancement at the top of the prioritized list, principals have the authority to organize, so that those prime concerns can be handled effectively (Maryland State Department of Education, 2005). Within their schools, principals are needed to fill many roles. However, their fundamental responsibility is to assist instructional activities with the purpose of enhancing student learning and achievement. Existing literature revealed that the higher the perception of teacher about the principal instructional leadership behaviors the higher student achievement and vice versa (O'Donnell & White, 2005).

The main focus of instructional leader is managing the curriculum and instruction instead of managing human relation. The past studies showed that instructional leaders create a clear vision and mission, collect and analyze student progress, manage the curriculum, secure the teaching time and set high expectations for teachers and students. . Principals in effective schools are not wholly responsible for all instructional leadership but they are considered as the main player in promoting school-wide instructional improvement (Hallinger & Murphy, 1985).

Hallinger (2011) reviewed 130 doctoral researches conducted during the past 30 years that utilized the Principal Instructional Management Rating Scale. After this review it was found out that attention to instructional leadership among researchers and educational practitioners have increased during the last three decades.

Hallinger (2010) conducted a research which was focused to examine the effects of principal's leadership on student learning. This research was also aimed to investigate how leadership facilitates to enhance educational programs specifically student learning. In this research Hallinger highlighted the personal values, beliefs, information and experience of leaders as basis of difference in leadership behaviors. Hallinger, & Heck (2010) state that there are three basic ways that they believe leadership is related to learning: (1) having clear vision and goals; (2) managing and organizing academic affairs; and (3) human resource. Hallinger & Heck (1996) assume that having a clear vision and goals are the most important path that could be used by school leaders to impact on student learning. These authors further stated that school principals inspire staff to contribute their efforts towards the attainment of a collective goal. After reviewing many studies of the influence of the principal

from transformational leadership perspective, Hallinger (2003) concludes that “people effects” as the foundation of the transformational leadership. Under this perspective, school leaders provide more support to their staff, identify outstanding performance, issues of learning, looking for novel ideas and invest plenty of time providing training and development.

Through a collaborative work to achieve difficult but useful goals, the staff may feel new inspiration to attain outstanding performance. Challenging targets also influence the performance by getting staff attention and concentration to achieve desired objectives. Specifically and clearly formulated goals serve as a foundation for human resource planning, distributing resources, monitoring and evaluation. These goals direct to the people what they will do and what they will not do (Hallinger, 2010). Transformational leaders work along with other staff in the school to find out their personal goals and then relate these goals to the wider organizational goals. Transformational leaders believe that by increasing the commitment of the staff helps to achieve the goals and objectives of the school. These changes are considered as second-order effects in the sense the school leader is making the situation under which employees are dedicated and motivated to perform towards the improvement of the school in their own interest and initiation (Hallinger, 2003). Hallinger further explain the importance of vision in school culture:

The researchers proposed that in schools with a history of success, the vision was strongly embedded in the school’s culture and provided implicit guidance in maintaining the school’s direction.

(Hallinger, 2010, p.130)

As an instructional leader, the principal must hold teachers accountable for delivering quality instruction. Principals are responsible to ensure that quality instruction take place in schools. There are many approaches to do this, including regular monitoring and conducting observations, classroom walkthroughs and direct dialogue with teachers. Principal's regular monitoring of student progress also makes teachers accountable (Packard, 2011). In order to enhance the quality of education, principals can use instructional leadership approaches. This means the principal should be the leader of student learning and this should not be simply given the hands of other staff without the proper monitoring and consultation of the principal (Bush, 2007).

As the main responsibility of principals is to be the leader of student learning, they should make themselves free from other responsibilities. Their main focus should be developing and improving the teaching and learning process of the school. Principals as instructional leaders should give the highest priority to find ways and means to enhance student learning and achievement. Instructional leaders should be aware of what is happening in the classrooms. By having this understanding, principals can help the teachers and students to solve the problems they faced. Strong and helpful instructional leaders provide necessary resources to the teachers. It is not sufficient for principals to know the difficulties of their teachers; but they should identify teachers' needs, issues and difficulties and help them to overcome these difficulties. Besides, principals should recognize and appreciate the achievements of their staff. When teachers get praise from their principals they feel they are supported by the principal as a resource provider (Jenkins, 2009).

Instructional leaders should have wide-range of understanding and they should be competent by having required knowledge, skills and attitude related to teaching and student learning. Ovando and Ramirez (2007) suggest that principals' leadership behaviors are connected with teachers' performance and student success. Principals' responsibility is not only to establish a favorable climate to enhance the quality of education, but also to implement proper teacher monitoring and evaluation systems which aim to improve both teacher and students performance. Through performance evaluation principals can identify teachers' needs and, consequently principals can address these needs through various approaches such as training and development. School principals as learning leaders should monitor the instruction through classroom observations and identify teacher weakness and design the professional development programs to address these needs (Ovando & Ramirez, 2007).

According to the recent changes, the policy makers and the community hold teachers and school principals responsible for providing quality education to all the students. Although, teachers are ultimately responsible for enhancing student education, creating a positive learning environment is the one of the most important tasks of school principal. Consequently, principals need to get knowledge and guidelines to assist them in organizing schools that systematically improve the quality of education. Therefore, the most important responsibility of the instructional leadership is transforming the schools from culture of internal to external accountability (Halverson, Grigg, Prichett & Thomas, 2005).

Principals should combine internal and external accountability system by making their staff accountable for applying strategies that encourage educational programs with accomplishment objectives and targets set by policy. Assessment system should be kept at the heart of performance accountability, and in schools with learning oriented leaders; these systems include variety of distinguishing components. First of all, they are comprehensive and they consist of classroom and school-based activities. These activities are designed for the use of a broad range of monitoring and obtaining data through formal and informal channels. These activities include multiple and complimentary indicators of student progress. Second, they divide the information on the important conditions and outcomes of schooling by appropriate characteristics of students. Third, they are made in ways that support triangulation of data from different sources in order to decide at judgments about the success of curricular and instructional activities and school operations. Ultimately, these systems implement tight congruent between internal and external assessments (Goldring, et al. 2007). As standard-based transformation has increased the accountability pressure on schools to improve student learning and achievement, it has become increasingly clear that principal leadership matters (Porter et al., 2008).

The researches on school effectiveness give emphasis on the principals' instructional leadership tasks that concerns the principals' responsibilities to make sure that quality education is provided in the school. The most important task of the school is educating the students, hence, the school leaders must ensure effective and quality teaching is carried out in every classroom. Principals as instructional leaders give direction, provide resources and motivate both teachers and students with the aim of improving student learning. Effective and strong instructional leadership

facilitates to successful teaching and learning and principals must ensure that positive and supporting culture of learning exist in their school at all times (Kruger, 2003).

Instructional leaders are responsible to provide professional development to their teachers. Blasé and Blasé (2000) state that principals utilized six approaches to enhance teachers' professional development, including: (1) give importance to the study of instructional program; (2) encouraging teachers to work as teams; (3) establish the coaching mechanism; (4) inspiring to restructure of programs; (5) implement the concept of adult learning and (6) applying action research to make decision. School principals utilize the department meetings and training and development sessions to share the best practices in assessment and instruction, which play an important role in shaping the learning environment (DuPont, 2009).

2.7. Practices of Effective Instructional Leaders

Leithwood, et al., (2004), states that there are three sets of practices that make up the basic core of successful leadership; setting directions, developing people and redesigning the organization. According to these authors, setting directions accounts for the largest proportion of a leader's impact. To highlight the importance of developing people, they say that the contribution of schools to student learning mostly depends on the motivation and capabilities of teachers and administrators, acting individually and collectively. Successful leaders influence student learning through their influence on other people, especially teachers and other features of their schools (Leithwood, et al., 2004). In order to increase student achievement, effective instructional principals enhance teachers' morale and performance. Effective

principals encourage the teachers rather than give directions (Valentine & Prater, 2011).

There are three basic elements that form effective leadership. This includes: giving direction, educating and developing the staff and restructuring the organization. Out of these three elements, giving direction is the most important responsibility of a leader. Educating and developing the staff is important because the success of student learning is basically based on the motivation and competencies of teachers, supervisors and other staff who are acting individually and collectively. Successful principals influence on student learning through their influence on other staff, especially teachers and supervisors and other aspects of the school (Leithwood, et al., 2004). In order to increase student achievement, effective instructional principals enhance teachers' morale and performance. Effective principals encourage the teachers rather than give directions (Valentine & Prater, 2011). The seven common features of effective principals include: having and clear vision and mission, having high hopes for success, instructional leadership, continuous learning and punctuality, creating and maintain a safe and systematic climate, healthy home-school relations, and frequent monitoring of student progress (Kirk & Jones, 2004).

Leithwood (2005) describes successful principal leadership follows practices which are based on the review of school leadership research from seven countries. These reports present plenty of examples of highly successful principals' practices. Australian principals support and encourage their teachers in difficult times. They also recognize and appreciate the teachers' performance and work collaboratively with teachers. Norwegian principals advocate constructive debate among the

teachers. The principals from United States are seen as mentors as well as they demonstrate instructional practices which are important for their schools. It was revealed that the most successful leaders are visible and approachable to their staff, student and parents. Besides, these leaders are easily available to give any help required by their staff. These aspects of leadership are identified from Sweden and Denmark. In these five countries skilled communicators are considered as a feature of successful leaders. Successful leaders also show their interest to listen carefully to the ideas of others. They are also open-minded people who are creative and lateral thinkers who use this for the problem solving.

Ghavifekr, Ibrahim, Chellapan, Sukumaran & Subramaniam (2015) conducted a research in Malaysia by using 80 teachers to find out their perception about the instructional leadership. The results show that effective instructional leadership is an important aspect of educational administration which contributes to improve student learning and providing quality education. The findings indicated that the main roles of an instructional leader includes: having clear goals and objectives, organizing and managing curriculum, checking lesson plans, allocating resources and evaluating lecturers' performance on a regular basis. Akinyi & Onyango (2014) state that highly effective instructional leaders perform four instructional leadership behaviors:

The results revealed that effective principal, as an instructional leader who must perform at high level in four areas: as a resource provider, as an instructional resource provider, as a communicator, and as a visible presence. In the role as resource provider, the principal takes action to marshal personnel and resources within the school and in the community to help him achieve school visions and goals. These

resources may be seen as materials, information or opportunities with the principal acting as the broker.

(Akinyi & Onyango, 2014, p.53)

First, the principals were able to adjust to the changing educational climates, increased decentralization, high-stakes accountability and increasing diversity. Besides, these successful principals had a passion for continuous learning and participated in professional development activities. Furthermore, they had an orientation toward equity and they accepted the personal responsibility for cultivating democratic participation as well as performance in their schools. Fourth, they had a good understanding about the needs for student learning and democratic education, working on improving the outcomes for all children.

Ylimaki & Jacobson (2013) conducted a research to investigate successful leadership practices by taking sample from seven countries. Several features were identified as important to be successful instructional leaders. First, it was found that successful principals have capability to adopt the changing educational environments, increase decentralization, holding accountability and increasing diversity. Besides, these effective school leaders have a passion for developing themselves and involve in training and development programs. Furthermore, they give importance towards fairness and they shoulder their responsibility for inculcating democratic participation as well as the outcome of their schools. In addition, these principals have a good awareness about the needs of student learning and ways to improve the performance of all the students. Yan (2015) also states that principal should have a teaching-oriented idea at the heart of the leadership and make instructional programs as the main business of the school.

Many high schools face a special challenge for instructional leadership. These schools suffer from acute student achievement and graduation gaps. Although, these schools provide a number of successful, high quality instructional programs, they failed to engage a larger portion of students in meaningful learning experiences (Halverson, 2012). Findings from the research indicated that a principal requires coordinating the curriculum, communicating the mission, supervising and evaluating the teachers and building relationship with staff to be an effective principal. Besides, the results of the study also revealed that in order to improve student achievement, principal must establish a more team-oriented and encouraging school climate (DuPont, 2009).

With the idea of Flath (1989), Osman (2013) categorizes the qualities of an instructional leader into four groups. (1) Goal emphasis, this means instructional leader sets instructional goals, high expectations and focus on students' achievements. (2) Coordinates and organizes the task to achieve the goals and objectives. (3) Ability to make rational decision, this means to protect resources, have options, and assist to enhance the teaching and learning process. (4) Human relations, as an instructional leader, principal deals effectively with staff, parents and students. "Instructional leadership researches views that functional of instructional leadership should be applied in schools. Leadership is considered dominant in the leadership of principals. This is due to instructional leadership can enhance motivation and confidence of subordinates towards greater excellence" (Yusof & Alias, 2015, p.48).

Research on instructional leadership concludes that when principals visit classrooms, they can positively impact on student achievement, teacher practices and teacher attitudes. However, the literature indicates that principals normally do not spend much time visiting classrooms and providing feedback (Wayne, 2011). The research on instructional leadership has confirmed the great need for strong instructional leadership in schools and has identified many common characteristics of effective leaders. One of those characteristics which is highly important in the operation of a school and neglected, is that of being a visible principal. Nevertheless, many principals are stuck with daily administrative operations, discipline, paperwork, and telephone conversations. These principals are unable to recognize that the school's main purpose is found not in the office, but in the classrooms and playgrounds (Beth, 1997).

An obvious feature of instructional leaders is their dedication to improve the quality of instructional activities. They pay utmost importance to the enhancement and advancement of educational programs and they are interested to manage the difficulties arise in their way. Instructional leaders consider teaching time as holy and do everything they can to protect classroom instruction from external interruptions (Oplatka & Hefer-Antebi, 2008). "The principal means not only a job or an occupation, but also a profession. The cultivation of teaching leadership does not refer to academic attainments or the improvement of teaching leadership, but the attainments of both academic and teaching leadership" (Yan,2015, p.115).

School principals should self-motivate to increase the quality of education and improvement of student learning. Instructional leaders who are knowledgeable

about the necessity of helping their teachers with empirical strategies to improve and speed up student learning may find that they are inspired to take on more of instructional leader's role. Achievement motivates the people. Effective instructional leaders challenge the process, motivate others with articulated vision, they activate others and they show the direction to others. The organizational structure and characteristics must support the role of the instructional leader. In order to be effective leaders, principals need to get the chance to think strategically and to plan. Principals should be given at least one to three years to bring the changes. For the effective implementation of change and development towards quality teaching and learning, success needs to be described with relation of leadership for attaining the institutional goals (Michael and Donna, 2002).

“It is clear that a school where excellence is the goal will seek a model for instructional leadership which will have its focus and which can shape the role of a number of people in addition to the principal’ (Beare, Caldwell & Millikan, 1989, p.153). Instructional leadership should be consisted two main interrelated areas of activities: the fostering of excellence in teaching and the capacity to handle successfully with particular important situations. Principals should become leaders of leaders. In this way, they work hard to create the capacities of teachers and others, so that direct leadership will no longer require (Sergiovanni, 1992):

Leadership is important, and the kind and quality of leadership we have will help determine, for better or for worse, the kinds of schools we have. When schools are in trouble, strong and direct instructional leadership from principals helps them get better.

(Sergiovanni, 1992, p.Xi)

Beauchamp and Parsons (2012) conducted a case study research during 2009 and 2010 by selecting five elementary schools in Alberta. The aims of this research were to examine what factors determine those schools such a good school for quality education and to investigate what does school leaders do to brand those schools as successful schools. The results showed that successful school leaders utilized human skills; especially they build a strong relationship with their colleagues. Eight practices emerged from the data which respondents believed as programs that improved the quality of education:

- 1- Highly effective principals build and communicate common goals, a common sense of purpose, and a clear vision.
- 2- Highly effective principals take time to really “know” the people with whom they work and appreciate value and respect them.
- 3- Highly effective principals listen, care, and support the people with whom they work on professional and on personal matters. Highly effective principals “Open Door”.
- 4- Highly effective principals create “family based” working and learning environment.
- 5- Highly effective principals are organized; they engaged in detailed, inclusive, and proactive planning.
- 6- Highly effective principals celebrate success with both formal and fun-filled informal events.
- 7- Highly effective principals include others in planning and deciding, and are “equal partners” who empower good decision making among teachers.
- 8- Highly effective principals “walk their talk” (p.45).

The main responsibility of a principal is to enhance student learning and achievement. Elmore (2006) mentions that improvement happens across at least three domains: the technical, the social-emotional and the organizational. The efforts of improvement occur across these three domains: principals need to have enough knowledge; they should be skillful and have fluency of practice in each and across all three. Principal should not be good in some aspects and not so good in other aspects. In order to be effective they should be good in all the aspects.

The model of leadership that came out from the practice of improvement has three important characteristics: (1) It gives emphasis on the activities to enhance the quality of teaching and learning and outcome of students; (2) it assumes leadership as divided function rather as a role based activity; and (3) it requires more or less persistent investment in knowledge and skill, both because the knowledge base across the instructional practice is constantly transforming and because the population of real and potential leaders is often reducing and refilling itself (Elmore, 2006).

After reviewing researches conducted over the past two decades Bush, Bell, Bolam, Glatter & Ribbins (1999) believed that school leaders, especially, principal leadership influences school effectiveness and outcomes. Although principals influence on their school indirectly, expert principals influence the learning practices that have a direct impact on student learning. Hopkins, Harris, Leithwood, Brown, Ahtaridou & Kington (2009) state that school principals enhance instructional activities indirectly and most powerfully through their influence of staff motivation, commitment and working conditions. Covey (1989) explains the importance of motivation to get people's commitment and dedication:

You can buy a person's hand, but you can't buy his heart. His heart is where his enthusiasm, his loyalty is. You can buy his back, but you can't buy his brain. That is where his creativity is, his ingenuity, his resourcefulness.

(Covey, 1989, p.58)

The research conducted by Kaster (2010) revealed that principal instructional leadership behaviors, practices and actions positively impact on classroom instruction leading to student success. The authors further state that developing

collaborative relationship with the aim of increasing student achievement is the primary focus of most principals. After conducting a research about the instructional leadership Sim (2011) states that Malaysian principals have successfully implemented the instructional leadership dimensions in their schools. The author further mentions that, the Malaysian principals especially, utilize four dimensions of instructional leadership roles, namely, articulating the school mission, vision and goals, monitoring students' progress, promoting instructional environment and boosting professional development.

The findings of the study conducted by McCann (2011) suggests that school leaders who give high priority on developing the teachers and enhancing teaching and learning practices are potential to attain their instructional goals. Most of the teachers who participated in this research agreed that principals' participation in the instructional process help to build a work environment in which teachers were interested to involve in determining learning objectives for improving student learning. In addition, majority of teachers believed that principals' skillfulness to articulate the vision for student learning improved student learning during the school development process. Besides, teachers also highlighted the importance of principals' capability to give necessary training and development to teachers.

Hallinger & Heck (2009) provide a definition for school improvement leadership. They state that school improvement leadership is actions, through which principals provide necessary instructions for the school improvement, motivate the staff, communicate the strategies towards the development in instruction. In schools where the same principals serve for a long period of time, the academic performance

has increased at the end of four years. This might happen because effective school leaders like to serve a longer period in their schools (Hallinger & Heck, 2009).

A research has been conducted in the United States to find out whether there is any disparity in instructional practices in primary schools and secondary schools. The respondents of this research included 4311 teachers, administrators and other school support staff from various schools. The findings of this study showed that primary schools were slightly higher on four instructional leadership domains including: priority on instruction, supervision and evaluation creating learning communities, maintaining a safe and effective learning environment. However, in another domain that includes acquiring and allocating resources, secondary schools showed to have a more positive performance than the primary schools (Gedik & Bellibas, 2015).

Similar to the United States, the results from a study conducted in Singapore also shows that principals in primary school use more instructional leadership practices than secondary school principals:

These results reveal that instructional leadership practices are perceived to be more highly enacted in primary schools than in secondary schools in at least three dimensions (line up teaching practices to vision, leading instructional programs, and promoting training and development). In other words, Singapore principals in primary schools are perceived to be more directly involved in enacting instructional leadership roles than their counterparts in secondary schools.

(Dong & Seong, 2014, p.20)

According to most principals participated in his research, Packard (2011) states that those principals believed that supporting the teachers as one of the most important things they must do as instructional leaders. The usual approach of supporting teachers was to ensure that they received teaching materials and professional development needed to improve instruction. Principals highlighted that teachers must feel they are supported. Therefore, it is not the actions of supporting which is important but instead it is what teachers feel or perceive the principal as being supportive. If a principal wants to be an instructional leader, principal must create a trusting, collaborative and supporting relationship with staff. Teachers must feel supported whether it be in handling of an indiscipline child or difficult parent (Packard, 2011).

Ashbaugh & Pina (2014) developed a model of 7Ps of leadership characteristics which are required to be an effective instructional design leader. These characteristics include: (1) practicing with *prescience* (vision), (2) engaging in *preventive* thinking, (3) making *provision* for the unexpected and unknown, (4) communicating with a collaborative and caring *personality*, (5) leading with *productivity*, (6) possessing *psychological* and emotional toughness, (7) and consistently behaving on *personal* convictions.

2.8. Instructional leadership model by Hallinger and Murphy

As the pioneers in the field of instructional leadership, Hallinger and Murphy (1985) created a conceptual model composed on three dimensions outlining the instructional management role of the principal. These three dimensions: defining the

school mission, managing the instructional program and promoting a positive learning climate are also subdivided into more specifically defined tasks.

The first dimension of this model requires defining the school mission. In defining the mission, the principal is responsible in collaboration with staff and parents to ensure that the school has a vision that is focused on student learning. Under this dimension the specific roles of the school leaders is framing the school vision, mission and goals and communicating them with concerned people.

The second category, managing and organizing the instructional program requires the principal to be involved in the instructional development of the school. This includes supervising and evaluating instruction, coordinating the curriculum and monitoring student progress (Hallinger & Murphy, 1985).

The last dimension, promoting a positive school learning climate has five job functions. It involves protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers and providing incentives for learning (Hallinger & Murphy, 1985).

2.8.1. Framing the school mission

According to Hallinger & Murphy (1985) the first dimension of their model, *Framing the School Mission* incorporates creating the school vision, mission and goals and communicating them with concerned people. The first task in principal's instructional leadership is articulating vision and values. Having clearly defined vision, mission and goals are important to improve the academic performance of the

school. If the principal is incapable to articulate the school vision, mission and goals in the right way, the school would not be having any real goals and objectives to achieve and this could demoralize the teachers (Sarok & Jihet, 2012). The findings of the study conducted by Sarok & Jihet (2012) revealed that the principal who communicates the vision and goals of the school has significant relationship with teachers' commitment. Suleiman (2013) also highlights the importance of having a vision that is focused to improve student learning:

Leadership roles at all levels are also judged by how well all members of society are equitably served and advanced by the vision of those who work towards meaningful education for all students.

(Suleiman, 2013, p.32)

Creating the school vision, mission and goals is the first dimension of the *Framing the School Mission*. Principal can be visionaries who articulate this with their teachers. When teachers understood their principal's vision they were very much likely to be committed to work harder to achieve it (DuPont, 2009). In addition, Moffitt (2007) states that the principals participated in his research agreed that creating a vision and setting high expectations assist teachers to deliver high instruction which leads to increase student achievement. Bush (2003) also mentions that vision is increasingly considered as a crucial component of leadership. The author further states that vision is an important element of school leadership which differentiates successful leaders from less successful leaders.

By referring the work of Bennis & Nanus (1985) Bush (2003) pointed out that these authors identified 10 emerging generalizations regarding leadership and four of which relate directly to vision: (1) Successful leaders have a dream for their

organization; (2) this dream should be articulated in a way which gets dedication from employees of the organization; (3) articulation of dream needs communication of meaning and (4) pay attention to institutionalize the vision if leader wants to be effective. In the context of a school, similar to instructional leadership, transformational leadership also provides the vision and enthusiasm that is necessary to motivate stakeholders. It changes the organization by building new culture where collaboration, high expectation, reflection and discussion of professional practice are highly valued and respected (MacBeath, as cited in Hanna, 2010).

Scholars have suggested that the most important responsibility of leadership is to describe the ultimate goal which the school will try to achieve, sometimes this is considered as leadership for what (Hallinger & Heck, 2010). Principals from highly effective schools are dedicated to the formulation, articulation, implementation and stewardship of vision of learning that articulated and supported by the school community. During the process of developing the school vision, mission and goals, principals should involve the representatives from the school community. Studies from different countries reveal that more participation from different members of the school community in decision making is related with high-performing schools (Hallinger & Heck, 1998). Successful principals contribute the development of the school vision that is aimed to provide high quality learning to all the students. Especially, instructional leaders ensure that vision, mission and goals are focused on improving student learning and are clearly described (Murphy, Elliot & Goldring, 2007).

“The heart of leadership has to do with what a person believes, values, dreams about, and is committed to – the person’s personal vision, to use the popular term” (Sergiovanni, 1992, p. 7). Vision and values are at the heart of good educational management; however, it will have no use unless they can be translated into actions by which they can be achieved. Managers are aware that it will never be enough for the vision and goals remain at the level of personal belief, without shared commitment and workable structure to enable it to be achieved (Bell & Harrison, 1996). Davies (2005) also talks about the importance of translating the vision and moral purpose into action. The author further states that it is a delivery mechanism for creating the direction and the capability for the organization to achieve that direction or goals. Transformational leaders also believe that clear vision and shared goals make staff committed to achieve their personal goals and organizational goals simultaneously (Hallinger, 2003).

“Begin with the end in mind is based on the principle that all things are created twice. There is a mental or first creation and a physical or second creation to all things” (Covey, 1989, p. 99). Having a clear set of goals has been recognized as one the features of an effective school (MacGilchrist, Myers and Reed, 1997). Hallinger & Heck (1996) also believed that developing a clear mission was a basic path through which school leaders influence student learning. The most reliable results from the studies underpin the perception that school leaders’ involvement in developing, articulating and sustain the school mission and goals depict as useful tool of indirect influence on school performance (Hallinger & Heck, 1998). Besides, Hallinger (2009) states that instructional leaders were goal-oriented and they held the lead in deciding a clear direction for their schools towards improving student

achievement. Effective people in all walks of life not only have a clear vision of what they want to achieve, they think purposefully about the way to accomplish their goals.

At present, principals usually try to promote a shared vision and invest in human development and resources. They have also strongly accepted that the main reason of having schools is to meet the different academic, social, cultural, spiritual and other needs of all students (Suleiman, 2013). In his famous book, 'The Fifth Discipline' Senge (1990) also mentions that 'if any one idea about leadership has inspired organizations for thousands of years, it's the capacity to hold a shared picture of the future we seek to create' (p. 9). However, just having a vision will not bring any benefit to the school if the school is not trying to reach it. Successful people not only have a clear dream of what they want to accomplish, but also they think strategically about the ways to make their dream a reality.

The second dimension of *Framing the School Mission* is *communicating the vision, mission and goals*. In order to define a mission of a school the principal should involve the staff and make sure that the school has a clear mission and the mission that is aimed on improving student learning. This dimension is the corner stone for creating a student-oriented school. (Hallinger, 2011). Principals having a vision for their schools and articulate that vision effectively to others become dedicated to it and their daily activities are instilled with its meaning and values. It is important that the vision be institutionalized with its meanings and values rooted in the culture of the school (Beare, Caldwell & Millikan, 1989). Besides, Bush (2003) also mentions that consideration should be given to institutionalize the vision if

principal is to be effective. Pendergrass (2007) also states that educational goals are given life through the vision of the school and with articulated vision the school can achieve common objectives. Ghavifekr, et al. (2015) also states that communicating the vision and mission is a vital factor that influences the instructional leadership practice of an institution. This is because, through articulating the vision and mission with all the staff would understand their workflow and organizational objectives they should achieve.

Effective principals articulate the mission and vision through their behaviors and by sharing with others inside and outside of the school. At first, they are talented in making the school vision as the hub of their operational procedure. They demonstrate through their behaviors the school's dedication to the values and beliefs which are at the heart of the vision and mission also specific activities needed to attain the goals. Successful principals work constantly to articulate and advocate the mission and programs of the school to employees, students, parents and other stakeholders. In fact, successful principals are talented in putting the vision, mission and goals in the forefront of everyone's attraction and at the heart of employees' performance (Murphy, et al. 2007). Hallinger (2010) explains the importance of vision and goals as follows:

The ability to articulate a learning focused vision that is shared by others and to set clear goals creates a base for all other leadership strategies and actions. The principal's vision and goals should be linked to core values of the school's leadership team and the school community more broadly. Visions written down on paper only come to life through the routines and actions that are enacted on a daily basis.

(Hallinger, 2010, p.137)

When schools are trying to provide inclusive education, principals should integrate the values of inclusion in the school vision and mission. Besides, they should create and promote a school climate in which all staff shares a comprehensive understanding that the school wants to get success for all the students. In secondary schools, students spend sometimes on learning various skills through community-based instruction in inclusive setting. Inclusion refers to giving special service to fulfill students' learning and social requirements in the main stream classroom and also giving chances to involve in all the aspects of school life such as clubs, sports and other events (Parker & Day, 1997). After conducting a research in Pakistan, Ayub (2015) states those successful leaders communicate a broader vision and wider purpose to get the commitment of the staff. The results show that teachers' commitment is based on their belief about the importance of the goal and their capacity to achieve the goals.

2.8.2. Managing the Instructional Program

The second dimension, *Managing the Instructional Program*, focuses on the harmonization and control of instruction and curriculum. This dimension includes three leadership functions: supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. This dimension demands the principal fully participate in supervision monitoring instruction in the school (Hallinger, 2005). These tasks require that the school leaders have the knowledge and experience in effective instruction as well as devoted to the school development. In the large schools, it is obvious that the principal alone is not enough to involve in observing and managing the instructional programs of the school (Hallinger, 2011). However, this model believes that managing and organizing the instruction is the prime

responsibility of the principal (Hallinger, 2003). Ayub (2015) explains how to manage instructional program:

Management of the instructional program is necessary to achieve organizational goals. Principals manage the instructional program by supervising and evaluating instruction, coordinating the curriculum and monitoring student progress. The focus of this dimension is on teaching and learning so principal must have expertise to perform the functions.

(Ayub, 2015, p.19)

In order to manage the curriculum, principals must ensure that learning objectives are aligned with national curriculum; they must also participate in providing quality education and facilitating to provide required learning materials. Principals are responsible for ensuring that subject departments are running smoothly and effectively (Sarok & Jihet, 2012).

Coordinating the curriculum is one of the dimensions of *Managing the Instructional Program*. In high performing schools, principals ensure that learning objectives, classroom learning, teaching resources and testing and evaluation are carefully coordinated. This means that there is an effective coordination across subjects within grades and among teachers within and across departments and grade level (Murphy, et al. 2007). Kruger (2003) mentions that if principals manage and coordinate the curriculum in an effective way then teaching time can be maximized. Hence, principals should support the instruction and provide the materials required for teaching and learning.

Effective principals are competent in instruction and they also involve in the school teaching and learning programs. These principals work along with their colleagues to ensure that the school has relevant and useful curricular programs in general and there is customized programs for individual students. At first, they set high standards in different curricular areas from the national curriculum. They also ensure to provide opportunity for each student to maximize their learning. These principals are also industrious in supervising and evaluating the effectiveness instruction (Murphy, et al. 2007). DuPont (2009) also states that principals are expected to be curriculum coordinators in their schools. The author further mentions that by learning contemporary techniques and experience, principals can monitor better to facilitate teachers to develop them.

Effective instructional leaders ensure that their schools have a rigorous curriculum and provide quality instructions to all the students. These leaders know the techniques and strategies of quality instruction and ensure that quality education is provided from their schools (Goldring, et al. 2007). These authors define the notion of rigorous curriculum and quality instruction as follows:

Rigorous curriculum is defined as ambitious academic content provided to all students in core academic subjects. Quality instruction is defined as effective instructional practices that maximize student academic and social learning.

(Goldring, et al. 2007, p. 5)

As the main business of schools is to offer effective instruction, school leaders should be aware of special needs of each instructional area (Krug, 1993). Jenkins (2009) also underpins this view by saying that principals should know the concepts of the curriculum, educational philosophy and beliefs, curricular sources

and curriculum evaluation and improvement. Instructional leaders also encourage teachers to search for a strategy the student might respond best and they also pushed teachers to promote differentiated instruction to maximize student learning (Knapp, Honig, Plecki, Portin and Copland, 2014). Unlike instructional leaders, transformational leaders focus on developing the capacity of the school to innovate. Instead of focusing particularly on direct coordination, control, supervision of curriculum and instruction, transformational leaders try to build school's capacity to select its purposes and support the development of change to practice of instruction (Hallinger, 2003).

Monitoring student progress is one of the elements of *Managing the Instructional Program*. Ahmad & Hussain (2015) define monitoring student progress as follows:

Monitoring student progress is defined as the extent to which principals take responsibility for developing a systematic and comprehensive testing program. Test results are discussed with the staff as a whole, and are provided interpretations or analyses for teachers detailing the relevant test data. Test results are used for goal setting, curricular assessment, planning, and measuring progress toward school goals.

(Ahmad & Hussain, 2015, p. 92)

In order to monitor student progress, effective principals use multiple methods of monitoring and evaluation. They utilize different ways of observation and evaluation methods. They make sure that student learning is measured using multi-dimensional approaches. This means the comprehensive assessment strategies of these schools include teachers' records, unit tests, term tests, portfolio, and standardized measures of student performance (Murphy, et al. 2007). Although principals outstandingly motivate students who excel in academic by awarding incentives or certificates they pay less attention to meet individual students who

faced problems in studies (Sim, 2011). Kruger (2003) explains the importance of monitoring the students as follows:

Monitoring and evaluating the learners' progress by means of tests and examinations. Using the results to provide support to both learners and educators to improve as well as to help parents understand where and why improvement is needed.

(Kruger, 2003, p. 207)

One of the three functions of second dimension, *Managing the Instructional Program* is *supervising and evaluating the instruction*. Supervision of instruction is a tool or instrument required to improve the quality control and maintenance of standards in the education system (Okendu, 2012). Regarding the supervision, Nkoma, Taru, & Mapfumo, (2014) state as follows:

Supervision is what school personnel do to adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote student learning. Supervision is a major function of the school operation, not a task or a set of techniques.

(Nkoma, Taru, & Mapfumo, 2014, p. 7)

Principals perceived supervision as a promoter to the enhance student learning. Since principals in Ontario are responsible for the supervision of instruction, they believed that they are required to be aware of both content and teaching strategies to decide the effectiveness of instruction. Principals of Ontario believed that as a result of the walk-through they had an increased knowledge of curriculum implementation (Millar, 2009). Although supervision is an important vehicle to improve student learning, some principals do not do direct supervision. For instance, Kruger (2003) stated that in his research he has found out that classroom observation in the selected schools was given to the different head of

departments and supervisors. Rao & Gezahegn (2013) explain the reason why principals should involve in direct supervision as follow:

The supervision of instruction by the school principal is among his roles as an instructional leader. As an instructional leader he needs to follow up the day to day activities of teachers and supervision is the major instrument for this.

(Rao & Gezahegn, 2013, p. 9)

In the process of supervision, instructional leaders give written constructive feedback after observing the instruction. Findings also suggest that teachers value clear and specific written feedback that has potential to develop themselves (Ovando, 2005). After doing a research Ovando & Ramirez (2007) state that the results of their research reveal that school principals' leadership practices are related with teacher performance management that decides the teacher performance and student academic success. The prime focus of supervision is to use teachers' potential which maximizes providing high quality education to all the students. Besides, monitoring and evaluation ensures a school maintains standards and makes check and balance (Tedla, 2012). Principals in outstanding schools are hard-working and provide timely feedback to the teachers to enhance the quality of education (Murphy, et al. 2007).

There is much evidence from the research that meaningful feedback is necessary for classroom visits to support teacher learning. Meaningful feedback often occurs through the conversation between principal and teachers after a classroom visit (Wayne, 2011). Louis et .al (2010) state that the concept of instructional leadership focus on classroom practices. The fundamental idea is that instruction will enhance if leaders give detailed and clear feedback to teachers, including

recommendations for development. Regarding the importance of supervising the teaching and giving feedback Jun (2014) states as follows:

Supervision was another interpersonal process in which principals gave feedbacks to teachers resulting in communication and interaction about curricular and pedagogical design. Principals acknowledged the importance of collective efforts in supervisory procedure and delegated the supervisory roles to subject leaders and academic officers. Principals supported the instruction improvement by organizing teaching sharing session based on collective classroom observation. Collaboration between principals and teachers contributed to variety and individual initiative in instructional delivery which was a vital part of supervisory process.

(Jun, 2014, p.243)

Although classroom visits with learning orientation emerges as an important element of instructional leadership, principals in general do not seem to prioritize this practice (Wayne, 2011). Besides, Sim (2011) also mentions that findings of his research revealed that principals focused more on ensuring a smooth and effective teaching programs but pay less attention on supervision, even teachers who faced problems in teaching. Regarding the supervisory dimension, the author further states that findings showed that principals are more focused on patrolling classes to monitor the instruction. However, there are other findings from different scholars who found those school management teams give lot of emphasis in improving the instruction to enhance student learning. One such finding says as follows:

The instructional leadership teams in the schools we were studying were busy engaging each other in efforts to become more coherent and instructionally focused teams, while engaging teaching staff across the schools in the district work of reconsidering classroom practices and try to make it better.

(Knapp, et al. 2014, p.50)

Evaluating instruction is one of the functions of *Managing the Instructional Program*. Hence, instructional leaders have responsibility to evaluate the instructional program of their schools. As principals create a conducive learning climate that encourage staff learning and establish a culture to improve the quality of learning, they are also responsible to implement complete teacher appraisal system that focus at enhancing the performance of the school (Ovando & Ramirez, 2007).

It is very important to measure the performance of teachers because just saying that you want teachers to use effective instructional strategies will not guarantee that they do. An effective principal must also be aware of the power of that both role modeling and relationship have in ensuring quality teaching. A school principal must investigate instructional practices in the school through observation and having professional dialog with colleagues (Patti, 2009).

2.8.3. Promoting a Positive School Learning Climate

The last category, promoting a positive school learning climate comprises of five job functions. It includes protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers and providing incentives for learning (Hallinger & Murphy, 1985). Studies of effective schooling revealed that schools characterized by a positive school climate emphasized to promote student learning and high expectations for student achievement. A conducive and positive learning environment provides an important foundation for effective teaching and supportive learning environment to all children (Cohen & Brown, 2013). The most important responsibility of a principal is to create a helpful environment for providing education (Dong & Seong, 2014). Rao & Gezahegn (2013) explain the importance of positive school climate as follows:

School climate is an important ingredient that relates to the productivity and well-being of staff members, parents or guardians, and students. The principal, more than any other individual, is responsible for the climate in the school. As an instructional leader, he is the key figure in promoting an academic learning environment within the school that is conducive to student learning.

(Rao & Gezahegn, 2013, p.10)

The organizational culture of a school is an important aspect of school and it has a significant influence on all the other aspects of a school. A school with an established teaching and learning culture will also have a good organizational structure and instructional program that covers on all aspects of academic achievement and the professional development of educators (Kruger, 2003).

The organizational culture of a school is an important aspect of school and it has a significant influence on all the other aspects of a school. A school with a supporting environment for teaching and learning will also have effective management structure and teaching and learning programs that include all elements of academic achievement and opportunities for training and development for the staff (Kruger, 2003). Hallinger (2005) states that instructional leaders are viewed as culture builders. Furthermore, Kruger (2003) also mentions that principals are responsible to create culture that quality education will be provided with the aim of improving student learning. Therefore, instructional leaders should build a learning culture which focus on student learning as the heart of the school culture. The findings of a research conducted in Turkey also revealed the importance of instructional leadership for creating a positive and healthy organization:

The results suggest that when the instructional leadership roles of school principals are at a higher level, the organizational health of

schools is positively affected. Another finding is that instructional leadership is one of the significant predictors of organizational health.

(Buluc, 2015, p.182)

Maintaining high visibility is one of the dimensions of promoting a *positive school learning climate*. When the principal maintain the visible presence and visits classrooms, teachers see the principal as an instructional leader and collaborative work relationship between the principal and teachers is enhanced. This contributes to developing a positive school culture (Millar, 2009). Yan (2015) also highlights the importance of principals' presence in classrooms and their involvement in teaching and learning process. As instructional leaders principals should actively participate in teaching and enter the classroom and work with teachers and students. The findings from a research conducted in the University Putra, Malaysia show that:

Some of the participants use informal visits to classrooms to learn what teachers are doing. They believe that visibility in the school by walking around and informally visiting classrooms was related to increased use of reflectively informed behaviors and good teacher behavior.

(Yasin, et al. 2015, p.362)

Instructional leaders are responsible to establish an orderly and supportive environment to improve student learning. In a positive learning climate both teachers and students can effectively engage in teaching and learning process. As a result, school can achieve the planned goals (Robinson, Lloyd & Rowe, 2008). Highly influential school effectiveness studies indicated that successful are considered as having learning-oriented culture. This type of culture includes high expectation of

student performance, an emphasis for basic skills, democratic decision making, cooperation among the staff, and clear policies about activities like homework and student discipline (Louis et.al, 2010).

A team of experts visited schools with exceptional level of improvement in Key stage 2 to find out what are the reasons of such significant progression for students. These experts visited 20 schools and they were chosen because over the last three years more than 90% of their students were at national expectations. After this study they have identified some important factors that contribute to promote student learning and achievement from all these schools. These factors include the following dimensions:

- 1- An achievement culture where they assumed that all children succeed
- 2- Exact knowledge of how each child is doing and what each child needs
- 3- A learning environment free from disturbance
- 4- Learning that is openly encouraged and celebrated
- 5- Assessment and monitoring is rigorous and vigorous
- 6- The senior team take a high-profile hands-on approach to assessment
- 7- Search for evidence and gaps in evidence of achievement
- 8- Numbers translate into action (Department for Education and Skills, 2007).

According to the findings, these schools possess an achievement culture. Irrespective of the student background, there was a positive attitude towards all students. In this environment they believe that every student has potential to be successful. It was found that these schools have a shared vision of their collective purpose and ethos. The principal and staff work diligently to achieve the vision. As

student success laid at the heart of the vision, teachers were obliged and motivated to achieve the vision. Accurate information of how each student is doing and what each student needs was the strongest finding of this research. The most important practice all the schools were doing was regular monitoring of student progress, collectively and individually. Another factor which made these schools successful was having a learning environment free from distractions. In these twenty outstanding schools, learning is openly appreciated and celebrated (Department for Education and Skills, 2007).

In all these schools principals see themselves as the head of the school. They lead teaching, learning and achievement as their core function. They are also skillful in improving the teaching for the purpose of increasing the student achievement. These principals spend plenty of time in the classrooms with teachers and students. These principals monitor student progress by collecting details about student learning such as checking student work, portfolio, and development made by the whole class and by individual students. The principals and other senior teachers in these schools have been in their job for a long time and maintain their energy and enthusiasm to progress the schools. These senior leaders have an absolute and undivided focus on enhancing students' standards. Despite the entry level of the students, they ensure that all students make significant progress. Both weak and bright students are challenged and supported and made progress at a remarkable rate (Department for Education and Skills, 2007).

Establishing systems to allow time to think and act strategically and innovatively is another common practice found from these schools. In these schools

staff is organized and leaders are proactive in managing the school. Policies and rules are focused on student education and attainment. Building a confident and strong approach of leadership is another dimension found from these schools. Besides, these principals utilize the skills and interest of all the staff despite where they fit into the hierarchy. In addition to formal meetings, high importance is given on the value of healthy relationships with staff (Department for Education and Skills, 2007).

In the context of high expectations for equity and excellence in school, principals need to pay attention on how to improve instruction so that every student is successful so as to become a top priority (Ovando, 2005). The fundamental duty of instructional leadership is to establish a climate for providing quality education in schools. Data-driven instructional systems are particular type of systems of practice dedicated to making summative data on student learning useful for enhancing teaching and learning in schools (Halverson, et al. 2005). Apart from the instructional leadership, transformational leadership also gives emphasis on high expectations as one the important dimension of leadership functions (Hallinger, 2003).

Principals as instructional leaders need to support and shape the learning environment for students and teachers. Shaping the learning environment includes practices that directly influence in teaching and learning such as supervision, creating professional learning communities, and assessment strategies to support teaching practice (Halverson, & Clifford, 2012). “All principals should work with their teachers to identify their own strengths and weakness related to promote the school learning climate” (O’Donnell & White, 2005, p. 67). In order to support and shape

the learning environment, principals should motivate teachers and students to perform well. “Praise significantly affected teacher motivation, self-esteem, and efficacy. It also fostered teacher reflective behavior, including reinforcement of effective teaching strategies, risk taking, and innovation/creativity” (Blasé and Blasé, 2002, p. 134).

The researchers concluded that school leaders’ participation in classroom management is seen significant to improve instructional programs. They mention that conducive educational environment with well-discipline is considered as successful schools, where children are involved actively in activities. Hence, principal’s involvement and visible presence in this process is crucial to support teachers to solve discipline problems (Valentine & Prater, 2011). Effective principals put effort to manage curriculum and instruction by engaging education-related issues. These principals provide the necessary knowledge, and resources that support the work of teachers to improve student learning. Effective school leaders advocate a positive environment that respect and support for education and accomplishment. The school environment is created to cater to every student including weak and bright students (Parker & Day, 1997).

“Successful school leaders must master both the leading and the learning environments. They must navigate and shape the school-level context in order to reform the teaching and learning context” (Halverson & Clifford, 2012, p.5). After doing a research, O’Donnell & White (2005) found that effective principals recognize the importance of their school learning environment to progress their students’ capability to accomplish at greater levels. Effective principals must create a

climate where there is mutual trust among staff members. Effective instructional leaders display a caring attitude towards staff, students and parents. Besides, effective and successful principals support teachers to plan to provide instructional activities that motivate the students in learning (O'Donnell & White, 2005). Principals who are closest to the classrooms are most effective when they work collaboratively towards clear, common goals with other stakeholders (Louis et.al. 2010).

Effective principals should create conducive teaching and learning climate in their schools. Therefore, principals must be competent about the strategies of effective teaching and learning. An effective instructional leadership is defined as creating a climate of high expectations for all stakeholders and learners. In order to ensure excellence in their schools principal must create a quality learning environment where teachers work collaboratively with other teachers. Effective instructional leaders distribute the leadership tasks with among their colleagues so as to establish an environment of learning and play an important role in applying an effective instruction (Tedla, 2012). Effective principals also provide staff development opportunities to increase teachers' innovation, risk taking, instructional focus and motivation which improve student learning and achievement (Moffitt, 2007).

Promoting professional development is a dimension of *Promoting a Positive School Learning Climate*. Sparks and Loucks-Horsley (1989) define staff development as those processes that improve the job-related knowledge, skills, and attitudes of school employees. School leaders are responsible for giving chances for

staff to increase their information, skills and attitude through this program. School staff can utilize reflection and analysis of their activities as a core discipline for professional growth. Leaders should ensure that the program meets the individual as well as organizational needs. These leaders should actively participate in these programs and encourage others to do the same. Killion (2002) also states that in outstanding schools, principals were actively involved in providing training and development to their staff. Everyday certain time should be allocated for professional growth of the staff. This view is supported by Hirsh (2006) by saying that effective training and development opportunities facilitate the schools to attain the school mission and goals.

Instructional leaders boost professional development of teachers by creating a culture of collaboration among the teachers (Alig-Mielcarek, 2003). “Rather than being the source of all knowledge, the principal’s role should be to tap the expertise and leadership of teachers” (Osman, 2013, p. 46) “Coordinating staff development programs is the main role and function of a principal as an instructional leader in facilitating a quality learning atmosphere” (Tedla, 2012, p.759). Hallinger (1998) also mentions that in successful organizations leaders utilized the knowledge that exists in the workforce and they share the knowledge through staff development. Principals who are interested in learning are very talented in constructing an environment for learning. These leaders are strong advocates of life-long learning who motivated their staff to utilize professional development opportunities and create a learning culture in their school (Goldring et al. 2006). Besides, Hallinger (2003) stated that transformational leaders create an environment in which staff

involve in ongoing professional development and in which they regularly share their best practices with others.

Effective principals have the know-how of building a learning culture in their organization and inspire their staff to be life-long learners. They are motivated to advocate the usefulness of continuous learning, promoting the professional practices and develop a learning community in their school. In order to develop the staff, effective principals spend time on their professional growth and they are dedicated in developing the staff through various ways. The ultimate goal of this effort is to create a culture that strengthens instruction and improves student achievement (Murphy, et al. 2007). “When the intellectual processes and feedback mechanisms of learning organizations become embedded in the attitudes, behavior and overall culture of people within it, these organizations become learning communities” (Hargreaves, Halász and Pont, 2007, p.72). Effective instructional leaders also talk with teachers to promote reflection and promote professional growth. Effective principals value dialog that encouraged teachers to critically reflect on their learning and professional practice.

Effective principals advise their teachers to observe their colleagues; even they encourage the teachers to visit other schools to learn the best practices from those schools. Besides, successful principals encourage teacher collaboration, peer teaching and coaching, and conduct reflective practice among the teachers for the purpose of mutual benefit. Effective principals encourage the teachers to have professional dialogue among them as a means of professional growth. This dialog consists of five primary strategies: (1) making suggestions, (2) giving feedback, (3)

modeling, (4) using inquiry and soliciting advice and opinion, and (5) giving praise (Blasé and Blasé, 2000). Modeling is an effective tool that can be used to enhance teacher quality and effectiveness.

Effective principals demonstrated teaching techniques in classrooms and during conferences; they also modeled positive interactions with students. These forms of modeling were viewed as impressive examples of instructional leadership that primarily yielded positive effects on teacher motivation as well as reflective behavior.

(Blasé and Blasé, 2000, p.134)

Leadership should be focused to build the school's capability for development and school progress is about the enrichment of the teachers (Hallinger, 2011). Instructional leaders establish an effective system for developing staff capacity in which each staff has the opportunity to learn necessary competencies to develop his or her teaching skills. These leaders embed the training and development activities into the culture of the school and align the focus on student learning (Murphy, et al. 2007). Continuous professional development is needed for all the teachers to cope up with speedy changes in knowledge and technology so that professionals will be ready to accommodate these changes (Bush & Glover, 2004). Policy makers have put school principals and teachers accountable for student performance. Therefore, professional development needs have significantly increased (Dempster, Lovett &Flückiger, 2011).

Principals should be leader in learning to promote professional development in their schools. Being the leader in learning and development principals should the expertise to build learning capability, increase the motivation to learn, provide opportunities to learn and understand the learning purpose. Leaders should be models

to their colleagues in their own development and growth. They also should take a leading role in the staff development through activities such as coaching, mentoring, role modeling and advocacy (James, 1999). As leaders in learning principals will be involved in six level of learning: (1) student learning; (2) teacher learning; (3) staff learning; (4) organizational learning; (5) learning networks; and (6) leadership learning (Davies, 2005).

Another dimension of *Promoting a Positive School Learning Climate* is *providing incentives for teachers and providing incentives for learning*. Therefore, instructional leaders are responsible to provide incentive for teachers and students. In high performing schools there is school-wide recognition and rewarding system for the purpose of reinforcing the students. Rewards are given very often and they reach a great majority of students. These incentives are perceived as valuable and significant by stakeholders, especially students. These schools noted the achievements of staff and student. The recognition and rewards are given for academic accomplishments as well as for success in different disciplines (Murphy, et al. 2007). Primary school principals in Vietnam give more emphasis on coordinating curriculum and providing incentives for teachers in a significant level. They create a positive learning environment by establishing structure that recognize and rewards teachers for their efforts (Nguyen & Wu, 2012).

Okoth, (2014) also states that principals as instructional leaders should give rewards for students and provide rewards to teachers. The author further states that motivating the teachers is considered as most important responsibility of a principal for successful implementation of the curriculum. Transformational leadership also

encourages establishing a reward system to motivate the staff (Hallinger, 2003). “Motivation intends to strengthen teachers to have more passion on their jobs and to help them reach their highest potentialities. Besides, motivation aims to increase students’ achievement and to offer students with chances to initiate and direct their own learning” (Mhunpiew, 2014, p.73).

Protecting instructional time is one the functions of a *Positive School Learning Climate*. Therefore, instructional leaders should ensure that the maximum teaching time is devoted to teach various subjects. These leaders work collaboratively with teachers to emphasize the usage of teaching approaches that optimize student learning at an outstanding level. Effective instructional leaders undertake the collection of activities that protect instructional time from interruptions, including: (1) assigning academic subjects time slots that are least likely to be disturbed by school events; (2) protecting teachers from distractions from the school office; (3) developing, implementing and monitoring procedures to minimize student tardiness and absenteeism; and (4) ensuring that teachers are punctual (Murphy, et al. 2007, p.5).

2.9. Comparison of Models of Instructional Leadership

This section will review and compare three famous models of instructional leadership. These three models are selected because of their popularity among the scholars. These three models are: Hallinger and Murphy’s instructional leadership model (1990), Murphy’s instructional leadership model (1990) and Weber’s instructional leadership model (1996). Each of these models is composed with interrelated dimensions. The following table consists of these three models with their dimensions:

Models	Dimension	Dimension	Dimension	Dimension	Dimension
Hallinger & Murphy (1985)	Defining school mission	Managing instructional programs	Promoting school climate		
Murphy (1990)	Defining mission & goals	Managing educational production function	Promoting academic learning climate	Developing supportive work environment	
Weber (1996)	Defining school mission	Managing curriculum & instruction	Promoting positive learning climate	Observing & improving instruction	Assessing instructional programs

Table 2.1 comparing the models of instructional leadership

Synthesizing these three models of instructional leadership, some common concepts emerged. These models identified the significance of instructional leaders defining school mission, vision and goals, managing the curriculum and the instruction, and creating a positive learning climate. These three models are different based on the number of dimensions they have. There is a continuous development of the specific instructional role of principals. However, these additional roles in the later model are included within the existing dimensions of the previous models.

Although these three models are very useful and popular, they lack some necessary dimensions required to fit into the 21st century. As 21st century is considered the age of technology, instructional leaders should have a role in incorporating information and communication technology (ICT) in instructional process. Besides, governments and communities are also demanding schools to provide holistic education to make school graduates more useful to the society. Therefore, instructional leaders have the responsibility to provide holistic education to their students for the overall development of all the students. Finally, schools are

built to serve the communities and the education system is not completed without active participation from parents and communities. Hence, instructional leaders must establish a healthy relationship with parents and communities. For these reasons, the existing models should be modified to fit them to the Maldivian context.

2.10. Integrating ICT in teaching and learning

During the past decade, schools in Alberta, Canada integrated ICT with instructional programs. Policy makers in this province made it compulsory for schools to equip the students to understand, use and apply ICT in efficient and ethical manner. Schools are instructed to integrate ICT with other subjects rather making it as a separate subject. All the teachers are recommended to utilize ICT to enhance the quality of student learning in all the subjects (Flanagan & Jacobsen, 2003).

Leadership is same at present like it was in the past. However, the change is the type and aims required altering with the period for equipping students for the turbulent world. Leading in a way to protect the status quo, standardization, obsolete practices, and misconceptions regarding the technology, not only does disservice to the students, but also makes our schools and professions far removed from the modern high technology world. Leading in education, becomes highly powerful when technology is used to our advantage (Sheninger, 2014).

Principals and teachers face the challenging task of modernizing schools and classrooms in a community that has been changed by digital technologies, and many are overwhelmed by the instruction received to incorporate ICT into every subject and grade. Progressively, school leaders are required to shoulder the leadership

responsibilities in areas with which they are not familiar, and for which they have got little training. ICT support student learning and to support positive changes in schools, expectations that technologies would transformation public education have not happened. Simply connecting computers and networks in schools is not sufficient for educational reform. Therefore, school leaders must learn from research on barriers that limit ICT integration, and utilize this knowledge into effective approaches for leadership. Barriers to technology integration include four main themes: (1) pedagogical issues; (2) concern about equity; (3) inadequate professional development; and (4) lack of informed leadership (Flanagan & Jacobsen, 2003).

The emergence of digital technology in school has affected the duties of school leaders in many ways. ICT has given stress for changes in schools by transforming from the industrial age to the knowledge economy. Consequently, teachers and principals are under pressure to change and find means of implementing and sustaining technological innovations in classrooms. Successful experience with ICT integration gives vital lessons for educational leaders curious to attain same results in their own schools. Increasingly, research is providing evidence that ICT integration, under particular conditions, can positively impact on student learning. There are five common elements in successful conditions: (1) student engagement; (2) shared vision; (3) equity of access; (4) professional development; and (5) ubiquitous networks (Flanagan & Jacobsen, 2003).

Murray (2013) states that although bundles of money are invested to provide information and communication technology, it is the principals who will make or break the success of such programs. School leaders who display digital leadership

will surely have a higher return on such investments in technology. Roles and responsibilities of digital leaders include the following:

- take certain tasks of the ICT incorporation and application instead of depending on technical staff;
- Encourage teachers to use technology, give support for staff to participate training sessions, motivate teachers to use ICT to demonstrate the use for other teachers, establish a coaching system to help teacher and provide opportunity for teachers to experiment with technology;
- Provide opportunities of training sessions to help teachers to use ICT as a tools proving quality education;
- Share their ideas and disseminate resources from their learning colleagues; and
- Establish connection with others to disseminate resources and expertise, cooperate with others for the mutual benefit, and also for the aim of enhancing competencies for the students and communities they serve. Digital leaders must be aware the significance of connecting into networks and learning communities on social media.

Instructional leaders working in 21st century has a great responsibility in integrating ICT in their schools. This century is considered as age of technology hence, instructional leaders should implant ICT facilities in their schools. Donnelly, McGarr & O'Reilly (2011) stated that to integrate ICT in education mainly there are two main types of barriers. They are first-order barriers and second-order barriers. According to these authors first-order barriers refer to missing or inadequate amount

of resources namely equipment, training and support. Instructional leaders can overcome this barrier by investing enough money on this. These authors further explained second-order barriers as factors that impact on fundamental change and are normally deep-rooted in teachers' core values and are hence the most significant and resistant to change. Instructional leaders can manage this issue by giving relevant training opportunities to the teachers.

In the 21st century schools should utilize the technology in its maximum. It should be integrated in teaching and learning and school management and administration. "Effective principals needed the skills and knowledge base regarding both administrative and instructional applications of technology" (Carey, 2010, p.39). There was limited research investigating how principals use technology integration into the curriculum. Instructional technology leaders are required to model a significant degree of commitment to technology usage and advocate a shared vision with all stakeholders. When principals were provided with required development for technology execution, they could become more effective leaders for technology. Their teachers would be optimistically encouraged and influenced to use and implement technology into classroom on a daily basis (Carey, 2010). The author recommended principals to be technology role models to others.

Principals needed to lead by example while developing their technology skills on a consistent basis and modeling their proficiency in using presentations and electronic communications.

(Carey, 2010, p.118)

Teachers participated in the research explained the importance of ICT and how it helped them to manage their classroom activities much better. They also

highlighted that it saved their time and hence they were able to do other activities in their classes. In relation with students, ICT has an enormous role in how it lets information to be provided to students in different ways. Some teachers pointed out the importance of ICT in science teaching. They mentioned that some concepts can be explained so easily with the right animation or video. Due to this reason at present, many schools around the globe are using virtual laboratory to teach science. Students also believed that this as modern, relevant and more enjoyable way of learning. In virtual lab students could spend more time thinking about it and they could work independently without shortage chemicals and equipment (Donnelly, et al. 2011).

Principals as technology instructional leaders should be comfortable and talented at using technology such as spreadsheet application to manage school data, utilize word processing skills to produce various types of written communication, create presentations to graphically display school performance, share internally and externally with all stakeholders (Carey, 2010). “Effective instructional technology leadership was clearly the most critical element needed in creating a catalyst for technological change in the school environment” (Carey, 2010, p.127).

If principals are really interested to be technology leaders they should be effective users of technology in their schools. They are required to give the essential resources and training to develop teachers and students to become effective users of technology. Need assessment is crucial to provide enough opportunities for training the staff to develop in their use of technology usage and integration in the instruction. However, some barriers emerged from the research in integrating the technology in

schools. These include inadequate professional development and insufficient budget (Carey, 2010). Instructional designers must go along with technologies and lead quality designs for modern learning needs to discharge their professional duties and obligation to society (Ashbaugh & Piña, 2012).

2.11. Liaison with Parents and Community

Effective principals know that their job requires having a good rapport with the community and informing the public about their school targets and successes. School leaders should determine a shared vision for school communities. This vision should be focused on preparing students for a constantly changing society (NAESP, 2008).

Parents, families and other stakeholders have an interest in the development of the school. Therefore, the sixth standard holds principals accountable to involve the public to build a shared responsibility for student learning and progress. Effective principals must communicate openly and sincerely with their stakeholders to get their support to improve student learning. Schools should welcome the public and provide them opportunity to involve in the school development programs (NAESP, 2008). Effective principals are strong instructional leaders who focus their duties on important problems of teaching and learning and school development. They are moral agents and social advocates for the students and the societies they serve. They also establish a strong relationship with their stakeholders, respecting and thoughtful for others (Interstate School Leaders Licensure Consortium, ISLLC, 1996). “In the

modern education system, school-community relations are very important and have far-reaching effects on students' achievements" (Tedla, 2012, p.759).

The studies about the high-achieving schools reveal that successful principals are experts in developing and maintaining a positive and healthy relationship with stakeholders. They involve parents and other stakeholders to attain the school objectives and improving student learning. Effective instructional leaders give attention to build bridges with young people, non-governmental organizations and media that can encourage better lives for young people and advocate the reputation of the school. Besides, successful principals talk with parents and societies regularly through different ways. In addition, they plan activities that bring stakeholders into the school operations (Murphy, et al. 2007). "Learning-centered leaders play a key role in both establishing and supporting parental involvement and community partnership" (Goldring, et al. 2007, p.7).

Many studies repeatedly found out that community involvement in instruction is significant to provide quality education. In societies where school is considered as the heart of the community, school leaders play an important community leadership role. Instructional leadership gives lot of emphasis on community involvement in school operations. If a principal wants to give quality education, he should work collaboratively with public and gain their support for the school development. One of the main responsibilities of a school principal is creating a good relationship with the community because schools are considered as the heart of the community. The study conducted in Ethiopia discovered that there is a positive relationship between

principals' leadership strategies and community participation (Rao & Gezahegn, 2013).

2.12. Providing a holistic education

“A good education system is necessarily a future-oriented one, preparing our students to meet the onslaught of changes that await them when they go into the workplace” (Teachers’ digest, 2006, p.5). Instructional leaders are responsible to prepare students to face the challenges of life. Just imparting knowledge will not be enough to face the challenges of a dynamic environment. Students should be equipped with by providing holistic education. Parents, educators and global community is questioning about how best to equip children braced to confront the dynamic 21st century challenges. A new thinking to educate children is needed if they are to become thriving citizens in the 21st century (Huitt, 2011). Hare (2010) stated that holistic education has become a familiar topic within present education literature. Therefore, principals as leaders of instruction and curriculum should ensure the provision of holistic education to their students.

Holistic education aims to cover all aspects of personal learning and growth and prioritizes the development of healthy relationships at all levels. Besides, holistic education nurtures the overall development of the students and gives emphasis on their intellectual, spiritual, emotional, social, physical, creative and aesthetic potentials. Holistic education has the capability to facilitate the students into new areas of thinking, to widen their personal and critical thinking and develop an appreciation of the world around them. In addition, holistic education has the ability to empower students to think differently, to think creatively and reflect on their own values. Holistic education addresses the broadest development of the whole child at

the cognitive and affective levels. It gives emphasis to the education of the student beyond the classroom and utilizes the notion of the child-centered educational approach to develop the students (Hare, 2010).

Effective principals focus on a learner-centered approach to teach with attention given to the specific child and colleagues in creating learner-centered culture (Chamberlain, 2010). According to Zimmerman, Lima and Christy (2003), the achievement of a students' learning is based on incorporating and intensifying the use of different student-centered learning strategies such as portfolios, interdisciplinary team projects, problem-based learning, service learning and journal writing.

To lead a bright life in this turbulent society, it is very crucial to understand that establishing and maintaining good schools is not only the academic achievement. Effective schools provide holistic education where learning combines social, physical, and emotional needs of children. Successful principals are thoughtful supporters for the total development of children. They encourage learning communities in which all children reach their highest potential. Every action in the school should support student learning and resources must be utilized wisely to support the essential core of teaching and learning (NAESP, 2008, p.2).

2.13. Instructional leadership Framework and Standards

Instructional leadership framework and standards enable a principal to assume the role of instructional leader and grow professionally to improve student learning. Framework and standards from various countries describe duties and

responsibilities of principals regarding leading and managing the instructional programs in their schools. These documents describe the requirements of principals in terms of knowhow and capability to discharge their duties. They represent widely accepted instructional leadership responsibilities according to esteemed practitioners, researchers and theorists in the field of instructional leadership (Maryland Instructional Leadership Framework, 2005). This section provides instructional leadership frameworks and standards from different countries.

Maryland Instructional Leadership Framework (2005) has eight instructional leadership outcomes including: (1) Facilitate the creation of a school vision; (2) Align all the features of a school culture to student and adult learning; (3) Monitor the alignment of curriculum, instruction and assessment; (4) Enhance instructional practices through the purposeful observation and evaluation of teachers; (5) Ensure the regular integration of appropriate assessment into daily classroom instruction; (6) Use technology and multiple source of data to improve classroom instruction; (7) Provide staff with focused, sustained, research-based professional development; and (8) Engage all community stakeholders in a shared responsibility for student and school success.

Alberta Education (2009) has formulated the “Principal Quality Practice and Leadership Dimensions”. This document is comprised with the following seven leadership dimensions: (1) Fostering effective relationships; (2) Embodying visionary leadership; (3) Leading a learning community; (4) Providing instructional leadership; (5) Developing and Facilitating leadership; (6) Managing school operations and resources; and (7) Understanding and responding the larger societal

context. Apart from the quality practice dimensions Alberta education has developed a school leadership framework.

The purposes of the Alberta school leadership framework are to promote innovative and transformative leadership models, to raise and define the role of school leaders, to accommodate local priorities and contexts and extend the traditional concept of school (Alberta Teacher Association, 2010). The framework outcomes include the following:

- a. School leaders ensure that learning needs and well-being of students are the basis of decision making and programming.
- b. School leaders positively influence the teaching and learning conditions in the school and thereby contribute to the quality of instruction provided by teachers.
- c. School leaders foster teachers' instructional efficacy by promoting their professional learning and reflective practice and through the on-going supervision of their practices.
- d. Through the acquisition and refinement of the professional practice competencies for school leaders, aspiring and practicing school leaders are successful throughout their careers.
- e. School leaders strike a fair and optimal balance in the time and effort devoted to fulfilling their various responsibilities and in meeting community expectations.
- f. The school community actively supports and understands the challenges faced by school leaders and accept new models of school leadership.
- g. The school community is assured that school leaders have the knowledge, skills and attributes to fulfill their responsibilities and address community expectations.
- h. Education stakeholders have foundation and a common language for policy development and programs to ensure sustained quality school leadership across the province.
- i. School authorities' workforce succession plans are effective in identifying, nurturing and recruiting future school leaders.
- j. Leadership preparation institutions and professional development organizations are provided with set of competencies upon which the content of their program (Alberta Teacher Association, 2010, p.4).

The National Standards for Head-teachers have been developed by the National College for School Leadership which is generic and applicable to principals

regardless of phase and type of school. The purpose of this guideline is to provide a framework for professional development and inform, challenge and motivate serving and aspiring principals. These standards also identify the knowledge requirements, professional qualities and actions required to achieve a core purpose within each of the following six inter-related areas: shaping the future, leading learning and teaching, developing self and working with others, managing the organization, securing accountability, and strengthening community (Department for Education and Skills, 2004, p.13).

The Council of Chief State School Officers developed a guideline named Educational Leadership Policy Standards in 2008. This provides guidance to state policy makers as they work to enhance educational leadership preparation, licensure, evaluation and professional development. These standards also provide high level guidance and understanding about the traits, functions of work and responsibilities expected of school and district leaders (The Council of Chief State School Officers Interstate School Leaders Licensure Consortium 2008). All these six standards are focused to promote the success of all students by doing various things including: (1) Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community; (2) Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth; (3) Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment; (4) Collaborating with families and community members, responding diverse community interests and needs and mobilizing community resources; (5) Acting with integrity, fairness and an ethical manner; and

(6) Understanding, responding to and influencing the larger political, social economic, legal and cultural context (The Council of Chief State School Officers Interstate School Leaders Licensure Consortium, 2008, pp. 10-20).

When I synthesize all the above frameworks and standards I can see some common threads emerging. These recurring dimensions show it is importance of an effective instructional leader. Here are the common themes from different frameworks: (1) vision; (2) professional development; (3) improving the instruction; (4) using the technology; (5) collaborating with community; (6) creating a positive culture; (7) leading a learning community; (8) managing school operation; and (9) making students as center of the decision.

2.14. Barriers to Practice Effective Instructional Leadership

Bhengu, Naicker& Mthiyane (2014) define barriers to instructional leadership as factors that negatively effect on the school leaders' role in leading teaching and learning. As there are too many definitions of instructional leadership, these definitions are the barriers that principals face when trying to behave as instructional leaders. Five main obstacles to instructional leadership consist: insufficient time, inability, lack of credibility, limited knowledge and a weak monitoring and evaluation process. Due to overload of operational and managerial duties, most principals see instructional leadership as an optional task. Staff reluctance to change was identified as the most common barrier to instructional leadership. There are many reasons for teachers' resistance to change. Some of these include laziness, fear of the unknown, and uncomfortable with the new initiatives (Packard, 2011).

After conducting a research in South Africa, Bhengu, Naicker & Mthiyane (2014) identify some barriers to instructional leadership. These barriers include: principal workload, insufficient support from stakeholders, leading and managing change, teacher unionism and lack of resources. “The weight of school principals’ workloads seems to militate against them discharging their core instructional leadership responsibilities. A key issue which many respondents raised in the questionnaire was the teaching load carried by school principals” (Bhengu, Naicker & Mthiyane, 2014, p. 206).

In Malaysian schools at present, the principal is the instructional leader in the school. As an instructional leader, the principal is capable to manage the school not only in one aspect, but also in all aspects. Teachers seek support from the principal as they perform their duties in educating the students. The principal is supposed to provide the suitable leadership that will help teachers in the effort to provide quality education. Today’s educational leaders must lead their schools so that their students can accomplish higher achievements. However, principals are busy with administrative responsibilities of operating their schools that they do not seem to have ample time to practice instructional leadership (Sarok & Jihet, 2012).

Instructional leadership is different from school administrators and managers in different ways. Principals who consider them as administrators are occupied with administrative responsibilities while principals who believe them as instructional leaders engage in defining school vision, mission and goals, providing required materials for teaching and learning, leading the curriculum, checking lesson plans and observing teachers and giving feedback (Sarok & Jihet, 2012). A principal can

be considered as an instructional leader if the principal gives the utmost importance on improving the quality of teaching and learning in the school. When the principal gives more focus on instruction and spend more time to the instructional duties compared to those administrative tasks, it can be decided that the principal is an instructional leader (Rao & Gezahegn, 2013).

Tedla (2012) mentioned that research obviously shows that the majority of school leaders' time is consumed on the administrative tasks rather than on teaching and learning. He further states that a common complaint from principals is that, although they would like to spend much time on instructional activities, like teaching and learning, staff professional development, managing the curriculum, providing instructional leadership, their time is tied up with administrative activities. Finally, principals don't have enough time to manage the teaching and learning process of the school. Principals should not only focus on the administrative functions but also must be instructional leaders placing student and staff learning as the highest priority (Kaster, 2010). Very often principals have been criticized because they spend their time on daily tasks without engaging in instructional leadership (Nguyen & Wu, 2012).

Principals are not only responsible to oversee the management and financial matters of their schools but also they are responsible and accountable for the effectiveness of the school instructional program and student outcomes. Schools require principals who can bring noteworthy progress in quality of education and in closing the achievement gap. However, many principals and other school leaders say that their time is utilized by matters unrelated to students' learning. This practice

should be rectified and replaced by a culture of instructional leadership that based on student centered and focused on investing school leaders' time on improving students' learning (Chamberlain, 2010).

Even though researchers highlight the significance of instructional leadership, according to the literature, principals are occupied with handling with administrative issues. Although principals realize the prominence of instructional leadership, majority of them state that they have insufficient time to practice it (Michael & Donna, 2002)

Although, school leaders' most important responsibility is leading and managing the instructional activities, principals face challenges in giving instructional leadership the importance it deserves. Shahid et al. (2001) proposed the following practical suggestions for devoting more time to instructional leadership:

1. Analyze principal's own use of time. By analyzing the usage of time principals will realize how poor their time management is.
2. Give importance to the notion of a school as a learning organization by revising the school's mission and vision. As a result, when principal start spending more time on instructional leadership, his colleagues will understand what is important and what is less important.
3. As leader of learning, principal should give high priority for conducting researches.
4. Give autonomy to teachers to deal with routine discipline problems without sending students to the office. Office referral should be utilized as last resort and reserved for only the most severe discipline issues.

5. Minimize the amount of time spent on supervising non- teaching staff who are responsible for cafeteria, playground, and bus duty supervision.
6. Minimize time spent dealing with student discipline issues by conducting staff development, concentrating on supporting teachers effectively manage their classrooms.
7. Distribute the tasks so that minor crisis situations can be dealt at the lowest possible level.
8. Prioritize the meetings principal attends, and condense the time spent at each meeting.
9. Delegate to the secretary the tasks of setting up appointments and arranging meetings.
10. Use administrative software to complete reports more efficiently and improve intra-communication.
11. Establish a mutually respectful culture so that staff members do not feel that they must come to you for all the answers.
12. Allocate more time for managing the instruction by increasing the number of staff development days so that department members can work collaboratively aligning curriculum and instruction.

2.15. Criticisms of instructional leadership

Even though the instructional leadership is believed as one of the most effective model for school effectiveness, this model is not free from the criticism. There are a number of criticisms of the instructional leadership model. One of the criticisms is that it is hierarchical in nature, as the principal plays on the role of curriculum expert and supervisor of curriculum and instruction. Another criticism is

that one principal may not be skillful of being a curriculum expert in all the areas. A third issue is, due to the multiple roles of the principal, a principal would not have enough time to engage in instructional leadership. For these reasons, some scholars suggested that the concepts of distributed and transformational leadership have evolved (Prytula, Noonan & Hellsten, 2013). Therefore, instructional leadership models do not restrict to integrate other types and models of leadership.

Instructional leaders must adopt their behavior according to the opportunities and obstacles imposed by the school context. The principal in a small primary school can spend significant amount of time in classrooms working on curriculum and instruction. However, similar direct involvement in teaching and learning is simply unrealistic in a bigger school whether it is primary or secondary (Hallinger, 2003).

2.16. Chapter Summary

The literature review confirmed the importance of instructional leadership behaviors of principals in improving student learning and outcome. A deeper understanding of the contribution of effective instructional leadership behaviors can help to develop strategies to enhance instructional program to positively impact student learning. This literature review highlighted some important areas of instructional leadership such as behaviors of effective instructional leaders, roles of instructional leaders, and practices of instructional leaders. As the theoretical framework of this study is Hallinger & Murphy (1985) model of instructional leadership, the ten dimensions of this model has been discussed in detail with other related literature.

This review compared three models of instructional leadership and after a comparative analysis of these models; this review came up with a revised model of instructional leadership. The revised model has new dimensions which are necessary to operate schools in 21st century. This literature review will be a helpful guideline to investigate the behaviors exercised by principal relating to instructional leadership.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

This chapter provides details about the methodology used in this study. It describes and justifies the philosophical underpinnings and assumptions that guided this study. Following this, the methodology that was used in this study is described in detail including the nature of this study and the design of the study. This is followed by the procedure used in selection of participants, the data collection methods and instruments used in the study and ethical consideration. Besides, it also discusses the data analysis procedure used to analyze the data, and trustworthiness and robustness of the research procedure. The chapter is concluded with a brief summary of this chapter.

3.2. Nature of the Research – Qualitative

A qualitative research approach is used for an integrated understanding of elements and its interactivity (Gummesson, 2001). In qualitative research, the researcher identifies the social reality which is created differently by different people. Qualitative researchers assume that social reality is constructed by the research participants and that social reality is constantly constructed according to local situations. Besides, these researchers are excited and curious to learn how individuals see their world and they interact with that what is being researched (Castellan, 2010). Due to this nature of the qualitative research, the researcher has chosen the qualitative approach to conduct this study.

To better understand the phenomenon of instructional leadership practices of selected principals in the Maldives the researcher believed that qualitative approach is more useful than quantitative approach. Qualitative study such as ethnography allows high level of detail development from actual experience as the study takes place in the natural setting (Creswell, 2003). Therefore, ethnography is used to study social interactions, behaviors and perceptions occurring within groups, teams, organizations, and communities (Reeves, Kuper, & Hodges, 2008). In ethnography, researchers submerge themselves in a social setting to derive a holistic perspective of people's views and perceptions.

“Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis” (Patton & Cochran, 2002, p.3) Qualitative research is a mixture of observations, interviews and document reviews. In this approach variables are looked in their natural setting. In the process of qualitative research interaction between variables is very crucial. Comprehensive data is collected through open ended questions that give direct quotations (Astalin, 2013). Astalin (2013) define qualitative research as follows:

Qualitative research is a systematic scientific inquiry which seeks to build a holistic, largely narrative, description to inform the researcher's understanding of a social or cultural phenomenon.

(Astalin, 2013, p.118)

One should understand the reasons of doing a qualitative research. This research used qualitative research because of need to explore the research problem. This exploration was required, because of a need to study the instructional leadership

practices of selected principals, identify variables that were then explored, and heard. There are some logical causes to discover a problem rather than to utilize predetermined information from the literature of other research. The researcher used the qualitative research methods because this research needed a detailed understanding of the problem. This detail could only be collected by having a dialogue directly with respondents, visiting their schools, and place of work and allowing them to narrate their experiences with reference to the research objectives. Besides, this research used qualitative study because the researcher wanted to give freedom to participants to share their experiences, hear their voices and minimize the power relationships that normally exist between a researcher and the participants in a study. Thus an ethnographic approach to capture the living experience and perceptions without any alteration by the researcher has been utilized to study the multiple cases embodied in this study. Another rational reason for conducting a qualitative research is because quantitative measures and the statistical analysis are not enough to gain required details of the problem (Creswell, 2007).

Qualitative researchers normally collect multiple forms of data such as interviews, observations, and documents, rather than depending on a single data source. By collecting all the data, researchers make sense of them, organizing them into themes that cut across all of the data sources. Qualitative researchers build their patterns, categories and themes from the bottom-up by organizing the data into more abstract units of information. This inductive process includes researchers working back and forth between the themes and the data bases until they build a comprehensive set of themes. This may also involve collaborating with participants, so that they have an opportunity to shape the themes that emerge from the process. In

the whole qualitative research process, the researcher keeps a focus on learning the meaning that participants hold about the problem, not the meaning that the researcher brings to the research from the literature (Creswell, 2007, p.39).

3.3. Research Design – Multiple Case Study

This study explored the instructional leadership practices of selected principals in Maldives. The overarching question that needed to explore was: What are the instructional leadership practices of selected principals in Maldives?

This study attempted to answer the following sub questions:

- 1) What are the views of the instructional staff about the principal's instructional leadership practices in the dimensions of defining school mission, managing the instructional program and promoting the school learning climate?
- 2) How does the principal provide the opportunity to the community to involve in school operations?
- 3) How much importance is given to provide holistic education in school?
- 4) What are the roles of principal in integrating ICT in learning?
- 5) What are some of the important characteristics, behaviours and responsibilities of principal as an instructional leader?
- 6) What is the relationship between principal's instructional leadership patterns and the level of student achievement as perceived by instructional staff?
- 7) What are the barriers to be instructional leaders in the context of Maldives?

This study is a qualitative multiple case study, which was designed to explore the instructional leadership practices of selected principals in the Maldives. The case study research includes the study of a problem through one or more cases within a specific setting or in context. The researcher has chosen multiple cases to conduct this research. This is because; multiple case studies give the opportunity to learn different perspectives about the cases. So, it gives a deeper understanding about the situation (Creswell, 2007).

Yin (2009) believes that multiple cases are more compelling and more robust than other types of case studies. By involving three principals this study became a multiple case study as multiple case studies are studies where researchers study a problem through two or more cases within a particular setting or context. In this study an individual principal is considered as a case or a unit of analysis (Creswell, 2007 & Patton, 2002). Therefore, this study investigated the principals' instructional practices from three selected schools.

Case study is a methodology and type of design in qualitative research. Besides, case study research is a qualitative approach in which the researcher explores a case or multiple cases over time through in-depth collection of multiple sources of information such as observation, interviews and collection of documents (Creswell, 2007). In order to conduct this multiple cases study, the researcher has collected data from multiple sources such as in-depth individual interviews, observation and collection of documents from three selected schools.

Type of qualitative case studies are differentiated by the size of the bounded case, such as if the case involves single individual, a number of individuals, a group, an entire program or an activity. In addition, they may also be distinguished based on the purpose of the case analysis. Three differences exist in terms of intent: the single instrumental case study, the collective case study and the intrinsic case study. In a single instrumental case study the researcher focuses on a problem and then selects one bounded case to illustrate the issue. In a collective case study, one problem is again selected; however, the researcher selects multiple case studies to illustrate the issue. The researcher may select for a study several programs from several sites or multiple programs within a single site. Generally the researcher purposefully selects multiple cases to display varies with perspectives on the problem (Creswell, 2007). This study became a multiple cases study because, the researcher purposefully selected three principals from three schools to explore their instructional leadership patterns.

Multiple sources of data collection including in-depth interviews, observations and collection of documents were used for triangulation purpose. After organizing and storing data, researchers analyze them by carefully covering the names of participants and researchers engage in the complex task of making sense of the data. Researchers investigate the qualitative data analyzing inductively from specific to more general perspectives, and these views are called themes, dimensions, codes or categories. When a researcher is working on a case study as interviewing, analyzing and writing the case study all these form an interrelated process, not different stages in the process. Researchers present their data, partly based on

respondents' views and partly based on their own interpretation, never clearly avoiding their own personal opinion on a study (Creswell, 2007).

Case study research is the gathering and presentation of in-depth information about a case. This case can be an issue, group of individuals, event or phenomena. The researcher focuses the inquiry on one or more cases within a bounded system. The case is treated as an interconnected unit to be studied as a holistic system. The researcher might select to study one case widely or to study particular aspects of multiple cases for aim of comparison. As Salmons (2010) states this research has chosen the multiple cases method for the purpose of comparing the instructional leadership practices of selected principals.

Researchers can only choose a case study approach if they have access to different sources of data that will allow them to develop a multi-faceted, comprehensive picture of the topic of inquiry (Salmons. 2010). "A qualitative case study provides an in-depth study of this "system," based on a diverse array of data collection materials. The researcher situates this system within its larger "context" or setting" (McCaslin & Scott, 2003, p. 449).

Within a case study there is great flexibility on how to design the research. Data collection methods can include interviews, observation, and collection of archival materials. Analysis can be holistic, examining the entire case, or it can be focused on a specific aspect of the case. Specific data analysis techniques vary, and can include aspects of the strategies discussed above, such as phenomenology or grounded theory. Case studies can also be conducted on single cases, or can be conducted across multiple cases in order to obtain a broader view of the phenomenon.

(Chism et al. 2008, p.13)

There are alternative options to conduct qualitative researches. A phenomenological study is an attempt to fully understand the real meaning of some phenomenon while a case study is not a methodological choice but a choice of object to be studied. The case study might be simple or complex like doing a study about a child, a school or group of young people. In this study the case is studying or exploring the instructional leadership practices of selected principals. Case studies help in refining theory and recommending complexities for further investigation. Ethnographic methods rely on participant observation to explore the nature of cultural or social phenomenon while working with unstructured data normally on a small number of cases using to make meanings of human behavior. Grounded theory is an inductive process of developing a theory from coding and categorizing data (Chism, Douglas & Hilson, 2008).

Researchers should consider the factors that how might the select of case study effect the selection of methods for data collection and analysis. In choosing of the case and participants within its bounds, researchers use purposive sampling which enables them to select homogenous or heterogeneous participants based on criteria aligned to the research purpose and questions. Case studies depend on numerous sources of evidence for allowing researchers to use a diverse data gathering methods (Salmons, 2010). There are six types of data collected by researchers. They are documents, archival records, interviews, direct observations, participant observations and physical artifacts (Yin, 2009). During the process of data collection all these types of data were collected to conduct this research. Astalin (2013) describes the purpose of case study as follows:

Case study research is used to describe an entity that forms a single unit such as a person, an organization or an institution. Some research studies describe a series of cases. The latter type is used to explore causation in order to find underlying principles.

(Astalin, 2013, p. 122)

3.4. Sampling Procedure

Creswell (2007) states that after selecting a sampling strategy the researcher needs to justify why a specific sampling strategy has been selected. Therefore, this section explains the strategy used in this study and justifies why the chosen strategy has been selected. The researcher has chosen purposeful sampling procedure to select participants for this study. By using purposeful sampling researcher selected 3 principals, 3 supervisors and three teachers from 3 different schools from the Maldives. This study used purposeful sampling to select respondents because; as Patton & Cochran (2002) state it has been believed that intentionally selected participants would give relevant, valuable and rich data for the study. Regarding the sample size in qualitative inquiry, Patton & Cochran (2002) state as follows: “Sample sizes are typically small in qualitative work. One way of identifying how many people you need is to keep interviewing until, in analysis, nothing new comes from the data – a point called saturation” (Patton & Cochran, 2002, p. 10)

The notion of purposeful sampling is utilized in qualitative study. This means the researcher selects individuals and sites for the study because they can purposefully inform an understanding of the research question and central phenomenon in the study. Researcher needs to make decision about who or what should be sampled, what form the sampling will take and how many people or sites need to be sampled (Creswell, 2007). When a researcher has a choice about when

and where to observe, whom to talk to, or what information source to focus on, the researcher is faced with a sampling decision. In qualitative research neither probability sampling nor convenience sampling is used, but falls into a third category; purposeful sampling (Maxwell, 2008). In this study sampling procedure was not convenience sampling but purposeful because it has been believed that convenience sampling procedure might not give required data for the study. Under this approach the researcher intentionally selected sites and participants for the important information they could provide (Maxwell, 2008). The author further explains the importance of purposeful sampling:

A small sample that has been systematically selected for typicality and relative homogeneity provides far more confidence that the conclusions adequately represent the average members of the population than does a sample of the same size that incorporates substantial random or variation.

(Maxwell, 2008, p. 235)

In qualitative study, the question of sample size is a significant decision to be made by the researcher. Normally, in qualitative study few sites and few individuals are selected but under this method, the researcher collects in-depth information from the participants. The aim of qualitative research is not to generalize the information. This was the reason why 3 schools have been selected for the purpose of this study. From each school, the school principal, a supervisor and a teacher were selected for individual interviews (Creswell, 2007). Patton (1990) stated that there are no rules for sample size in qualitative research. The author explains factors related to sample size as follows:

There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can

be done with available time and resources. In-depth information from a small number of people can be very valuable, especially if the cases are information-rich. I repeat, the size of the sample depends on what you want to find out, why you want to find it out, how the findings will be used, and what resources (including time) you have for the study.

(Patton, 1990, p.184)

Qualitative study usually tries to collect detailed information from few participants and sometimes a single case might be selected purposefully. However, quantitative techniques normally rely on many participants selected randomly. The rationale and the power of purposeful sampling are based on selecting information-rich cases for study in-depth. Information-rich cases are those from which researcher can learn a lot about the issues of central importance to the objectives of the research, hence purposeful sampling is required (Patton, 1990). This study used purposeful sampling because without using this procedure it would not be possible to select information-rich cases for the purpose of this study.

The reason of purposeful sampling is very different from the logic of probability sampling. The problem is that the usefulness and credibility of small purposeful samples are generally judged on the basis of the logic, purpose and suggested sample sizes of probability sampling. However, purposeful samples should be judged on the basis of the purpose and rational of each study and sampling strategy used to accomplish the study's purpose. Similar to all other aspects of qualitative research, it must be judged in context; the same principle that underpins analysis and presentation of qualitative data. Random probability samples cannot achieve what in-depth, purposeful samples achieve, and vice versa (Patton, 1990). In qualitative research purposeful sampling is used with the belief that selected

participants could facilitate the expansion of the developing theory (Chism, Douglas & Hilson, 2008).

The sampling strategy must be selected to fit the purpose of the study, the resources available, the questions being asked, and the constraints being faced. This holds true for sampling strategy as well as sample size.

(Patton, 1990, p.181)

3.4.1. Selection of Schools

After selecting three schools by using purposeful sampling, a letter was written to the Ministry of Education seeking for permission to collect data from these three government schools. The reasons for selecting these three schools were due to the differences in their contexts, and they are special schools in the Maldives. One of these schools was selected because of the students' outstanding performance in GCE Ordinary level examinations. Another school widely used ICT in the teaching learning process. The third school is special due to the high performance in GCE Advance level examinations (Ministry of Education, 2014). They are, therefore, likely to give relevant, valuable and rich data to answer the research questions (Patton & Cochran, 2002).

In order to conduct this research 3 schools were selected due to many reasons. One of the main reasons was that multiple cases study method could be used for the purpose of comparing the instructional leadership practices of selected principals (Salmons, 2010). Yin (2009) believes that multiple cases are more compelling and more robust than other types of case studies. This is because;

multiple case studies give the opportunity to learn different perspectives about the cases. So, it gives a deeper understanding about the situation (Creswell, 2007).

Once the permission was received from Ministry of Education, the researcher contacted the principals by telephone, explained to them the purpose of my study and requested for their permission to conduct the research in their schools. It was informed them that the researcher would comply with their jurisdiction research permission and approval process. Once they agreed, all the relevant documents were sent through email. Table 3.1 provides some background information of the selected schools.

School A	School B	School B
This is one of the first two government secondary schools established in the islands. The school has performed outstandingly in GCE Ordinary level examinations. Due to its high academic performance the school was considered as a model school. In 2015, the school has 1119 students and 110 teachers. Out of these 110 teachers there were 37 expatriates and 73 locals.	This school catered only to higher secondary students and performed outstandingly in GCE Advance level examinations. In 2015, this school has 335 students and 55 teachers. Among these teachers there were 28 expatriate teachers and 27 local teachers.	This school used ICT widely in teaching and learning process. Apart from face-to-face teaching, students got online support in terms of learning materials and interacting with other students and teachers. In 2015, the school has 505 students and 59 teachers. These teachers included 20 expatriates and 39 locals.

Table 3.1 A brief introduction of the selected schools

3.4.2. Selection of Participants

After getting the approval from the selected schools the researcher had a discussion with the principals regarding selecting the participants. The researcher

informed the principals that he needed to conduct individual interviews with the principal, a supervisor and a teacher from each school. By discussing with principals, required participants were identified based on their experience and qualifications. After identifying the potential participants, they were contacted by phone and information was given about the research and its purpose. The purpose was to check if they were willing to participate in the research and also to answer the queries. All the identified participants agreed to participate in the study. This helped the researcher to arrange the meeting with the participants before visiting the island. After going to the selected schools, meetings were conducted with the participants for the purpose of completing the formality and procedure of their participation. Individual interviews were conducted after receiving the consent forms from the participants.

In each selected school three locals were selected as participants. Patton (1990) states that there are no rules for sample size in qualitative research and the sample size depends on the purpose of the study. In-depth information from a relatively small number of participants can be very useful if the cases are information-rich. For this study all the three selected cases were information-rich cases. Table 3.2, 3.3 and 3.4 provides some background information of the selected participants.

Pseudonyms	Gender	Age	Qualifications	Experience in the field	School
Mohamed	Male	30 to 40	PhD	10 to 15	A
Ahmed	Male	30 to 40	Masters	15 to 20	B
Ali	Male	30 to 40	Masters	15 to 20	C

Table 3.2 A brief description of participant principals

The principals in the table 3.2 were selected because they were rich informants who shared rich and in-depth information to answer the research questions. The principal in the school A has completed PhD in education and he has vast experience in the educational sector. He started his career as a teacher and, after that, he worked as a deputy principal, deputy superintendent and then became a principal. The principal in the school B is also very experienced principal who was managing a high secondary school very successfully for a long time. Under his leadership the school has achieved tremendous success in national and international examinations. Furthermore, the principal in the school C took the initiation to develop his school as technology friendly school. The school has been using ICT in a wide scale for the purpose of improving student learning.

Pseudonyms	Gender	Age	Qualifications	Experience in the field	School
Hawwa	Female	40 to 50	Bachelors	20 to 25	A
Ibrahim	Male	30 to 40	Bachelors	10 to 15	B
Aiminath	Female	30 to 40	Masters	10 to 15	C

Table 3.3 A brief description of participant supervisors

Pseudonyms	Gender	Age	Qualifications	Experience in the field	School
Shareefa	Female	30 to 40	Bachelors	10 to 15	A
Naseem	Female	30 to 40	Bachelors	10 to 15	B
Mazeena	Female	30 to 40	Bachelors	10 to 15	C

Table 3.4 A brief description of participant teachers

As mentioned before, the supervisors and teachers were selected by discussing with the principals. These participants were selected based on their qualifications, experience and contributions to their schools.

Under the concept of ethical consideration, a great care has been taken to honor the confidentiality and anonymity of participants in ways that eliminated the possibility that someone might be identified. For the purpose of identification within the study alphabetical letters were allocated to each school and to identify individual participants a pseudonym was given to each participant.

3.5. Method of Data Collection

Good qualitative studies use rigorous methods to data collection, data analysis and report writing. The concept of rigor means extensive data collection in the field happens or conducts multiple levels of data analysis from the narrow codes or themes to broader interrelated themes to more abstract dimensions. This also means that the researcher validates the accuracy of the account using one or more of the procedures for validation like a triangulating source of data or using peer or external auditors of the accounts (Creswell, 2007).

In this study, for the purpose of triangulation, the researcher used the three basic sources of information to collected data from the three schools. These three basic sources included observation, interviews and document (Creswell, 2007). From each school data was gathered through observation. Apart from the observations, interviews were conducted with the selected staff from each school. From each school the researcher interviewed the principal, a supervisor and a teacher. In addition to the interviews, required documents such as school improvement plans, subject improvement plans, supervision and evaluation forms, professional development plan, school policies, and etc. were collected.

“Research strategies are a set of qualitative research practices that have their own approaches, history and literature” (Chism et al. 2008, p.14). Identifying which research strategy the researcher is using in his or her study can be significant to help situate the study in a specific literature and to guide the choice of data collection and analysis methods. Qualitative researchers need to be flexible, selecting methods that answer their research questions and are consistent with the theoretical perspective of the study (Chism et al. 2008).

The case study research design claims that it has ability to collect rich and in-depth information that is not usually given by other methods. This is significantly multipurpose method. Case study can use all approaches of data collection from testing to interviewing. The simplest is an illustrative description of a single event or phenomenon. The most complex might be the analysis of a social context over a period of time (Astalin, 2013). One of the most important questions in designing a qualitative research is how much the researcher should structure the methods. Structured methods are used to ensure the comparability of data across sources and researchers. Unstructured approaches allow the researchers to focus on the specific phenomena studied (Maxwell, 2008). In this study, as the main information source to collect data, the researcher used unstructured interviews.

3.5.1. Interviewing

Researcher should decide what type of interview is applicable to get the most useful information as answer to the research questions and should assess the possibilities such as a telephone interview, a focus group interview, or an individual interview. A telephone interview should be the most suitable option when the researcher does not have direct access to the participants. The disadvantage of this

strategy is that the researcher cannot see the informal communication and the phone expenses. The advantage of focus group is that the researcher will get rich information because the interaction between interviewees will likely yield the best information. However, in focus group, care must be taken to encourage all participants to talk and monitor individuals who may influence the conversation. For individual interview the researcher should select individuals who can speak and share their ideas without any hesitation. Otherwise, the researcher will not get enough information to answer the research questions (Creswell, 2007).

In order to collect rich data the researcher used individual interviews. Since this study used purposeful sampling method to select the participants, all the selected participants gave rich and in-depth information about the research question. Individual interviews seemed very suitable for the participants. During the individual interviews the researcher observed that all the participants freely expressed themselves, and shared useful information and their experiences without any hesitation. These interviews were audio-recorded so as not to lose any valuable information. They were later transcribed verbatim to enable the researcher to analyze and interpret them. Notes were taken during the interviews to identify important areas and also to highlight the non-verbal communication in order to make sense of the given answers (Creswell, 2007).

Some of the most common information found within literature regarding the interviews includes (1) the preparation for the interview, (2) formulating effective research questions, and (3) the actual implementation of the interviews (Creswell, 2007).

3.5.1.1. Preparing for Semi-structured Interviews

In qualitative research, interviews are commonly used to collect data. Interviews enable the researcher to obtain data from selected individuals, focus the respondents' attention on specific areas of interest, and collect the respondents' perceptions on the topic. Through an interview the researcher learns about the experiences, perceptions and feeling of those being interviewed. However, interviews are most suitable when the researcher is interested in the views of participants for conducting a phenomenological or constructivist studies. The interview is a complex task that consist many different elements and can be used in many different ways. Therefore, well preparation for the interview is very important (Chism et al. 2008).

In order to prepare for the interviews, the researcher communicated with the participants to decide the time and place so as to allow for a conducive and comfortable environment and not to disturb the daily operational activities of the schools. The researcher obtained the completed consent forms from the selected participants before conducting the interviews. The researcher assured the participants that the purpose of the interviews was to get their experiences, perceptions and thoughts about the research questions. Prior to the interviews the researcher fully charged his phone and put new battery into the tape recorder and checked if they work properly to record the interviews (Creswell, 2007).

3.5.1.2. Construction of the Research Instruments

The semi-structured interview guides, observation and document checklist were prepared according the conceptual framework that guided this study, which is

mainly based on the instructional leadership model of Hallinger & Murphy (1990). This model was widely used by PhD students during the past 30 years. More than 130 doctoral dissertations were completed by using this model (Hallinger, 2010). The semi-structured interview guide of this study was mainly based on the Principal Instructional Management Rating Scale (PIMRS) of Hallinger (1990). The researcher has obtained the “Permission to use letter” from Professor Hallinger to use PIMRS in this study (Refer to Appendix F) As the researcher fulfilled all the conditions of using PIMRS, Hallinger issued the “Permission to publish letter” (Refer to Appendix G). After preparing the instruments they were modified after discussing with a focus group which comprised a group of experts in the field of education. Some questions were eliminated and some new questions were added with the recommendations of these experts.

The researcher employed a semi-structured interview as one of the approaches of obtaining data. Semi-structured interviews were carried out by using an interview guide which was made up of open-ended questions specifying the area to be discovered. It is very crucial to make effective questions to ask and researcher should be aware that that the respondents might not share researcher’s perspective on the world. This interview guide included a list of the important questions that the researcher wanted to investigate, with useful prompts to encourage the participants to talk about specific issues if they do not come up spontaneously (Patton & Cochran, 2002). Chism et al. (2008) explain semi-structured interview:

The most common type of qualitative interview, it involves pre-determined, open-ended questions, but also allows the interviewer to explore themes that emerge during the interview process. Thus, the interviewer can ensure that certain key elements are covered, but allow flexibility.

(Chism et al. 2008, p. 24)

“Data collection is not simply the mechanical gathering of data for later analysis. As with all aspects of the research design, data collection must be tied to the research questions and epistemological perspective of the study” (Chism et al. 2008, p. 23).

In order to get the answer for the research question, interview questions are important. In preparing for an interview, it is important to develop a set of interview questions (often called an interview guide or protocol) that is consistent with the type of interview you intend to conduct and that will result in data that will answer your research questions.

(Chism et al. 2008, p.24)

The conceptual framework of this study that guided the formulation of interview questions has six dimensions namely:

- Defining the school’s mission;
- Managing instructional program;
- Promoting a positive school learning climate;
- Liaison with community;
- Holistic education; and
- ICT integration in learning.

Interview guide was prepared to collect all required information to explore the research questions which were based on the above six dimensions. Apart from the above six dimensions, (PIMRS) of Hallinger (1990) was used as the referencing guideline to make the interview guide. Three separate interview guides were prepared for the three categories of participants. Making the right research questions

for the interview is one of the significant features of interview design. Researchers wishing to use such an examination should be cautious that each of the questions will permit the researcher to dig deeper into the experiences and knowledge of the participants in order to get maximum data from the interviews (Turner, 2010).

Researcher needs to anticipate how specific interview questions or data collection strategies will actually work in practice. Besides, interview questions and observational strategies should be focused to the context. The development of a good data collection plan needs creativity and insight (Maxwell, 2008).

The topic guide is used mostly in semi-structured interviews. It is very important to develop the right question to ask and to remember that the respondent is unlikely to share your perspective on the world. A topic guide usually has a list of the key questions the interviewer would like to cover, with some useful prompts to encourage the interviewee to talk about specific issues if they do not come up spontaneously.

(Patton & Cochran, 2002, p. 13)

The interview guide is a tool for the researcher to guarantee that none of the essential areas to be explored is missed out of the interview. A semi-structured interview guide was prepared for this research. Semi-structured interviews have the flexibility of the unstructured, open-ended interview questions with the direction and agenda of the research instrument. The topics of the semi-structured interview were pre-determined, but the researcher formulated some questions during the interviews. The researcher was attentive to what the interviewees said and responded with follow-up questions and probes. The interviews last from 30 minutes up to 80 minutes based on the responsiveness of the informant (Marie-Lou, Chrintiane & Jorgen, 2011).

Semi-structured interviews were used because they allowed the researcher to probe the participants' initial answers until it reached theoretical saturation. This means that no new information was forthcoming that the gathered information represented the final product (Creswell, 2007). "Depending on the type of interview being conducted, the interviewer must be flexible, able to "read" the interviewee and guide the interview in directions that will elicit the desired information" (Chism et al. 2008, p.27).

3.5.1.3. Reliability and Validity

As this study was a qualitative case study research a separate reliability and validity test was not done for this study. The notions of reliability and validity are essential criterion for quality in quantitative paradigm and they are seen differently by qualitative researchers who strongly consider these concepts defined in quantitative terms as insufficient. In addition, these terms as defined in quantitative terms might not relate to the qualitative research paradigm (Golafshani, 2003). Another reason why reliability test was not done for this study was because the difference in purposes of evaluating the quality of studies in quantitative and qualitative research is different. Due to this reason the concept of reliability is irrelevant in qualitative research (Patton, 2002 & Golafshani, 2003).

Another reason why reliability test was not done because in the "Permission to use letter" Professor Hallinger says that: "The user must include a reliability analysis in the study if suitable quantitative data has been collected" (Refer the Appendix F). Therefore, as a qualitative research, reliability analysis is not required for this study. The researcher had personal discussion with Professor Hallinger and he said that: "Reliability analysis is not needed for a qualitative research where a

single person does all the interviews”. In this research all the interviews were conducted by the researcher himself.

As mentioned above, the primary source of the research instrument of this study was based on PIMRS of Hallinger (1990). This research instrument is widely used by many other researchers: “This was the first research instrument explicitly designed to measure instructional leadership that met accepted standards of reliability and validity. Over the past 30 years, the PIMRS has been employed as a research tool, in more than 200 empirical studies were conducted in 22 different countries” (Hallinger, Chung and Wen, 2002, p. 3). This instrument is a very reliable instrument:

In a recent paper Hallinger (2011) reviewed 135 empirical studies that had employed the Principal Instructional Management Rating Scale (PIMRS) over the prior three decades. The author concluded that the PIMRS scale appeared to have attained a consistent record of yielding reliable and valid data on principal instructional leadership.

(Hallinger, Chung and Wen, p.1)

Many researchers also tested the reliability of PIMRS by using Cronbach’s test to examine the reliability and got very high result:

Many researchers have also employed Cronbach’s test to examine the reliability of the Teacher Form of the PIMRS. For example, Hallinger’s (1983) original validation study of the PIMRS applied Cronbach’s alpha to data obtained with the PIMRS Teacher Form. It reported that nine of the ten subscales exceeded 0.80 using based upon teacher respondents.

(Hallinger, Chung and Wen, p.6)

Although the concepts of reliability and validity are crucial criterion for quantitative research methods, in qualitative methods the concepts of credibility, confirmability, dependability and transferability are to be the important criteria for

quality. In qualitative research the term “dependability” is used to represent the concept of “reliability” in quantitative research (Lincoln & Guba, 1994). In a similar way, quantitative research methods use the concept of validity while qualitative research methods use the concept of triangulation for evaluation of findings (Patton, 2002). As a result, the purpose of testing validity and reliability in qualitative study, researchers can use triangulation. In this study, triangulation has been done by collecting data from various sources including individual interviews, observations and collecting documents (Patton cited in Golafshani, 2003).

Triangulation is one of the methods used to increase the validity and credibility of findings, through intentionally searching evidence from a wide range of sources and comparing findings from those different sources (Patton & Cochran, 2002). In this study, in order to triangulate, multiple sources were used to collect information such as individual interview, observations and documents. So, the researcher compared the findings from these sources to increase the validity and credibility. Besides, the data collected from the selected principals, supervisors and teachers were also compared to consider in relation to determine the consistency among the respondents. Lacy & Luff (2001) explain triangulation:

Evidence that the qualitative researcher has undertaken ‘triangulation’ is frequently seen as demonstrating rigor. Triangulation means gathering and analyzing data from more than one source to gain a fuller perspective on the situation you are investigating. This may be more or less important, or possible, depending on your research question and setting (p.23).

Trustworthiness of any qualitative research is important to evaluate its worth. Trustworthiness involves establishing the following: credibility, transferability, dependability and conformability (Lincoln & Guba, 1994).

Credibility

Credibility means that researchers try to ensure that their study measures or explores what is actually intended to do. This also means how likely the research findings are aligned with reality. In any research ensuring credibility is one of the most important factors in building trustworthiness (Shenton, 2004). Shenton (2004) states that the following things might be made by researchers to enhance confidence that they have precisely investigated the phenomena under scrutiny: a) use well established research methods; b) be familiarize with culture of participating institutions before collecting data; c) triangulate by using multiple source of information; d) ensure honesty in informants by participating those who are genuinely willing to participate and ready to give data freely; e) use iterative questioning for the purpose to uncover deliberate lies.

Transferability

As the findings of a qualitative study are specific to a limited number of particular environments and individuals, it is not possible to demonstrate that the findings and conclusions are applicable to other situations and populations. The findings of a qualitative study must be understood within the context of the specific characteristics of the organizations, geographical area in which the fieldwork was carried out. In order to measure the level to which findings may be true of people in other contexts, similar study using the same methods but conducted in different environment could well be of great value (Shenton, 2004).

External validity or generalizability is the concern with if the findings of the study describe all cases for which it is designed to apply. Although generalizability is for quantitative research, there is a substitute concept for qualitative research which is

transferability. This means the goal of a particular research is not to provide generalized findings that apply in all contexts, but to give a description that applies within the context being studied (Chism et al. 2008).

Dependability

In order to address the dependability the researcher should give a clear explanation of procedures and decisions made during the research process. By providing with detailed description of the process of the study enables a future research to replicate the work. In-depth explanations of proper research practices with detailed documentations help readers to develop a good understanding about the research methods used and their usefulness for the study. Therefore, readers and other researchers can confirm the findings by evaluating the research process and decision and they can make informed judgments (Creswell, 2008 & Shenton, 2004).

Confirmability

Confirmability means the degree to which qualitative research can produce findings that free from the manipulation of the researcher (Patton, 2002). In order to avoid the influence and preference of the researcher, some steps must be taken to ensure the findings are the result of the beliefs, perceptions, experiences and ideas of the participants (Shenton, 2004). Patton (2002) states that triangulation can be used to promote the confirmability and to minimized the effect of researcher bias. Shenton (2004) believes that researcher should explain the methods used in the research within the research report and justification why specific method has been selected. Furthermore the author states that explanation with detailed methodological description helps the reader to decide how far the findings can be accepted.

3.5.1.4. A Focus Group Discussion: Validation of Instruments

A focus group discussion was conducted with the purpose of checking if the questions are suitable to the local situation and increasing the possibility of the effectiveness of the study. In order to conduct the discussion the researcher has selected a highly qualified and experienced principal who has done master degree, very experienced and educated supervisor and two English language experts from a secondary school. During the process of discussion, focus was given to check if the questions in the interview guides were comprehensible. Besides, the wording and questions structure were also checked. The four experts read all the questions and answered some questions for checking the clarity and ambiguity.

Since the interview guidelines were mainly based on Hallinger's PIMRS, participants believed that interview guidelines were well prepared and could serve for the purpose. However, it has been found out that a few questions were ambiguous and difficult to comprehend. English language experts closely checked the wording and found some areas for improvement. For example question 19 (Refer to Appendix A &B) was constructed as follows: How does the school protect the instructional time of the school? These experts suggested that the wording of this question was too technical and ambiguous. So, they suggested rephrasing the questions as follows: How does the school safeguard the teaching time from external interruptions?

Besides, the question 4 was constructed as follows: How does the school ensure that curricular decisions are aligned with school vision, mission and goals? Pilot participants suggested to change the question in a more comprehensive way as follows: How does the school ensure that curricular decisions are tied or connected

with school vision, mission and goals? The question number 5 was originally formulated as: What activities are carried to provide holistic education in this school? (Refer to Appendix A&B)

However, with the suggestion from the participants of the focus group this question was restructured as: What activities are carried for the total or overall development of the child? Besides, question 6 was also rephrased. At first this question was formulated as: Give examples of how the school ties the daily operations of the school to student learning. This question was rephrased as: Give examples of how the school connects the daily activities of the school to student learning goals.

After the focus group discussion, interview guides were modified to make the questions more comprehensible. By knowing the weakness of the interview guide, some misleading, inappropriate and repeated questions were eliminated with the suggestions of expert participants. As a result, 5 questions were eliminated and the total number of questions became 35 (Refer to Appendix A&B). After this discussion, interview guides were also checked by the research supervisor and he also gave some suggestions for improvement. The main advantage of this process was the researcher became aware the weaknesses in the interview guides before the researcher do the actual study.

3.5.2. Conducting the Interviews

At the beginning of the interviews the researcher introduced himself at different level depending how well the respondents already knew him. Some of the

participants already knew him; and some of them met him for the first time. After the introduction, the researcher explained why the interview is important. The researcher ensured the confidentiality and explained how it would protect their privacy and anonymity. The researcher asked for permission to record the interview before starting the recording and taking notes. Before starting the interview questions, in order to make the participants comfortable the researcher asked how they were, how their family was and few other question to create a rapport with them. While the researcher was conducting one interview the noise from the next room due to the maintenance work became too high for recording the interview. So the researcher requested the school authority if they could stop the work until the researcher finish the interview. As a result, they stopped the work and allowed him to continue the interview until the researcher finished that interview (Marie-Lou, Chrintiane & Jorgen, 2011).

To conduct a good in-depth interview, the interviewer must have sufficient knowledge about the local culture to eliminate violating principles of polite conversation. In this regard, the researcher was familiar with the culture of all the respondents' local community. Hence, he was able to conduct all the interviews very smoothly with a very friendly manner. Occasionally, the researcher returned to topics to clarify unclear or incomplete information. Sometimes, for further clarifications the researcher used the following phrases: “what did you *mean by* the word...”, “would you explain.... for me”, “would you mind *repeating that?* I missed your explanation about...” During the interviews to maintain a positive relationship with respondents, the researcher was careful with the following things: (a) offering opinions or making judgments about what the respondents says despite having strong feelings on the

topic; (b) showing surprise, disgust, or strong emotions, regardless of personal opinion; and (c) accepted hospitality when offered (Marie-Lou, Chrintiane & Jorgen, 2011).

Avoiding interviewer bias is important because in-depth interviews are designed to collect the perspectives of the interviewee. Hence, anything that interferes with this purpose is detrimental to the process. Normally, the most serious source of bias comes from interviewers themselves. Therefore, during the interviews the researcher was conscious about the following interviewer biases: (a) failing to follow up on or omitting topics that the interviewee introduces; (b) redirecting interviewee's story; (c) asking questions that include or suggest the desired responses; (d) using non-verbal cues to indicate the desired answer to a question; and (e) stating opinions on an issue (Marie-Lou, Chrintiane, & Jorgen, 2011). It is important to have full transcripts available to analyze the interviews. Hence, the researcher recorded all the interviews by using two recorders.

According to Patton & Cochran (2002) there are some rules of thumb for asking questions. The researcher used these rules during the interviews. As mentioned, the researcher started with general question to orient interview to the topic and create a rapport with the participants. In every interview the researcher determined the level at which he needed to express himself, the type of language used to make conversation easily understood by the interviewees. The researcher used simple vocabulary and used few technical terms with their meanings. The researcher reserved more sensitive questions to the end of the interviews. He gave emphasis for asking questions which required more than yes or no answer. He also

asked neutral questions. Besides, he tried to use more concrete questions rather than abstract questions. In addition, the researcher tried to use concrete events to help people reflect and remember.

Just like the artist is the primary instrument in painting, the researcher is the primary research instrument in qualitative research. As a result, it is highly important for the reader to be aware of the relationship the researcher has with the subject. The researcher of this study has identified and described his perspective and recognized and dealt with the biases that might hold on the subject. Different strategies were used to minimize the biases like collecting multiple perspectives from different sources and triangulations (McCaslin & Scott, 2003). “The quality of the interview data has a significant impact on the overall quality and trustworthiness of the outcomes of the study” (Chism, et al. 2008, p. 28).

Each participant was interviewed face-to-face. The purpose of the interviews was to get the participants reflections on their principals’ instructional leadership patterns practiced as he carried out the responsibilities of the principal. During the principals’ interviews, the principals were given opportunity to reflect on their own instructional leadership patterns as they carried out their duties. The length of the interviews varied depending on the breadth and depth of knowledge the participant shared. Some interviews took about 120 minutes and the shortest was 35 minutes.

The interview schedule consisted with a line of follow up questioning rather than exact set of questions. The schedule of questions was based on the literature review and it was aimed to guide the interview. Even though, the researcher has

formulated many questions according to the (PIMRS), and the conceptual framework, it was flexible to probe the participants to get further information. The interview sessions were not conducted as fixed pattern but were rather a free-flow and flexible event, which covered all the dimensions deemed useful to answer the research question. The interviews followed the participants' interest and concerns and the order of questions were not important.

The researcher was flexible with research questions being designed for the interviews. Creswell (2007) states that participants in an interview will not necessarily answer the question being asked by the researcher and may answer a question that is asked in another question later in the interview. Creswell believes that the researcher must design questions in a way to keep participants on focus with their responses to the questions. During the interview some questions were skipped because some participants answered the question before they were asked. Besides, the researcher asked follow-up questions in order to ensure that he collected optimal responses from the participants.

During the interview process, the researcher used the following approach to ensure the effective implementation of the interviews: (a) occasionally checked if the tape recorders are working; (b) used 2 tape recorders to ensure not to miss any part of the interviews; (c) asked one question at a time; (d) tried to remain as neutral as possible without showing any strong emotional reactions to their responses; (e) encouraged responses with occasional nods of the head and smiles; (f) was careful about reaction the researcher when he was taking notes and he tried to be calm without displaying sudden reactions like jumping to take notes or express emotions

like happiness about the answer; (g) provided transition between major topics like by saying “we have been talking about vision and now I would like to move on to the instruction”; (h) did not lose the control of the interview in order to ensure that respondents could not stray to another topic and not to take too long to answer the question (McNamara cited in Turner 2010).

3.5.3. Observation

In order to get the comprehensive knowledge of the complexities of many situations, direct participation in and observation of interest might be the best research method. The data acquired must be descriptive so that the reader can understand what happened and how it happened. In some applied projects, there is not sufficient time to conduct a detailed observation study, but some observation as part of the daily work will help. Observation data is also very important in overcoming differences between what people say and what they actually do and might help to unveil behavior which participants themselves may not be aware of (Patton & Cochran, 2002). To get an in-depth understanding of instructional patterns practiced by the principal, the researcher observed the daily operation of each school by given a special focus to the principal’s behavior and the school climate. Observation was conducted by using the observation checklist (attached in the appendix) and the researcher made notes during the observation about what he has seen.

The researcher spent one day in each school and observed the principal’s daily practices and the school learning environment. Sometimes he made the observation along with the principal and sometimes he observed from distance.

Specifically, he observed the principal's interactions with the supervisors, teachers and students. The researcher also observed how supervisors work with teachers and their daily activities in the schools. In order to find out the information in the observation checklist, he did informal observation of classrooms to get the idea how teaching and learning take place in the school. Besides, he observed the school environment with focus of checking the available resources and how resources were utilized for the learning purpose.

In contrast to interviews, observation has the potential to provide a perception of a specific setting that is unfiltered by those being observed. On the other hand, observation is not always a straightforward task. There are various ways to conduct an observation, and the subjectivity of the researcher still needs to be considered when interpreting the results of an observational data (Chism, Douglas & Hilson, 2008).

Data collection through observation, particularly one that occurs in a naturalistic setting, the question of getting access is important. Getting the trust of those being observed is very important in order to gain a real picture of the setting. Another significant feature of observation is identifying a key informant. This is a person who is mainly knowledgeable, insightful, or articulate and acts as a primary resource to access others (Chism, Douglas & Hilson, 2008). As mentioned before, to collect data through interviews and observation the researcher gained permission from Ministry of Education as well as from the selected schools. From each selected school the researcher has chosen the principal as the key informant.

Gathering of data through observation can be conducted in numerous ways. In structured observation, a checklist is enough. In unstructured observation there should be some way to record the natural setting (Chism, Douglas & Hilson, 2008). In this study, the researcher did a structured observation by using a checklist (attached in the appendix). This checklist was constructed by reflecting the six dimensions of the conceptual framework of this study and referring (PIMRS) of Hallinger (1990). Based on the checklist the researcher observed the principal's instructional leadership practices including the interactions of the principal with others and the actions of the principal during the observing period.

Apart from observing the principal's actions, the emphasis was given for checking the evidence which gave an in-depth understanding how different dimensions of the conceptual framework have been implemented in the school. During the observation, note taking is important. These notes need to be elaborated upon as soon as possible off-site since it will be easier to add details while the memory is fresh (Chism, Douglas & Hilson, 2008). Just after the observations, while the information was fresh the mind the researcher checked the notes and added details where necessary.

In order to be an effective qualitative field researcher the researcher was able to establish a good relationship with participants. He found that social skills and intellectual persistence were important to build a positive relationship with participants. When participants were more comfortable talking with him they responded more effectively. He was sensitive to the school environment and had few reservations about asking questions and doing observation that enabled him to learn

new things. While he was collecting data through observations he took great care to separate stereotype thinking, personal opinions and judgments for accurate observations (Marie-Lou, Chrintiane & Jorgen, 2011). Although he was the principal of one the biggest secondary schools in the Maldives, he did not behave as a principal during the data collection, but he simply behaved as a researcher. However, due to his position as a principal it was easy to work with the participants.

3.5.4. Documentation

In addition to the interviews and observation the researcher has collected the required documents such as school improvement plan, subject improvement plans, supervision and evaluation forms, professional development plan, school policies, etc. The researcher used a checklist (attached in the appendix) to ensure that he did not miss any important document from any school. Scholars explain the importance of documentation as follows:

In many ways use of documents and other materials is the “forgotten” data source for social sciences research. Yet many scholars find that the paper trails, as well as the artifacts produced by people, are highly informative to their studies. While documents consist of a variety of print (hard copy or digital) sources, other materials that may be examined include photographs, visual art, music, instruments, clothing, or other products that can help to tell the story.

(Chism, Douglas & Hilson, 2008, p.32)

3.6. Data Analysis

The purpose of this study is to explore the instructional leadership patterns practiced among principals in the Maldives. As Patton (2002) states that during the data analysis process of interpreting data the emphasis was given to achieve the

purpose of the study. This included the investigation of beliefs, perceptions, experiences and understanding of participants about the instructional leadership patterns of principals.

The most difficult part of a qualitative study is the analysis of qualitative data. However, it was very enjoyable to see patterns emerged and was able to draw out of all the discussions and some logical conclusions. There are many different ways to analyze qualitative data (Patton & Cochran, 2002). One can either use a thematic, descriptive approach or more in-depth methods. In this research the researcher used the thematic, descriptive approach. Therefore, he looked across all the data to identify the common issues that were repeated and identified the main themes that summarize all the views collected. This is the most common method for descriptive qualitative studies (Patton & Cochran, 2002).

Qualitative study generates mass words through interviews and observations. In order to analyze qualitative data the data should be described and summarized. Lacey & Luff (2001) propose the following stages to analyze the qualitative data and this study used their ideas during the analysis process: 1. Familiarization with the data through review, reading and listening; 2. Transcription of tape recorded interviews; 3. Organization and indexing of data for easy retrieval and identification; 4. Anonymising of sensitive data; 5. Coding the data; 6. Identification of themes and 7. Re-coding.

The first step in data analysis was to get familiar with the data through review by reading and listening to the data repeatedly (Lacey & Luff, 2001) and to explore

the data to get a general understanding of it (Creswell, 2007). The researcher started the analysis and developing the coding scheme as soon as initial data had been collected. This early analysis helped to shape later data collection (Patton & Cochran, 2002). Chism, Douglas & Hilson (2008) underpin this view by saying that when analysis starts from the early days of data collection and escalates gradually so that as the study proceeds more time is devoted to data analysis and less to collection. They further state that reflective notes that record the researcher's feelings and thoughts about the data assist by stimulating ideas during the analysis. These authors explain the importance of early analysis as follows:

It is a good habit to review one's data daily during collection to make sure raw notes are edited into a form that will be usable even after time has dimmed the memory of the actual experiences of the day. Expanded notes that add the detail that there was not time enough to note while collecting data are written frequently by researchers in the pauses between data collection activities during a study.

(Chism, Douglas & Hilson, 2008, p.44)

After getting familiar with data and having an overall understanding about the data, next recorded interviews were transcribed. Although, it might not be necessary to do a complete transcription but transcription of only selected parts would be enough. However, for this study the whole interview were transcribed. During the transcription frequent rewinding was done to ensure the accuracy of the transcription. Codes were developed for nonverbal aspects of the interview such as pauses, tone of voice as they were considered important. (Chism et al. 2008). During the transcription, some non-verbal cues in the transcript like silence, emotional distress, and pause for thought were included to provide ethnographic richness. As suggested

by Lacey & Luff (2001) laughter and gestures were also taken into account as they added meaning to the spoken words.

After transcription of recorded interviews, according to Lacey & Luff (2001), the next step was organizing and indexing of data for easy retrieval and identification. Transcribed interviews, field notes of observations and a review of collected documents were printed. Each set of data was then labeled with indices for reference purposes and arranged systematically.

The fourth step in the data analysis process (Lacey & Luff, 2001) is anonymizing of sensitive data. Participants personal views, beliefs, experiences and understanding was considered as sensitive data hence, the researcher anonymized personal identification by using pseudonym. Each school was given an alphabetic letter for identification and each participant was given a pseudonym. Anonymization of personal data is needed and can assist society to make rich data resources available while protecting individual's privacy. So the main reason for doing the anonymization was to protect individual's privacy (Information Commissioner's Office, 2012).

The next step in the data analysis process was coding the data (Lacey & Luff, 2001). Creswell (2008) states that coding is the process of segmenting and labeling a text to form descriptions and broad themes in the data. Transcripts, documents and field notes from the observations were coded to identify themes using the following steps suggested by Creswell (2008): 1) Initially read through text data, 2) Divided the text into segments of information, 3) Labeled the segments of information with

codes, 4) Reduced overlap and redundancy of codes, and 5) Collapsed codes into themes (p.244).

As suggested by Cresswell (2008) the researcher read all the transcriptions in multiple times to get a deep understand about the data. While the researcher was reading, he has written down in the margins some ideas as they came to the mind. At a time one document was coded by considering the underlying meaning and wrote it down in the margin in two or three words. From there coding process has been started. This process involved identifying text segments and allocating a code word or phrase that precisely described the meaning of the text segment. After coding the whole text, the researcher made a list of all code words and grouped similar codes. After that he looked for repeated codes for the purpose of reducing the code list to a smaller, more manageable number. Similar codes were then grouped and interpreted into themes. The process was iterative, moving back and forth, and was replicated in multiple times for the purpose of ensuring the accuracy of the codes and themes. The study used a revised instructional leadership behaviour model of Hallinger and Murphy (1990) to analyze the data using within and across cases thematic approach.

The codes were given meaningful names that give an indication of the idea or concept that supports the theme. Any parts of the data that relates to a code topic were coded with the suitable label. This process of coding involved careful reading of the text. After creating a theme from the data and if that theme could not fit into the existing codes then a new code was created (Taylor & Gibbs, 2010).

There are three basic factors that influence how much importance to give a topic: how many groups mentioned the topic, how many people within each of these groups mentioned the topic and how much energy and enthusiasm the topic produced from the participants. This is called ‘group-to-group validation’. For any particular topic, group-to-group validation means that, whenever a topic comes up it produces a consistent level of energy among a consistent proportion of the participants across nearly all the groups (Patton & Cochran, 2002). Main themes were identified by examining the codes that appeared most frequently and had most evidence to support them (Creswell, 2008). In this study, analysis has been made within the case and across the cases.

3.7. Writing the Analysis

Writing up the notes and writing the final report of the study are the central part of the analysis in qualitative research. This is because a lot of qualitative analysis involves interpretation. In this process the researcher interpreted what the interviewees said and what they mean and re-expressed them in a way that is both faithful to the respondents, informants and the schools that the researcher investigated, and at the same time inform and explain things to the readers of my study (Gibbs, 2010).

Case study narratives are inherently and purposefully substantive because the author tries to paint as complete a picture as possible of what has taken place. Although there is no standard format, researchers have provided workable models of reporting. In this research Lincoln & Guba’s (1985) “substantive case report format” was used as a framework for reporting. That is a thorough explanation of the

problem; a detailed description of the context and setting; a description of the interactions or process observed within the setting; identification of the elements studies in-depth at the site and elaboration of outcomes of the study. Therefore, qualitative researches bring the voice of the researcher to the table. Rather than abstracting out only the selected information about the participants, qualitative studies present context and personal perspective. Hence, in this study the researcher tried to preserve the participant's own voice and represent their experiences with thick, rich and in-depth detail (Chism, Douglas & Hilson, 2008).

3.8. Ethical Consideration

Throughout all the stages of the study process, researchers are thoughtful to ethical respects. These are particularly vital as researchers negotiate entry to the site of the research, including individuals in their research, collect personal, emotional data that reveal the details of life and ask respondents to give enough time to their study. Researchers specifically need to be sensitive to the potential of their research to disturb the field and potentially exploit the vulnerable populations such as young children or marginalized groups. Besides, researchers must be thoughtful to any power imbalances that the presence of the researcher may create at a site that could further marginalize the participants. They should not put the participants at further risk as the result of their study. In addition, they need to look forward how to deal potential unlawful actions that they see or hear some situation and inform them to the authorities (Creswell, 2007).

Researchers need to honor who owns the account and if respondents and leaders at their sites will be worried about this issue. Since they work with individual respondents, they should respect them individually, like by not stereotyping them,

using their language and names and following guidelines such as Publication Manual of the American Psychological Association (APA, 2001) for nondiscriminatory language. Normally, research is done within the setting of a college or school setting where researchers need to provide confirmation to institutional authority that they respect the privacy and right of participants to withdraw from the study and do not place them at risk. On this phase, researchers carefully think ethical issues-seeking consent, avoiding the problem of cheating; maintain confidentiality, and protecting the anonymity of individuals with whom they talk (Creswell, 2007).

The two ethical issues that must be taken into account in any research are consent and confidentiality. Every individual who participates in the study has freely consented to participate without any fear or any unfair persuasion. This means that participants should be well-informed about the purpose of the study and ensure them that declining will not affect any service they get. It is important to protect the identity of the respondent. From the collected data the identity of the participants must be protected at all times (Patton & Cochran, 2002).

In this study the researcher addressed the ethical concerns of informed consent, the right to privacy and protection from any harm. He informed the participants about the nature and purpose of the study. He also informed the participants that their participation in this study was voluntary and they were permitted to withhold information and to withdraw from the study at any time. Besides, the researcher honored confidentiality and anonymity from collected data in ways that eliminated the possibility that someone might be identified. Each

participant read and signed a consent form which included the information detailed above.

3.9. Chapter Summary

This study examined the principals' instructional leadership patterns practiced among principals in the Maldives. This chapter provided the information about the research design and justified why the researcher chose qualitative multiple case study method to conduct this research. Besides, this chapter explained the type of sampling method used and procedure followed. Very detailed information was provided about the data collection procedure of the study. Furthermore, data analysis procedure was also explained in the chapter. This chapter also explained the ethical consideration given during the study. The results of the study would be presented in the next chapter.

CHAPTER 4

4. FINDINGS

4.1. Introduction

The purpose of this multiple qualitative case study was to explore the instructional leadership practices of selected principals in the Maldives. The first part of this chapter describes the findings from the within-case analysis. The second part of this chapter describes the findings from the cross case studies. This study began by conducting an extensive research in the selected schools in the Maldives. By using multiple case study research strategy, in-depth understanding of the interesting phenomenon of instructional leadership patterns practiced among the principals in the Maldives was discerned. The descriptions of cases in this study were produced by using information collected through individual interviews, observations and documents. In order to conduct this study three schools were selected and, from each school, three participants were selected. During the in-depth interviews, the study participants shared their views and experiences about the principal's instructional leadership patterns practiced in their respective schools. The information from each case was analyzed to identify patterns and themes related to instructional leadership within the framework of this study.

The Main Research Question

What are the instructional leadership practices of selected principals in Maldives?

Auxiliary Questions

- 1) What are the views of the instructional staff about the principal's instructional leadership practices in the dimensions of defining school mission, managing the instructional program and promoting the school learning climate?
- 2) How does the principal provide the opportunity to the community to involve in school operations?
- 3) How much importance is given to provide holistic education in school?
- 4) What are the roles of principal in integrating ICT in learning?
- 5) What are some important characteristics, behaviours and responsibilities of principal as an instructional leader?
- 6) What is the relationship between principal's instructional leadership patterns and the level of student achievement as perceived by instructional staff?
- 7) What are the barriers to be instructional leaders in the context of Maldives?

4.2. Findings within the Case Study

Each of the case is described in a similar format with variation depending on the level of information collected in each particular case. Each case is started with a brief explanation about the background of the school followed by the explanations, descriptions and the results.

4.2.1. Case Study School A

This is one of the first two government secondary schools established in the islands. The school caters to students from grade one to ten and is situated in the most densely populated island of the Maldives. The school has performed outstandingly in GCE Ordinary level examinations. Due to its high academic performance, the school was considered as a model school. This was one of the biggest schools in the islands with the student population of 1119 students. There were 110 teachers to serve the students. Out of these 110 teachers, there were 37 expatriates and 73 locals.

After collecting data from the School A, transcripts of interviews, filed notes and documents were analyzed to identify meanings and patterns. The analyzed data allowed the researcher to understand how participants perceived the level of instructional leadership demonstrated by their principals. These findings were organized into themes that emerged from the research data. All the themes were aligned with the six dimensions of the conceptual framework of this study. The first ten themes were the same as the three broad dimensional instructional leadership model of Hallinger and Murphy (1990). The other themes were related to other three dimensions of the conceptual framework.

Research question 1:

What are the views of the instructional staff about the principal's instructional leadership practices in the dimensions of defining school mission, managing the instructional program and promoting the school learning climate?

4.2.1.1. Vision/Mission and Goals

The three participants of the School A had agreed that the principal gave importance in formulating and revising the school vision, mission and goals. The principal stated that, when he joined the school, the school had a lengthy vision and mission statements which were difficult to understand. So, after he joined the school, he revised these statements. The document analysis also showed that the school vision, mission and goals were clearly presented in the school strategic plan. He explained how he revised the vision, mission and goals:

I had in mind to make the parents participate as well. But, the time did not allow me to do that. So, right now it was done mostly with SMT, definitely all the SMT members' Aahh... thoughts and myself. We all sat together and we finalized it. So that's how it is done.

4.2.1.2. Communicating the Vision and Goals

Although the vision and mission statements were communicated within the school, the supervisor and the principal believed that they were not fully communicated with the parents and the community. Principal stated, "It's not directly communicated with the parents and the rest of the community out there. However, within the school, some efforts are taken to disseminate the school vision and mission". The principal also stated that he shared the vision and mission with the teachers and other staff. From the observation, the researcher has not seen these statements displayed in the school compound. However, these statements were there in some of the documents like strategic plan and the school improvement plan. During the interview the teacher also agreed that she knew the school vision and mission. "Recently, we have started talking about the mission and vision a lot".

4.2.1.3. Supervision and Evaluating the Instruction

All the three participants in the School A have agreed that both formal and informal supervision and evaluation were undertaken in the school. The principal explained the purpose of the supervision and evaluation of instruction: “We are actually targeting, or ultimate target is students’ improvement, students’ development. So, to make it short, what I can say is that it is students’ development, and to build a better community here”. The principal also stated that all the supervisors observed two teachers per week. The supervisor explained how she conducted the supervision: “After pre- lesson conference, we go for the observation and after that, we give them the feedback and some targets, both the teacher and supervisor agree with the targets which need to be included for the next lesson”.

From the document review, it has revealed that the supervisors had supervision schedules, supervision forms and checklists and feedback forms. Besides, supervisors kept various records for monitoring the teaching and learning process. These records included lesson planning, book marking, and scheme of work lesson, etc. So, there were documentary evidences that the school had very good supervision and evaluation system. During the observation, the researcher has seen some supervisors were observing classes. Meanwhile, the principal also was also going on a walk-through around the classes.

4.2.1.4. Coordinating the Curriculum

All the three participants agreed that they had weekly coordination meetings in the school. The supervisor stated that head of departments conducted coordination

meetings once in a week with their teachers. The teacher explained how they conducted the coordination meetings: “Our HOD and all the teachers in our department discuss together about the content, teaching strategies and assessment. We found it very helpful”. The principal highlighted the importance of coordination meetings at the time of implementing the new curriculum. Document analysis revealed that the school conducted coordination meetings in a regular basis. Head of departments kept proper records of these meetings including coordination meeting attendance, and things discussed in the meetings.

4.2.1.5. Monitoring the Student Progress

The school documents revealed that the school has a well-established monitoring system to monitor student progress. The school has the records of student academic results with the achievement from curricular activities. Students’ academic progress was kept in systematic way including unit test marks and term test marks. The school has been using both summative and formative assessments to monitor the student progress. Apart from this, the participants stated that the principal met different departments and individual teachers regarding the student progress. Regarding meeting with individual teachers, the principal explained its importance with practical difficulties:

It’s practically not possible but definitely it’s important if principal is ...aah....if he has a focus in developing the school in terms of instructional perspective, then, it is a must, and it’s unavoidable. So the principal has to meet each and every individual teacher informally, and formally.

4.2.1.6. Protecting the Instructional Time

All the three participants agreed that there were some interruptions to instructional time due to different reasons. By explaining these things, they said, sometimes, external parties came to meet the students for different reasons and sometimes someone from the school entered the classes to give different messages or giving slips to handover the parents. Although these distractions existed, the principal stated that nothing has been done so far to minimize or avoid this: “Actually I haven’t put a thought into that, and nothing has been done to minimize these interruptions”.

However, during the observation, the researcher has found classes were going on without any interruptions. All the classes were occupied with teachers and students. In most of the classes, students were engaged in active learning. However, in some classes students were simply listening their teachers.

4.2.1.7. Maintaining High Visibility

All the three participants unanimously agreed that the principal’s visible presence was highly important for multiple reasons. Regarding the importance of maintaining high visibility the principal stated as follows:

Teachers are happy to see the principal, students are obviously happy to see the principal and especially parents are so much happy to see the principal involved in the school activities and many parents do wish to see and meet the principal.

Furthermore, the principal stated, “When we are around, there is some kind ofaah... a noticeable difference and we also could see it ourselves and definitely other teachers also would see”. The supervisor supported this: “The students’

behavior also will be improved. And when the principal always goes to the staffroom and checks the lesson plans, those who are not doing the lesson plans are indirectly forced to do it”. The teacher also underpinned this idea: “Obviously, we will be very happy wheneveraah..... the principal visits and gives feedback to us. When we see the principal during the Thursday programs, we feel extremely happy”.

While the researcher was staying in the school, he has observed that the principal was busy in meeting different people and giving instructions to some of the supervisors. But he found time and went out to the school compound and spent time talking with some teachers and other staff.

4.2.1.8. Motivating the Teachers

When the principal was asked about the strategies used to motivate the teachers he stated that it was really a challenging task: “Actually that’s rather difficult question to answer, teachers are having so much of trouble and they are undergoing so much of chaos, actually like.. aah ...salary and allowance and other facilities. They are not fully satisfied about the system itself”.

However, within this challenging and difficult situation the principal was trying to motivate his teachers by introducing a unique concept: “We have introduced a recreational club. The purpose of the recreational club is to bring fun into the school, so, that will actually motivate the teachers in this school”.

The supervisor and the teacher believed that the principal motivated them by appreciating their good work, informally meeting the teachers and talking to them just like a friend. They also stated that the principal motivated the teachers by giving

some flexibility in carrying out different tasks. The researcher also had seen that principal spent time talking and discussing group of teachers and individual teachers.

4.2.1.9. Motivating the Students

All the respondents stated that the principal did certain things to motivate the students. By explaining some of these things, the principal gave an example: “I call the students individually as well as groups to encourage the students to perform well in the exams. I also meet the students who perform well in exams to appreciate their outstanding performance”. The participants also stated that every year they celebrated the school prize day in large scale with the aim of motivating the students. The document analysis also showed that the school had a very colorful prize day booklet.

4.2.1.10. Promoting the Professional Development

All the participants stated that the school conducted professional development programs at least three times a year. From the documents, it has been revealed that the school has conducted more than three professional development sessions in a year. The principal explained how professional development sessions were organized: “The first thing we do is to plan the professional development programs. We plan the PD programs to address the deficiencies that exist in the school”. The supervisor also gave some explanation about how they planned the professional development sessions: “Most of the time, when professional developments are designed; it comes from the departments- what they need”. The school professional development coordinator had all the records of the professional development

programs. These records included the numbers of sessions taken with the details of the topics covered, the details of the participants and the duration of each session.

The teacher stated that the professional development programs were useful. “Professional development programs are very useful because from the PD sessions we learn new teaching strategies and skills. It is also an opportunity to refresh what we have already known”. Although the professional development sessions were conducted in the school, the principal explained the challenges he has experienced:

Suppose, now, we got a chance to send a teacher to another island through teacher exchange program, we should ask the teacher to buy the ticket by her own. What if the teacher has no money? The program will be cancelled because the school has no budget for teacher development.

Research question 2:

How does the principal provide the opportunity to the community to involve in school operations?

4.2.1.11. Community Involvement in Schools

Regarding the community involvement in school operation the principal shared his experience:

I am struggling in that aspect because parents over here are quite disappointing. I have come to understand that parents have lost their motivation or maybe their enthusiasm after a special or maybe a critical incident that has happened over here. We have Ninety-four class representatives and I did call, in fact the school did call all the class representatives for a meeting. We called them to discuss regarding to prepare for prize day. And only twenty of them came. And that’s a very minimal number. Only twenty of them came and I myself attended the meeting and I explained and I briefed what we are going to do. That was about the refreshment and all those things. Again three days or two days before the prize day and we called and only less than half of those twenty came.

The supervisor and the teacher stated that the principal frequently encouraged the parents to involve in school activities and some parents already involved in some of the activities. The supervisor gave an example: “The recent teachers’ day the parents, teachers and students, all were equally involved in the arrangement. The principal keeps on talking with us about the importance of having a good relationship with parents”. Document analysis showed that the schools had formed the PTA and the School Board. The principal also explained what he did to get the community involvement in the school activities:

The school has not fully built a good rapport with the parents in and also the school has not given uh, given a kind of uh.. a clue or a hint that parents can come in so, we need to invite these parents for such different activities. I’m trying my level best to bring these parents inside, and right now even the PTA is not active. But I think I can bring them back and get their full cooperation.

Research question 3:

How much importance is given to provide holistic education in school?

4.2.1.12. Providing Holistic Education

In order to provide the holist education, the School A has a very good program. The principal gave the details about this program:

Several efforts are being put to provide holistic education, like for example, ...aah.. sports activities are continuously conducted for all the students, and like for example this school even before I joined this school, and we had a day like Thursday. After interval, it is scheduled for extracurricular activities and co-curricular activities. Since this is a one session school, so, it’s easily managed. So, after interval in every Thursday club activities are carried out and we also have in inter-house programs, like inter house competitions like debates, Qur’an competition and other sports and literary competitions.

The supervisor and the teacher also stated that the school has provided many opportunities for students to provide them with holistic education. From the observation, the researcher has seen some sports facilities like volley court, netball court etc. on the school compound. In addition, the document analysis showed the school had prepared an activity calendar for the year. In this activity calendar different dates were allocated for different events and competitions. These completions included both literary and sports competitions. The teacher explained how these programs were carried and the students' participation in the activities:

That's a very good program because most of the time we are not controlling the activities. But we are just guiding, the teachers are only guiders so, most of the time students are doing all the works so, it's a good experience for the students as well as the teachers. So students are very much interested to participate in these activities.

Research question 4:

What are the roles of principal in integrating ICT in learning?

4.2.1.13. Integrating ICT in Teaching

The teacher and the supervisor stated that the school has ICT facilities hence; ICT has been integrated in teaching and learning. The teacher stated: "We use PowerPoint presentations, videos and photos to teach the students". However, the principal has a different opinion: "I think that ICT is not fully incorporated into our teaching. We are doing presentations, we are taking them to AV room and even if we use the power point presentation, it's still the same technique as chalk and board". The principal explained the areas which needed improvement: "When we talk about ICT, it includes the facilities, it includes the training so, neither our students nor our teachers are trained for that. So, my roles definitely would be providing the facilities,

training both teachers and students and monitoring how it goes”. Though, all the classes were not fully equipped with ICT facilities, from many classes the researcher has seen that teachers were teaching by using multimedia facilities.

Research question 5:

What are some important characteristics, behaviours and responsibilities of principal as an instructional leader?

4.2.1.14. Some Important Characteristics, behaviors, and responsibilities of an Effective Principal

Regarding some important characteristics, behaviors and responsibilities of an effective principal, the supervisor believed, “I think it is giving clear instructions and always helping the team to stay on one path, stay focused and always reminding that all our goals, and try to achieve the school’s vision”. The supervisor also believed that one of the most important responsibilities of an effective principal would be: “Planning and monitoring each and every activity of the school and he should be aware of what is happening in the school”. The principal believed: “Encouraging collegiality among the staff is an important responsibility of a principal”. The teacher stated that to be an effective principal, “He should interact with students and encourage and inspire them”.

Research question 6:

What is the relationship between the principal’s instructional leadership patterns and the level of student achievement as perceived by instructional staff?

4.2.1.15. Association between Principals' Behaviors and Student Learning

Although the principal was not directly teaching the students, the principal in the School A believed that there was an association between principal's behaviors and student learning: "Principal may not be teaching a particular lesson everyday but, if the principal pays more attention on instructional process, then definitely there will be a high impact on that". The supervisor also believed that the principal's behavior impacted on student learning: "Most of the time the principal is the one who gives directions for the school and approves all the plans and policies. So, his roles and behavior are really influential on student learning".

Research question 7:

What are the barriers to be instructional leaders in the context of Maldives?

4.2.1.16. Barriers to be an Effective Instructional Leader

As a barrier to be an effective principal, the principal of the School A believed: "Right now administration and budgeting comes first because all other things depend on finance". He believed that this hindered him to focus on instruction. However the teacher believed that principal faced lot of challenges from the parents. "I think most of the parents are the biggest challenge to the principal. If they are not happy for student learning and behavior, they come and complain". In the view of the supervisor the difficulties come from the community: "A principal has to work with lot of people in the school community, so there are a lot of different types of personalities that he or she should handle. So, sometimes it becomes really difficult".

4.2.2. Case Study School B

The School B was located not far from the School A. The school catered only higher secondary students. In recent years, this school produced outstanding results from GCE Advance level examinations. In 2015, this school has 335 students and 55 teachers. Among these teachers there were 28 expatriate teachers and 27 local teachers. Similar to the School A, same themes were found from the School B.

Research question 1:

What are the views of the instructional staff about the principal's instructional leadership practices in the dimensions of defining school mission, managing the instructional program and promoting the school learning climate?

4.2.2.1. Vision/Mission and Goals

All the three participants stated that the school has vision, mission and goals. Besides, from the School strategic plan and the school Improvement plan and other documents the researcher also has found the school vision, mission and goals. This school had very well written plans which were targeted to achieve the school targets. However, the principal explained his intention of revising these statements and the reason why he wanted to do it:

Honestly speaking, when I joined here, there was a vision and mission but it's lengthy and then I realized that the vision and mission is not known or its difficulty to remember for people. So, we have had a meeting with senior management and, now, it is in the process of formulation of a new vision and a mission. We will involve the parents, the community, other stake holders, teachers, and students.

4.2.2.2. Communicating the Vision and Goals

The principal and the other two participants believed that the school has put some efforts to communicate the vision and mission with the school community.

However, the supervisor believed that it has not fully communicated:

Frankly, not enough, yes, we do communicate but, I don't think we have so far done it enough to the level that we are supposed to do. Although, we communicated it with the students, we rarely communicate with parents and other community members.

During the observation, the researcher also searched if the vision and mission has been displayed in the school compound. However, he could not find it. But the school has put some efforts to articulate the vision and mission. But the school widely used and disseminated the vision and mission with and through important documents such as subject improvement plans, school improvement plan and school letter head. Principal gave further explanation regarding communicating the vision and mission:

Whatever brochure or the files or the documents that we print we do have our vision and mission on it. We also uploaded them to our school intranet and plus to our website. But it has no meaning as such because nobody bothers about this at present. This is because we don't have a good procedure of communicating them. I do believe that we can also have a vision and mission displayed in the school campus but we have limitations, so it's not yet practical.

Although the principal believed that the school goals and priorities were related with the school vision and mission, the supervisor has a different opinion:

Sorry, tough question, why I say so is because in our schools in the Maldives, we make very pretty and beautiful visions and missions but at the end of the day our goal is always if it is an A level school, to make sure that our students get a pass. But what we write in the vision and mission is so ideal. So, to be honest, it does not reflect to the vision and

mission. What we write in our mission or in vision and what we do in our real schools it is very different.

4.2.2.3. Supervision and Evaluating the Instruction

The principal together with the other two participants believed that the school has good supervision and evaluation mechanism. The documents also showed supervisors kept the supervision related documents like supervision schedules, checklist and observation forms. Besides, the supervisors also had the records of lesson plans checking, scheme of work and other teaching related checklists. The principal stressed the challenges he faced due to having lack of enough competent staff: “As we don’t have competent staff among the SMT to supervise all the subjects we have limitations doing real supervision”. Principal explained how he managed this situation: “To overcome this limitation, we have internally created some posts like supervisors to carry out the supervision. In addition, I invite some experts working in other schools to come and observe our teachers and give feedback”.

Principal gave further details about the school supervision and evaluation mechanism: “Now on every Monday, every member in the SMT has to present at least two supervision reports. So, this means it is compulsory to make at least two observations per week”.

The school was using both formal and informal supervision to evaluate the instruction. Regarding formal and informal supervision, the principal provided some more details:

When we do the formal observation, teachers are well aware about the day and time of the observation. So, they are fully prepared for the lesson. However, we do informal observations without informing the teachers.

So, we can see the normal and regular practice of teaching. Therefore, I believe that both formal and informal supervision are equally important.

The teacher believed that informal supervision was more favorable to teachers:

If everything is formally observed and every time we are called to the supervisors' room, we as human we don't like it. But, if the supervisor informally meet us like, when it happens to meet in the cafeteria or in anywhere gives the feedback we like it more than the official or formal procedure.

4.2.2.4. Coordinating the Curriculum

All the three participants stated that they had coordination meetings once in a week. From the collected documents, the researcher also has seen some information about the coordination meetings such as the schedules, attendance and details of the discussions. The principal gave more details about the coordination meeting: "Each and every Tuesday we have a coordination meeting. For each subject there is a subject coordinator. These subject coordinators conduct the coordination meetings" Supervisor also gave some more information about the coordination meetings: "We have two hours session for the coordination meetings. During the meeting, first we generally discuss about the past week then we discuss about the following week's content and strategies to teach and assess".

4.2.2.5. Monitoring the Student Progress

The school has proper records of students' assessments. All the three participants stated that the school has a proper mechanism for monitoring students' academic progress. Document analysis also showed the school has monitored student progress through formative and summative assessments. The results of these assessments were kept in class-wise and grade-wise. The respective grade supervisor

kept the records of her/his grades. Regarding this practice the principal stated that: “We monitor the student progress through the formal assessment procedure like, semester exams, monthly exams and we also give weekend assignments”. In order to monitor the student progress, the principal met different departments to find out more details about student learning and achievement:

At times, if I see the results dropped in particular subjects, then I meet with those HODs, subject coordinators and teachers to find out the reasons behind the poor performance. We also reflect our subject improvement plans and see if things are according to these plans.

In addition, the supervisor also explained how the principal monitored the student progress: “He meets individual departments randomly like once in a week and discuss about students’ learning and what further actions can be taken to progress them further”.

4.2.2.6. Protecting the Instructional Time

The supervisor and the teacher stated that they had experienced many interruptions to instructional time, which hindered the effectiveness of teaching and learning. The principal also believed that some interruptions were existed in the school:

There are situations where we get interruptions but we don’t have any problems in a significant level. Our classroom doors are always close so that prevents outside noise coming into the classrooms. More than that, our students are very discipline, so I believe that teachers get maximum time for instruction.

While the researcher was observing he went along the corridor and found out that all the classroom rooms were very calm and quiet. Most of the students were engaged in learning activities. However the teacher stated that occasionally some

distractions happened and she explained the kind of interruptions with some examples:

There are situation where we get interruptions. For example, because this is the only higher school in the island so quite often it happens like police, National Defense Force and other government institutions also NGOs target their activities to our students. In many situations these groups meet the students in the formal school session.

It has been found that this school had a very good arrangement to minimize the above-mentioned interruptions. The supervisor stated that earlier the school had experienced many situations which distorted the instructional effectiveness. However, the school established a particular system to enter the classes other than teaching. The supervisor gave further explanation about the established system for protecting the instructional time:

At the beginning, I think we often had situations where lot of interruptions occurred. But I think, now have minimized these disturbances. We have realized that from our side also we made mistakes like, sending the slips for the extra class every day. If we bring a student out of session, we do send a letter to the parent. Recently what we noticed was, see we are giving the slip like every now and then which caused distraction. So, we decided not go into the classrooms without proper arrangement. As a result, now we go into the classes at time 12:45 only to give slips or give any announcement. Even if we have ten slips all the slips will be given only in at 12:45. But, other type interruptions are there but we do try to minimize it as well.

4.2.2.7. Maintaining High Visibility

All the three participants unanimously agreed that the principal's visible presence was important. The principal shared his experience: "When I do take part in the school activities, teachers and students feel very happy. Otherwise, they believe it's a burden to them". The teacher's observation was: "When the principal is around,

we don't even need to think about student discipline. It's automatically fixed". Supervisor explained why he felt the principal's visibility was important: "When the principal is around the school, enters the classes and the staff room, then only he will be aware of how things are going in the school".

The researcher has observed that the principal maintained a high level of visibility. He was spending time in the school compound while some students were doing some activities. While the principal was in the compound he talked with some students and some teachers. The researcher also has found the principal near the school cafeteria and finally he was having lunch while many students were also having their lunch.

4.2.2.8. Motivating the Teachers

The teacher and the supervisor believed that their principal tried his best to motivate the teachers. The teacher and the supervisor gave a similar statement about the principal's practice about teacher motivation: "He always recognizes and appreciates the teachers' work. That really inspires the teachers". Principal gave an explanation regarding motivating the teachers:

Teachers get frustrations, if they do not get proper support from the school. So, I make sure under my management any request by a teacher will not be made unattended. So, we do attend the teachers' complains and if their request for teaching materials or whatever is requested is procured to them. I also make sure under my management teachers will be safe and secure in every aspect. I think that is what we could do in the school to motivate the teacher. I think our teachers are happy and they are motivated to work in this school.

4.2.2.9. Motivating the Students

As one of the main strategies of the principal's motivation strategy the participants highlighted the school prize day. From the collected documents the researcher also has seen the school prize day booklet. Apart from this, the principal shared some of the things he did to motivate the students: "To motivate our students we conduct different programs like we take them on tours and study trips in and out of the island. I found that students are really motivated when they get this type of opportunities". The supervisor shared his observation:

The principal enters the classes and asks the students about their issues and concerns. If the principal feels that there is something that must be solved immediately he comes to us and instructs to us to attend and fix those problems. This really motivates the students.

4.2.2.10. Promoting the Professional Development

According to the principal, the purposes of the professional development sessions were to improve and refresh the teachers in terms of their teaching skills. He further stated: "I instruct the supervisors to conduct the lesson observations and identify areas where teachers need extra help and guidance. Then we plan the PD sessions to address those areas". The supervisor also gave some details about the way the school conducted the professional development sessions: "Once we identify the areas where we need to provide help to the teachers, then we invite the people who are specialized in those areas to facilitate the sessions". The teacher believed: "I can say that we get lot of benefits from the PD sessions. We get new ideas also we ourselves shared the best practices".

From the documents, it revealed that the school conducted professional development sessions more than they were obliged to do. The school professional development coordinator kept the records of professional development sessions. These records showed the details about the number of session conducted with objectives of each session.

Research Question 2:

How does the principal provide the opportunity to the community to involve in school operations?

4.2.2.11. Community Involvement in Schools

Although the participants believed that community involvement is important, they stressed on the challenges faced by the school to do things with the collaboration of parents. Principal shared his views and experience:

Honestly speaking,... aah..when it comes to the parents and other state holders we do not have any program to involve them as such at the moment. There are problems like, we can see that primary school parents monitor the activities of the school and then they even will go to school. But when it comes to higher secondary, our parents feel that aah... these children are grown up and they can leave them. So it's very difficult for us to keep in touch with the parents.

The supervisor shared his observation: "I think, as a member from the school management, I shouldn't be saying this but, to be very honest, in the four years that I have been here, I do not see the community involvement, especially parent involvement in the school".

Document analysis revealed that the school has created the opportunity for parents to participate the school operations through the School Board and Parents and Teachers' Associations. But as the principal and the supervisor had identified the teacher also stated that parents were not utilizing these opportunities as a means to interact with the school: "We can see the PTA and Board members once in year. They come to school to participate the inauguration ceremony. That's enough for the whole year".

Research Question 3:

How much importance is given to provide holistic education in school?

4.2.2.12. Providing Holistic Education

All the participants from the School B believed that the school provided holistic education to their students. Principal gave some details: "We do provide life skills training; we also have vocational education programs like B-Tech programs. In addition, we do have academic and non-academic extra activities to develop students' skills". The researcher also has observed that the school had a large playground prepared for different sports. The documents analysis revealed that the school had prepared the activity calendar in which different days were allocated for different activities. These activities included both sports and literary activities.

The teacher also believed the school provided opportunities to students to develop their skills:

I think we are one of the schools which have a student-friendly environment. As we allowed the students to bring their laptops at first, parents rejected it. But later they also realized that it is very useful for students to do individual and group projects by using laptops. So, I

believe that we provide various opportunities for students to develop their skills.

Research Question 4:

What are the roles of principal in integrating ICT in learning?

4.2.2.13. Integrating ICT in Teaching

All the participants believed that the school has integrated ICT in teaching and learning. Principal explained the situation: “All our classrooms are ICT integrated classrooms. It is compulsory for teacher to take at least three lessons by using ICT. Most of our teachers are doing it”. In the observations, the researcher also has seen that all the classrooms were equipped with ICT facilities. The teacher also stated that teachers used ICT facilities in a wide scale:

I think, in this may be, on school where teachers get enough computer facilities as well as internet. Even you might have seen that most of our teachers are using TV presentations, videos and other multimedia in the classroom. Sometimes I wonder if we are using this too much (Laugh).

The principal and the other two participants stated that the principal played a facilitator’s role in providing the ICT facilities, teacher orientation and guiding the teachers.

Research Question 5:

What are some important characteristics, behaviours and responsibilities of principal as an instructional leader?

4.2.2.14. Some Important Characteristics, Behaviors, and Responsibilities of an Effective Principal

The Principal believed that: “My main responsibility is monitoring everything around the school. Especially, I attend to finance and administrative issues”. In the supervisor’s perspective: “I believe a principal’s main responsibility should be to lead and monitor the middle management and ensure that the SMT members work up to his expectations. In my belief, if SMT members do their duties well, a school will be successful”. However, the teacher believed: “The principal’s main responsibilities should be guiding, instructing and working with teachers to improve student learning”. Apart from this, principal shared his views:

There are so many important things we should do like, punctuality, time management, having a good vision and involvement of parent and community in school operation. Besides, good supervision and monitoring system and to and catering for the individual needs of the students even catering for the gifted learners are also important.

Research Question 6:

What is the relationship between the principal’s instructional leadership patterns and the level of student achievement as perceived by instructional staff?

4.2.2.15. Association between Principals’ Behaviors and Student Learning

In the views of three participants from the School B, there was an association between principal’s instructional leadership behaviors and student learning. Principal shared his views:

If I focus more on instruction, helping the student and interacting with students with instructional activities, in my experience students are very motivated to learn. But if I involved more in administrative tasks, then student will feel that I neglect them and then they will be de-motivated in learning.

Similar to the principal, the teacher also has a view: “If the principal monitor what is going around the school, especially the instructional programs like how teachers are handling the instructional activities, then they will pay more attention on student learning. Consequently, this will reflect on student learning in a positive way”.

Research Question 7:

What are the barriers to be instructional leaders in the context of Maldives?

4.2.2.16. Barriers to be an Effective Instructional Leader

All the three participants believed that there were barriers to be effective principals. The supervisor shared his views:

“The worst thing would be lack of support to the principal from the middle management. I believe that it’s the middle management who runs the school. So, if they are not cooperating, it will be the greatest barrier to be an effective principal”.

Regarding this issue, principal also shared his views and experiences:

I believe that principal must be an instructional leader. But what we have to practice is totally different. Ministry of Education has appointed administrators to the government school. I believe these administrators’ role must be all administrative work. And principal must be an academic person who will be always focusing on academic aspects of the school. But what happens is that we have to manage even the administrator role and the administrators expect us to deal with the education ministry

regarding the finance and budgeting issues. In addition, there are so many things that we need to do before we focus on instructional leadership. These are the challenges and barriers we experience in all these years.

4.2.3. Case Study School C

This school is located in the same atoll with the School B and C, but in a different island. The School C catered the students from grade one to ten. The total student population of the school was 505. There were 59 teachers to teach these students. These teachers included 39 local teachers and 20 expatriate teachers. This school used ICT widely in teaching and learning process. Apart from face-to-face teaching, students got online support in terms of learning materials and interacting with other students and teachers.

Research Question 1:

What are the views of the instructional staff about the principal's instructional leadership practices in the dimensions of defining school mission, managing the instructional program and promoting the school learning climate?

4.2.3.1. Vision/Mission and Goals

Principal explained how the school has formulated the vision and mission: “By discussing with the SMT and Parents and Teachers Association (PTA) we decided those things. Mostly the vision, mission and goals were based on for the improvement of the instructions and the areas we wanted to reach our targets”.

However, the teacher raised the concern that she was not aware how the vision and mission had been created: “I really don’t know the vision and mission has been created”. The school strategic plan consisted with vision, mission and goals with strategies determined to achieve the goals and objectives.

4.2.3.2. Communicating the Vision and Goals

The principal and the supervisor believed that the vision and mission has been articulated to the school community. Principal gave some examples: “Our vision and mission are written in every classroom. We also put these things in our letter head and other important documents. In addition, by using the PPT we share this information with our parents”. Document analysis also showed that the school had put efforts to disseminate the vision and mission through different ways like by putting on important document of the school. However, the teacher has a different opinion:

I don’t think it is communicated, I mean those particular keywords might not be used. I exactly don’t know the words in the vision and mission. But I believe that the people in top actually making us work for specific goals which are relating to the vision and mission.

4.2.3.3. Supervision and Evaluating the Instruction

The School C has formal supervision procedure and some different concepts of supervision and evaluation. The document revealed that the supervisors conducted observations and given feedback to their teachers. These supervisors maintained many records they used to monitor and evaluate the teacher preparation for teaching. These records included checklist for checking lesson plans, taking enrichment

classes and remedial classes. The supervisor explained the formal supervision procedure:

In formal supervision, we do it as a step by step process. At first, we have pre-lesson conference where we discuss with teacher regarding the content, teaching strategies and assessment. Then we go to the class for the observation. After the observation, we hold post lesson conference to give the feedback.

Regarding the supervision the principal shared his views:

We encourage only formal supervision, but we don't encourage a supervisor or any other teacher to do informal supervision. This has been decided due to a past incident. If supervisors feel that any teacher is not up to their expectations then they should work with the teacher to improve the weak areas. The teachers who need improvement and new teachers will be working with a supervisor for a month. Daily the teacher and supervisor should meet and discuss about the progress.

Although the principal didn't encourage the informal supervision, the teacher has different view about this: "I think informal observation is better because it's less tense and I guess it creates less stress and other uncomfortable feelings. But, once the supervisor informally identify and inform us about the areas we need to improvement, we can do that much better".

The principal shared his views about the supervision and evaluation was unique:

For already existing teachers, I don't recommend any supervisor or HOD to go and do supervision in their classes. But if there is an important need to observe existing teachers, then supervisors can do it. In order to do this, supervisors and the teachers should communicate and teacher also should request to do an observation. So, I believe this would encourage teacher to improve further in their own initiatives.

In addition, the principal shared new concept that he was testing from the last year:

From the last year we have a peer to peer observation program. In peer observation program, we give the same observation form for teachers.

Teachers would observe the teachers. We made it mandatory for every teacher to observe two three peers. We called this program professional collegial program.

4.2.3.4. Coordinating the Curriculum

All the participants stated that the school has weekly coordination meetings. Documents also showed the same things. The school had records of coordination meetings with all details. The teacher believed that coordination meetings were very helpful to them. Principal gave more explanation about the coordination meeting:

We have coordination meetings once in a week. A head of department or a subject coordinator coordinates the meeting with subject teachers. After the coordination meeting, everyday teachers should have to fill up a reflection report. In this report they should explain how the lesson went.

The supervisor gave the details about how they conducted the coordination meetings: “At subject level we have coordination meeting every week. So, we meet together with all subject teachers and we discuss what’s going to be done in the next week in period wise. We discuss about the kind of activities with different teaching strategies”.

4.2.3.5. Monitoring the Student Progress

Document analysis showed that the school had proper record keeping system to monitor student academic progress. The supervisors and teachers carefully kept the students marks and communicated the students’ progress with their parents. The teacher believed that the school monitored student progress through different kind of

assessments. All the participants agreed that principal did many things to monitor student progress. Principal shared some of the things he did:

I meet individual teachers regarding student progress. I check students' progress in different subjects and ask the teacher about what they can do to improve the performance. As I do this, at the end of the day neither supervisor nor teacher can say that we didn't know about so and so (Laugh).

Regarding the importance of monitoring student progress, the supervisor shared her views:

I think it is very helpful, because when the principal monitors student progress by meeting with individual teachers gives an in-depth understanding to both the principal and teachers about student progress. When teachers realize that the principal gives priority on student learning, then they will be motivated to meet the principal personally to discuss about student learning and progress.

4.2.3.6. Protecting the Instructional Time

The teacher stated that there were many interruptions in teaching due to different visitors and announcement: "It really disturbs us, because while students are engaged in learning somebody might come and give an announcement or talk with students in the middle of the lesson. This disturbs students' attention and it will waste a lot of time from teaching". The principal and the supervisor also agreed that there were situations that really disturbed the teaching and learning process. Principal expressed his views: "Sometimes teachers may have experienced people from office or supervisors go to the classes and talk with teacher, students or give slips to students to handover their parents". Regarding taking any action to protect the instructional time, principal believed that these interruptions were unavoidable. Principal shared his perception:

Actually it takes about five minutes. But even it takes time, for some reasons we have to do it. There is no other way we can communicate with students other than the time they spend in the school. If we consider telephone conversation and other options, it will take lot of time for administrative staff to do it. Plus it is very costly. So, there isn't much options but to intervene into the classes and take some of their times.

4.2.3.7. Maintaining High Visibility

All the participants believed that the principal's visible presence was important around the school. The principal believed that his presence was highly important to motivate other staff:

When I don't consider the school work is important then nobody will consider things as important (Laugh). I should show the importance by being with the staff, visiting where they are and being visible in the school compound. If the staffs see me in this manner, then they will be motivated to work.

The teacher stated that:

If the principal is visible and spend the time with teachers and students, he can ensure that everything is going as per the school plan. Besides, that shows that he is concerned and he cares the staff and the school. When you see the in-charge of the school being around and checking out the things then you will feel happy and inspired to work better.

The supervisor believed the principal's visible presence was very much related to teachers' motivation: "It has lot to do with teacher motivation. When teachers see the principal being involved, they really get motivated and feel good to work along with the principal". Furthermore the principal shared the importance of his visible presence: "As I said before, I think my presence displays that how enthusiastic I am, how much I want to work, how hard I work. This indirectly tells other to give equal commitment to the school".

When the researcher was in the school, principal invited the researcher to join with him as he went out to the school compound. While both of them went together along the corridor the researcher has noticed that most of the teachers were busily teaching by occupying their students. After they returned, again the researcher has seen the principal from the school compound. So, the researcher has found that the principal maintained high visibility in the school.

4.2.3.8. Motivating the Teachers

During the interview with the supervisor she was asked about how the principal motivated the teacher. She showed me and shared with me a SMS sent by the principal and gave some explanation:

Whenever, we do something good, always principal appreciates it. Either verbally or as a means of a SMS he recognizes the teacher and supervisors work. I got this SMS about six months ago but, still I'm keeping it, because this really inspires me. So, I can say that our principal is very good in motivating us

Observation field notes also revealed that the school has some materials prepared for teachers' day. The teacher also believed that her principal was good in motivating the teacher: "He appreciates the things we do well. Most of the times, even little things we do is appreciated". Principal also believed that he was very particular about appreciating the teachers and supervisors work:

Umm.....for motivation really that's a very big task. Actually, one thing I do is to send a SMS after every activity. I use our e-learning system to send SMS. In that I can very nicely select the teachers and send a message to them either individually or in a bulk.

4.2.3.9. Motivating the Students

The teacher believed that her principal did certain things to motivate the students: "Good students are always noticed by the principal. He even meets the

students personally and encourages them to study well and produce good results”. The supervisor also perceived that: “The principal encourages and motivates the students”. School prize day booklet indicated that the school motivated the students by giving prizes in the school prize day. While the principal was in the school compound he either smiled or talked any student he happened met. Principal also shared what he did to motivate his students:

Today I met one student. He used to be one of our best, not used to be even now, he is one of the best in the school. If he put the same effort, I believe he will go to the best. I mean the national top-ten first place. However, due to some problem he was in police custody. Then right after that I called his parents and discuss regarding continuing his studies. I believe punishing him will not give him a bright future but encouraging and guiding will lead him to be a better citizen. I recognize the students’ commitment in studies. Most of them are performing well. They love the school, so, I do recognize that.

4.2.3.10. Promoting the Professional Development

The school documents revealed that the school has a well-established professional development mechanism. Principal gave further explanations about how the school conducted professional development sessions which the school mainly focused developing staff for using the school e-learning system:

Almost one year, we mainly focused our PD sessions to train our staff for our e-learning system. After lot of training, now only we are able to fully integrate the whole thing. And all the teachers are trained to do all the functions of e-learning system. So now we are happy with that. Now academic staff and admin staff and everyone are trained. So, now my load is really less. I’m sure that they will manage it even if I’m not her.

The teacher and the supervisor also stated that they got lot of training about the e-learning system and in other areas. The teacher shared her experience: “PD

sessions are very important to improve our teaching skills. Recently, we get more training about the school e-learning site”. Principal shared the pattern they used to conduct the professional development training sessions: “I believe continuous professional development is the best. Last two years it was like an on-going program. Every week it is mandatory for every teacher to take two hours PD per week” Document analysis revealed that the school PD coordinator kept all the relevant record of the professional development.

Research Question 2:

How does the principal provide the opportunity to the community to involve in school operations?

4.2.3.11. Community Involvement in Schools

The teacher and the supervisor stated that their principal encouraged parents and community to be involved in the school activities. The school annual report also showed that the school has carried out some programs with the help of PTA. The document analysis showed that the school had formed the PTA and the School Board. So, this was the opportunity the principal had given for the community to be involved in the school operations. The principal explained how he involved the community in the school operation:

I try to keep good contact with PTA, school community and with other stakeholder. Here our PTA and the community are very supportive. In order to install ICT facilities in the classroom, we organized many fundraising events. Those events were very successful as we got support from the community. Within a year we have installed ICT facilities in all the classrooms.

Research Question 3:

How much importance is given to provide holistic education in school?

4.2.3.12. Providing Holistic Education

The principal explained the challenges he has faced to provided holistic education: “We are trying our best to do it. As a small school, we don’t have much capacity to do it the way it is supposed to be. We have many barriers including financial and skilled people to do it”. However, the teacher and the supervisor believed that the school provided certain number of opportunities for students to develop various skills. The teacher gave some examples: “We have literary competitions like essay writing, debate and we do have some sports activities too”. The school activity calendar also showed number activities and competitions scheduled for students. This school has a very small compound but some arrangements were made for students to utilize this area for some sports activities. The school activity calendar showed that the school had scheduled to conduct some sports activities and literary activities.

Research Question 4:

What are the roles of principal in integrating ICT in learning?

4.2.3.13. Integrating ICT in Teaching

This school used ICT widely in teaching and learning. The school had a policy for using ICT which gave clear directions for teachers about how to use ICT in teaching. Observation field notes also showed that all the classrooms were equipped with ICT facilities. The whole school had very much ICT oriented culture. Teachers

prepared some work for students to do through school e-learning portal. Principal shared some more details about usage of ICT:

I make sure that ICT is used in teaching and learning process. In addition, we also have a policy to maintain student records and teachers' records in our e-learning system. It is our policy and practice to upload all teaching and learning materials to the e-learning system. So, I believe that the next teacher who will join us will not have to create those materials again. As the teacher uploads the learning materials to the e-learning system, students can access these from anywhere they want.

The principal stated that his role was providing the ICT facilities, training the staff, making and implementing the school ICT policy. The teacher explained how they used ICT in teaching: "We use ICT in teaching, we teach by using power point presentation, videos, photos and other materials. Students are also given opportunity to use these facilities in their learning". The supervisor stated that the school encouraged every staff and student to use ICT widely for the purpose of teaching and learning. She said that the school has provided free Wi-Fi for students and staff.

Research Question 5:

What are some important characteristics, behaviours and responsibilities of principal as an instructional leader?

4.2.3.14. Some Important Characteristics, behaviors, and Responsibilities of an Effective Principal

The Principal believed that his most important responsibility would be directly involving in teaching and learning process and conducting professional development programs for teacher development. He further stated: "I believe that my role should be focusing the academic development of the school". The teacher

believed that the principal's main responsibility should be planning and implementing the school development programs. The supervisor shared her views: "Principal should be a tolerant person who is not always finding others fault, this will create a positive environment. Principal also should be easily approachable".

Research Question 6:

What is the relationship between principal's instructional leadership patterns and the level of student achievement as perceived by instructional staff?

4.2.3.15. Association between Principals' Behaviors and Student Learning

The principal and the other two participants believed that there was an association between the principal's instructional leadership behaviors and student learning. The teacher justified her views: "I believed so, because principal's involvement in teaching and learning motivates both students and teachers. Hence there is a positive relation". The supervisor assumed that to maintain the school discipline, the principal's role was very crucial. She also stated that without managing the discipline learning would not take place in a school. The principal also shared his experience: "I have been working with present grade ten students since they were in grade eight. The close connection and communication between me and the students really motivate in learning. We can see a progress in their performance".

Research Question 7:

What are the barriers to be instructional leaders in the context of Maldives?

4.2.3.16. Barriers to be an Effective Instructional Leader

All the participants believed that there are some barriers to be effective principals. The principal shared his views: “One thing is the perceptions of the community and high expectations from the public. Teachers’ professional capacity is also a challenge. Finally some policies of Ministry of education are also challenge to be an effective instructional leader”. The supervisor believed that dealing with a diverse workforce was a barrier to the principal.

4.3. Findings from Cross Case Studies

This subsection reports the findings of cross cases analysis. The cross cases of the three study schools revealed common instructional leadership patterns from the three principals. However, there were similarities and differences within the context of each case. The findings of cross cases analysis gives a better understanding to the readers about the different levels of instructional leadership patterns practiced in the three selected schools.

Research Question 1:

What are the views of the instructional staff about the principal’s instructional leadership practices in the dimensions of defining school mission, managing the instructional program and promoting the school learning climate?

4.3.1. Vision/Mission and Goals

The principal of the School A said: “It is essential to have a vision to give direction for the school and to know what it is that we are working to achieve”. Each of these schools had vision and goals. This had been revealed from the strategic plans

of all the three schools. These schools used their school vision when they made the subject improvement plans. The principal of the School C explained the focus of his vision. “Mostly the vision and things were based on the improvement of the instructions and the areas we wanted the school to work to reach our targets”. The principals believed that vision and goals were important because they give direction to lead the school.

The principal of the School A stated that when he joined the school there was a vision but it was too lengthy. He explained how he revised the vision and mission of the school:

Honestly speaking, when I joined here there was a vision and mission they were quite lengthy and then I realized that the vision and mission is not known or its difficult to remember for people so, we have had a meeting with senior management and now it is in the process of formulation of a new vision and a mission.

All the three principals mentioned that they reviewed the vision/mission and goals with school staff and parents to see if they needed to bring any changes to the existing vision. The supervisor of the School B shared the practice in his school: "The vision is something we reflect on each year when we start the year off". All the supervisors participated in this study agreed that schools need to have a vision and goals as it gave them proper direction and guideline to focus their efforts.

All the teachers participated in this study believed that vision, mission and goals were important to develop the schools. They said that their vision and goals were focused on developing student learning. Regarding formulating the vision and goals, one teacher said that mainly the senior management staff was involved in developing them but teachers' ideas was also included.

4.3.2. Communicating the Vision and Goals

The principals of the School A and School B believed that it has been communicated. The principal of the School C shared his practice: “The vision and mission are displayed in each classroom and we also put the vision in the school letter head”. He further stated that it has been communicated through school activities. The principal of the School B shared how he communicated the school vision and mission: “The vision and mission is displayed in the school website and also it has been put in the printed documents”. He further explained the things he did to communicate the vision and mission. He also pointed out the limitations he has faced:

Vision and mission is also uploaded in our school intranet plus, websites but which has no meaning as such because nobody bothers about this at present. So this method is not an effective way of communication. I do believe that we can also have a vision and mission displayed in the school campus or somewhere but we have limitations in this so it's not yet practical.

The principal of the School A stated that vision and goals were not communicated directly although they were put on slips and other printed materials.

He shared his views:

Actually I haven't yet fully communicated the new vision statement with the parents and I have a feeling that neither was it done for the other vision statements or mission statement that was there earlier in this school. Even the new visions have not properly communicated after a lapse of two month.

However, the principal of the School A happily said that he shared the vision and goals with his staff:

So it's not directly communicated with the parents and rest of the community out there. But I am very specific about communication and sharing it with the teachers. And every staff meeting after I came

here, we had had three staff meetings, and in every staff meeting in my presentation the first thing I do is to read aloud the vision statement and mission statement and also in specific functions like teachers day functions there I remind them about this vision statements.

This principal shared what he planned to articulate the vision and mission: “What I am doing right now is to have the mission and vision displayed outside the school. But I think we need to go a little bit deeper into that”.

All the three principals agreed that when they make any decision they gave thought and consideration as to how their decisions contribute to achieve the school vision and goals. The principal of the School B explained how school decisions were aligned with vision and goals: “Whenever we take a decision to start a new program or activity we ensure that the activity we conduct helps to achieve the school goals”. Although the principal believed that their goals were related to the vision and goals, the supervisor had completely a different opinion:

In the Maldives, we make very pretty and beautiful visions and missions but at the end of the day our goal is always if it is an A level school, to make sure that our students get a pass. But what we write in the vision and mission is so ideal. So, to be honest, it does not reflect to the vision and mission. What we write in our mission or in vision and what we do in our real schools it is very different.

All the supervisors participated in the study stated that vision and goals were communicated to a certain extent but they believed that it should be done more frequently in a larger scale. The supervisor of the School B shared his experience: “Frankly not enough, yes we do communicate but I don’t think we have so far done enough to the level that we should have done. Mostly, within three years’ it has been communicated with parents about two or three times”. But, this supervisor said that

the vision has been communicated with the students in the school assembly. However the supervisor of the School A stated: “Only recently the school has started talking about the mission, vision and goals a lot but previously it was not the practice”.

All the three teachers believed that vision and goals were not properly communicated with the school community. The teacher from the School A said: “During the last three years I was here but, it wasn’t that well informed to the teachers”. The teacher from the School C shared her observation,

In my knowledge, it is not communicated. I mean those particular keywords might not be used but, often teachers are told and parents are told what we are trying to achieve. But it is like to making lots of students pass, taking our students to the national top-ten. But, I feel using the exact words and actually explaining that this is our vision and mission would be a good thing to do.

When I asked a teacher about the relationship between the school goals and vision, she expressed her views as follows:

Since I have not really seen the written down mission and vision, I’m not sure exactly. What I believe is, these people at the top who would actually be making us work for a particular goal would be relating it to the main mission and vision. That’s what I feel.

However, the other two teachers believed that the goals and vision were related to each other. Nevertheless, none of the school has made the vision and mission visible in the school compound. However, all the schools tried to disseminate the vision by putting the vision on important documents like the school letter head, school plans and school booklets.

4.3.3. Supervision and Evaluating the Instruction

There was a common belief among the participants regarding the internal supervision system. They all believed that these schools had a well-established supervision and evaluation system. Document analysis reaffirmed that all the three schools had good internal supervision systems. They had supervision records, schedules, tools used to observe the lessons and reports about the supervision and evaluation system of the schools. They also had records of checklist supervisors used to monitor the teachers' preparation for instruction. The documents showed that it was mandatory for each supervisor to observe each teacher minimum twice a semester. The principal of the School A stated: "The purpose of the supervision is helping the teachers and developing them". The Principals from the School A and School B stated that they had both formal and informal supervision in their schools. However, the principal of the School C believed: "I don't encourage any supervisor or any teacher to do informal supervision here in this school". The principal of the School B explained how his school conducted the formal supervision: "When conducting the formal supervision, supervisors use the following procedure: pre-lesson conference and after the lesson observation post lesson conference is held to give feedback". The principal of the School A shared how his school conducted informal supervision in his school. "Supervisors walk along the corridor and sometimes they stop near the window and wait for few minutes. Then they record what they have seen from the classes. If required the supervisors give feedback to the respective teacher".

All the three principals believed that supervision and evaluating the instruction was highly important to improve student learning and achievement. These principals

stated that they conducted supervision through supervisors and their main role was to ensure that supervisors carried out the supervision according to established mechanism. The principal of the School B shared his practice: “Now every supervisor in the SMT will have to report at least two observations they conducted during the week. So it is compulsory. So each and every supervisor will have to observe minimum two observations a week”. This principal also shared the difficulty he faced due to having some incompetent supervisors in his school:

Most of the supervisors in this school are from Islam and Dhivehi background; hence they are unable to supervise any other subjects. Consequently, we internally appointed subject coordinators to work with these supervisors. These subject coordinators do the lesson observations and those supervisors mainly focus on discipline issues.

The principal of the School A stated that when he joined the school, supervision was not regularly practiced there. He assumed this because he could not find any records of supervision. He said that now, it has been agreed that each supervisor observe each teacher twice in the first semester: “In order to do this, each supervisor observes two lessons per week”. This principal also stated that he requested each teacher to observe one teacher during the first semester. He believed that peer observation would help to develop the instruction.

The principals believed that regular feedback was important for teachers to improve the instruction. The principal of the School A also commented: “Teachers need to be continuously given feedback, unless or otherwise they are given feedback

they don't know where to improve". This principal highlighted the importance of regular supervision for teacher development and motivation as follows:

If, teachers are not observed properly, they feel they are left alone. So, when they are left alone they feel so much of loneliness. They don't have the fun of career. So, they have so much of disappointment, they don't know where they are going, what their targets are, whether they are achieving the targets or whether they need any improvements.

The principal of the School B shared how he used the information collected through supervision:

We do give feedback to the teachers and we formulate our professional development programs based on the general feedback that we get about all the teachers. So when we find out there are some common problems seen in all the teachers like usage of multimedia and the classroom management and the time management. Once we observe the general problems of all the teachers we focus our professional development program on these areas.

All the three supervisors stated that they had a well-established supervision system in their schools. The supervisor of the School B said: "As a routine we observe and give feedback to minimum two teachers per week and present the observation report to the school SMT. However, this supervisor noted that supervision was not properly practiced in the previous years.

The supervisor of the School C explained how the supervision has been conducted in her school:

In the pre-lesson conference, we usually discuss how the teacher has decided to carry out the lesson including the objectives, activities and evaluation. We also give them opportunity if they have any questions to ask from us. After that we go for the observation and after that we give them the feedback. During the feedback session, both the supervisor and the teacher will discuss about the strengths and weakness of the lesson. Based on the discussion, some targets will be made for the improvement of the weak areas. So, next observation I will focus to those agreed upon areas.

Supervisors highlighted the importance of both formal and informal supervision. They had observed that sometimes informal observation was better as they could see teachers teaching in their natural way without any stress from the supervisor. But when it comes to formal observation, supervisors noticed that teachers taught well to show the supervisor and sometimes teachers got stressed due to the presence of the supervisor in the class. The supervisor of the School A shared her experience: “In formal observation we give written feedback whereas in informal supervision we just give the feedback orally. This supervisor found out that oral and informal feedback was much more effective.

Supervisors explained how the schools used the information gained through supervision. According to the supervisors, there were two main uses of that information. Firstly, this information was used to give feedback to the teachers. Secondly, this information was utilized to design the staff professional development programs.

All the three teachers confirmed that regular supervision and evaluation was going on in their schools. All the three teachers said that their supervisors observed them and gave feedback at least twice a semester. The teacher from the School C expressed her concern about the present supervision system and gave some suggestions for the improvement:

I think at present what we have is the very conventional method of supervision. Somebody observing the class like a supervisor, observing the class and coming back and giving feedback, but we don't really have the kind of things like peer observation, peer teaching and mentoring at present.

All the three teachers believed both formal and informal supervision were important for the teachers' development and improvement of the instruction. The teacher from the School A shared her views: "I think informal observation is better because, it gives less tension and I guess it creates less stress to both the teacher and supervisor. Formal observation it creates lot of tension. Even formal observation creates lot of pressure for both the teacher and supervisor".

When teachers were asked if they knew how the schools used the information gained through the supervision and evaluation, different teachers gave different answers. The teacher from the School B believed that the information was used to give marks to her appraisal form. However, the teacher from the School A assumed that through the supervision the management could ensure that the school was going on the right direction. The teacher from the School C shared her views: "I have observed that most of the professional development sessions were targeted to improve teachers' teaching skills. This means the school management uses the information gained though supervision to design professional development sessions".

Regarding the aims of supervision and evaluation, one teacher said that through supervision school management knew what was happening in the classroom and around the school. This teacher further stated that supervision helped the supervisors to identify the teachers' weakness and strengths. Consequently, supervisor provided guidance to the teachers for further improvement.

4.3.4. Coordinating the Curriculum

All the three principals affirmed that their schools conducted subject coordination meeting once in a week. They believed that curriculum coordination

was highly important to maintain the standard in the whole school. The document analysis also showed that all the three school had coordination meetings once in a week. They kept the records of these meetings in a systematic manner. The principal of the School B shared the practice of coordination meetings in his school:

We do have head of departments and under each head of department there are different subjects. We have departments like science department, business, mathematics, English, Dhivehi, Islam. So under the science department there will be subjects like chemistry physics and biology. And each and every Thursday we have a coordination meeting. For each subject again there is a subject coordinator, for example, for biology there is a biology coordinator. We do this because the head of department appointed is from a particular subject background. Hence, he is not able to help in all the subjects, so we have a subject coordinator for each and every subject. And under the guidance of this particular subject coordinator they discuss what is to be taught, at least for one week and even in this meeting they do lesson planning and other things like work sheets, and lesson notes. They also discuss about the suitable teaching methodologies to teach the selected concepts.

All the three supervisors agreed that they regularly conducted weekly coordination meetings. Supervisors said those meetings were conducted in department wise and each department was headed by a HOD. According to the supervisor, in the coordination meetings, teachers discussed about the content and teaching strategies.

All the three teachers also affirmed that there were weekly subject coordination meetings in all the selected schools. The teacher from the School C shared her experience:

Every week we have subject coordination meetings. So, we all the teachers meet together in subject wise and discuss what's going to be

done in the next week. We discuss about the kind of suitable activities and how to differentiate the activities to different ability levels.

Regarding the importance of subject coordination the teacher from the School A shared her views: “It’s very important to sit all together and discuss about the content of the syllabus. I think we have improved lot by doing that because we are getting different information from different teachers”.

4.3.5. Monitoring the Student Progress

Among the principal participated in this study had a belief that monitoring the student progress was very important to cater all the students in the school. They also stated that their schools had well-established student monitoring system. Document analysis also has shown that these schools had good mechanisms to monitor their students’ progress. Mainly students were monitored through formative and summative assessments. All the three school have kept the results of these assessments for individual students, classes and grades. The principal of the School C shared how he monitored student progress through teachers:

We have made it mandatory for the teachers to evaluate the students after every topic. After the evaluation teachers should submit the report to their supervisors and supervisors bring it to the SMT meeting. So at the end of the day no supervisor not even I can say that we didn’t know about it (Laugh).

This principal explained the importance of monitoring the students as follows:

If we don’t make teachers evaluate the student progress regularly some teachers will be careless in teaching. They don’t worry much. They simply deliver what is required. They don’t bother about the outcome of it. They go on continuing. So at a point we just realized

students don't know the prior knowledge. So now we have a system like that I can check every student's progress through this system.

The principal of the School B shared his views regarding monitoring student progress by meeting the teachers:

We are working for the development of students. So unless or otherwise principals meet these frontline people. Those who are going actually into the classroom and unless we meet them we don't know what is happening. We may hear a different story from our middle management staff but this doesn't mean that we don't trust them. It means that we are just triangulating the information that we are getting so, it's extremely necessary to meet teachers regularly.

All the three principals stated that, apart from monitoring student progress through teachers, based on academic performance in the exam results, they met different departments to discuss the curricular weakness and strengths.

All the supervisors participated in the study said that their principals monitored the student progress through different ways. Some supervisors said that their principals met individual teachers to inquire about the student progress. They also mentioned that their principals met different departments to discuss about the strengths and weakness of the respective departments.

Regarding monitoring student progress by the principal, all the teachers thought it was very vital for the improvement of student learning and achievement.

The teacher from the School A shared her views:

When principal monitors the student progress then only the principal will know what is happening in the classrooms. Suppose, in same class students are good in one subject but they are very weak in another subject. Once the principal realized this he can make teachers responsible for student progress.

When teachers were asked if their principals meet with different department to discuss about the strengths and weakness of student learning, one teacher said that her principal did it. But the other two teachers stated that their principals did not meet their departments for this purpose.

4.3.6. Protecting the Instructional Time

The principal of the School B stated with confident that in his school he protected the instructional time from external interruptions. The principal of the School C mentioned that some of these interruptions were unavoidable: “Because we sometimes need to give slips to the students or a supervisor might go to the class to inform something. And there is no other option to do these things”. The principal of the School A said “Actually I haven’t put a thought into that and there is nothing done to minimize it. So we haven’t put a focused thought into minimizing these interruptions”.

All the three supervisors stated that they were struggling to protect the instructional time but still some such things were going on. They also believed that external interruptions cannot be completely stopped due to some unavoidable reasons. All the supervisors said they gave slips to parents quite often and somebody must go to the classes to give those slips. They also said that there were demands from the government offices and NGOs to meet the students for different reasons. Some of those meetings were held during the session time. The supervisor of the School B described the situation of his school:

There are reasons why interruptions are common and unavoidable. For example, whenever Police, National Defense Force, City Council or NGOs organize any social activity they want to interact with the students. When get the request from these parties to meet our students it's difficult to reject their request because they also come with something good for the students. The sad thing is some of these meetings are held during the session time. Last week we had a session for the students about local government.

The supervisor of the School B also shared how his school made an arrangement to minimize the distractions:

At the beginning there were many situations like this now I think it is quite minimized. Recently, we realized that we are also making mistakes like every day we are sending the slips for extra class and we noticed we are giving the slips now and then. So we have decided to fix a time to give the slips so, now we give slips only at 12:45. But still some interruptions are there, but we are trying to minimize it.

Regarding protecting the instructional time, different teachers had different perceptions. The teacher from the School C believed that there were not many interruptions except some announcement and distributing slips from the school. Similar to the supervisors of the School B, the teacher from the School B also said that in her school, slips were given in the last five minutes of the session, hence there was no interruption. However, the teacher from the School A shared a different perception, "There are interruptions. I don't think that any adequate measures are taken to minimize these interruptions. Sometimes, I guess that we can't avoid this because we should give slips during the session. There wouldn't be any other time to do it".

As a means of walk-through near the classroom, I had observed the classes and found that most of the teachers from the three schools were teaching the students by engaging and the students in uninterrupted classrooms.

4.3.7. Maintaining High Visibility

The principal of the School C shared his views regarding maintaining high visibility: “I think it displays that how enthusiastic I am. How much I want to work. How hard I work. It informally communicates with school community how much I care for the students and teachers, how much I want to ensure that everything goes well”.

Regarding the importance of maintaining high visibility the principal of the School B shared his views:

That is also important because, we just sit in one room away from them will give them wrong meaning that we do not care about what is going on in the school. So, it must be a friendly atmosphere for the teachers as well as to the students so, that shows we are working as a team.

The principal of the School A has a different view about the principal’s visible presence.

Actually that is important right now in this situation, even though I believe that that’s not necessary, practically what happens is that has a difference when we are around. There is some kind of a noticeable difference and we also could see it ourselves and definitely other teachers also would see.

All the three supervisors agreed that the principals’ visible presence was highly important for many reasons. The supervisor of the School A said that the students’ behavior would be improved if the principal was seen around the classrooms and school compound. The supervisor of the School C shared her views as follows:

He knows about how everything going around in the school. What are the concerns of the staff and individual teachers, and also teachers will feel that someone is observing, someone is there to see what we

are doing. So, at least, they do something just to show him (laughs) so, there is a proof that they work very well. This is why I said visibility is important.

Regarding the importance of principal's visible presence, all the teachers participated in the research agreed that it was very significant. The teacher from the School C shared her views: "That probably shows that he is concerned and he cares for the school matters. When we see the principal personally being around and checking out things we feel that he is interested on what we do. This makes us inspired and more serious in our work".

The teacher from the School A expressed her perception: "Then only he knows what is going on in the class, staffroom and the whole school. When he is around he can observe the teachers' work and students' behavior. This gives him a clear picture of the school". The teacher from the School B believed that principal's visible presence was highly important because it would help to make students serious in studies. All the teachers participated in this study agreed that they were very motivated by seen the principal while they were doing any school work whether it was curricular or extracurricular activity.

When the researcher was in these schools he has found that all the three principals maintained high visibility. They spent time in the school compound, near the classroom and other areas of the schools. Even the principal of School B was found in the school cafeteria while students were having lunch.

4.3.8. Motivating the Teachers

Different principals used different strategies to motivate their teachers. The principal of the School C shared what he did to motivate his teachers: “Motivation, really, that’s a very big task. One thing I use is to send an SMS after every activity. I would identify teachers who participate, and then I would send words of appreciation through SMS”.

The principal of the School B used a different strategy to motivate his teachers. His main concern was to avoid teacher frustration by providing necessary materials. He shared his practice: “One of the frustrations of a teacher is like, when they want to teach if they do not get proper support from the school then they will be frustrated. I make sure under my management any complaint by the teacher will not be made unattended. So, we do attend the teachers’ complaints and if their request for teaching materials whatever requested is provided to them”.

The principal of the School A expressed the difficulty and challenges he faced due to the education system of the country.

“Actually that’s rather difficult question to answer motivation at this point of the year where teachers are having so much of trouble and they are undergoing so much of chaos actually like salary and allowance. They are not fully satisfied. They are not fully satisfied about the system itself”.

However, this principal said that he introduced a recreational club to bring fun to the school and motivate the teachers through the club.

All the three supervisors believed that their principals tried to motivate the teachers in different ways. The supervisor from the School B said that his principal

motivated the teachers by having a very positive and healthy relationship with the teachers. The supervisor from the School C said that her principal motivated the teachers by appreciating the good work of the teachers. The supervisor from the School A described how her principal motivated the teachers:

My principal maintains a good relationship with the teacher. This close relationship really motivates the teachers. And also, informally he approaches and talks with teacher just like a friend. That's also something that really motivates them. He's not always the boss, sometimes joins with us in department meetings. He gives the suggestions about designing our worksheets and other teaching materials. I think it's an encouragement when the principal invites individual teachers to meet him personally to discuss about the school matters.

All the teachers believed that they were motivated when the principals individually met them and discuss about the school development and student learning. They also stated that when their work has been recognized and appreciated by the principal they became more motivated. These teachers also highlighted the significance of building a healthy connection between the teachers and principals.

The teacher from the School C shared her experience:

“He appreciates the things that we do well. Even when he criticizes he does it with respect. We do we understand that he is criticizing for our own good. And almost all the time even the little things he appreciates and shows that he is happy, and for the students he does the same thing, whatever they do well, he makes sure he lets them know”.

4.3.9. Motivating the Students

The principal of the School C shared his practice in this regard: “I personally meet the students and encourage them to do well in the exam. And I find that after meeting those students their performance has been improved significantly”. All the principals stated that they conducted the school prize day very colorfully to

recognize the student accomplishment. So, they assumed that the main source of motivation came through the prize day. Document analysis also showed that all the three school had colorful prize day booklet. This revealed that the importance given to celebrate the prize day. All the supervisors stated that their principals did different things to motivate the students. The supervisor from the School B shared his observation:

“To be honest our principal is very friendly with the students. I can say he is friendlier than us. So there no communication gap between the principal and students. He has a very good relationship with the students. This close relationship motivates the students to study well and behave well”.

This supervisor gave some details based on his observation:

Regarding motivation, often our principal will address the students weekly. I think he gives a try at least to address the students once a week. Normally, when he is roaming around the corridors and if it happens to be a relief period then he will enter the classrooms most of the times. After entering the classroom he asks the students about their issues and their problems and if he feels that there is something that can be fixed immediately he will come from class and tell us to see the possibilities to fix it. Therefore, when students feel that principal takes care on them they are motivated to cooperate with their teacher.

All the teachers participated in this study believed that principal’s interactions with students motivated them to learn better. The teacher from the School B said: “When the principal interact with students, that helps to improve students behavior and they try to be more serious and focused on their studies”.

The teacher from the School C expressed her observations, “To motivate the students, good students are always noticed by the principal and even he meets with

them. For example, during the O' level exam he encourages the students to perform their best and make the school and their parents proud of them”.

4.3.10. Promoting the Professional Development

The principal of the School B mentioned that the main focus of his professional development programs was addressing the needs identified through various sources like lesson observations and discussing with teachers. The principal of the School A explained his role in the professional development: “My role, I consider my responsibility is to make sure that every teacher develops professionally and every staff in the school lives in a collegial environment where there main focus is their professional development”.

The principal of the School B explained his role in conducting the professional development programs:

My role is that I instruct the leading teachers to conduct supervision and I just monitor the supervision feedback and then identify the common areas and weak areas which need guidance. So, once identification is done I talk with the professional development coordinator to develop a professional development program in these areas.

Although three specific days were allocated in the academic calendar for the professional development, the principal of the School C highlighted the importance of continuous professional development. He shared his experience in the continuous professional development conducted in his school: “Last two years it was like on-going programs. We had like, throughout the year programs. Every week it is mandatory for every teacher to take two hours of PD. So I believe continues professional development is the best”.

All the three supervisors stated that their schools conducted professional development programs at least three times a year. The supervisor from the School B said that in his school they conducted three mandatory PD sessions and other department level PD sessions. This information was found from the document analysis. All the three schools had PD coordinators and they kept the records of the PD sessions. These records showed the details of PD sessions which included the topics covered with duration and the name of the participants who completed the different sessions. The supervisor from the School C shared how her school conducted the professional development sessions:

We conduct as education ministry advised. It will be a minimum of 5 hours per sessions and there will be three sessions per year. Before designing the PD sessions we ask our teachers to identify their needs. Apart from the teachers' needs if the managements feel that we need to take any specific topic we include this in our PD. For example very often in our PD days at least one hour we spend on how to prepare our mark sheet and attendances and our school intranet system. We take these sessions to make the teachers aware of these things, because most of our teachers are expatriates and teachers turn-over is quite high. So we have to give focus on these areas. When we conduct the PD, our principal plays a facilitator's role.

Regarding the professional development, all the teachers affirmed that their schools conducted professional development programs in a regular basis. They believed that the professional development sessions helped them to refresh their teaching skills, classroom management and lesson planning.

The teacher from the School C shared her experience as follows:

That is to improve the teachers' skills and it focused on technology also because the school is taking a turn towards a virtual school. Through virtual site all the materials are uploaded into that site and

the students can even view those at home. So, in our professional development particular attention is given in improving the teachers' skills in technology.

Research Question 2:

How does the principal provide the opportunity to the community to involve in school operations?

4.3.11. Community Involvement in Schools

The objective of the second question of this research was to examine the involvement of the community in school operations. The document analysis revealed that all the schools opened opportunities for community to participate the school operations through the school PTA and School Board. All the principals participated in this study, explained the level of community participation in their schools.

The principal of the School C said that he successfully involved the community in the school development. He stated that school Parent Teachers Association (PTA) and school board played a major role in the school development. He shared his experience:

After coming to here in 2011 it was really challenging for me to build a reputation of the school. PTA was not enough. Board was not enough. And everything was so politicized that I had to bring it to a situation. So after we decided in the PTA we selected a committee. And we selected stakeholders like Island Office members, shopkeepers and businessmen. Different people are there. We have 20 people and we have meeting for like two months. We had six meetings. I try to intervene into the community for them to see that school is part of them and part of their property. And for fundraising activities and things they are very supportive. In 2012, we started multimedia project for the students. Before the end of 2012 we got TVs for all the classes. And with it goes this e-learning project. Within no time we were able to do it. Establish the physical structure and other things. All these things happened through the PTA and through the community.

The principal of the School B said that there was not much involvement of the community in his school. He explained his situation:

Actually, honestly speaking, when it comes to the parents and other stake holders, we do not have any program to involve them as such at the moment. There are problems because, we can see in primaries parents will be monitoring the activities of the school and then they even will go to school but when it comes to higher secondary our parents feel that these children are grown up and they leave them. So, it's very difficult for us to get in touch with the parents.

The principal of the School A shared the difficulty he faced in involving the parents in the school activities:

I am struggling, in that aspect, because the parents over here are quite disappointing. I have come to understand that parents have lost their motivation or maybe their enthusiasm after a special or maybe a critical incident that has happened over here and which I don't want to go into details. We have ninety-four class representatives and I did call all the class representatives for a meeting. And only twenty of them came. And that's a very minimal number. Only twenty of them came and I, myself attended the meeting and I explained and I briefed what we are going to do and that was for the refreshment of the prize day. So that was just three days or two days before the prize day and we did brief about what they are supposed to do and we instructed to come the next day and only less than half of those twenty came for the actual activity.

This principal further stated that the school has not fully built a good rapport with the parents. He said that after he joined the school he was trying to build a good relationship with the parents and other stake holders of the school.

Regarding the community involvement in the school operations, different supervisors had different experiences. Two supervisors said that their principals involved the parents and other stakeholders in the school activities. However, one supervisor stated that there was no active involvement from the community including the parents.

The supervisor from the School A shared the situation in her school:

“I can say our current principal is very keen to involve the community in every stage of school operations including the planning the programs. Always he talks about the importance involving the community in the school activities. If I can give you an example, in the recent teachers’ day parents, teachers and students, all were engaged, and all were equally involved. He keeps on talking with us about how important it is to have a good relationship with parents. He believes that school is teachers, students and parents. Everyone together is school”.

The supervisor from the School B shared a completely different scenario about the community involvement in the school operations:

I think as a member from the school management I shouldn’t be saying this but, to be very honest in the four years I have been here, I do not see specially the parents involvement in the school. To be honest almost not at all, I think PTA is there but, may be it comes once a year that is for the inaugurations, after that I never found them. So I can say that there is no involvement of parents in the school.

Regarding the community involvement in school activities, all the teachers stated that their principals encourage the parent to participate in the school activities. The teacher from the School C shared her experience: “During the PTA meetings and grade meetings with the parents the principal talks about the general conditions of the

school and tries to encourage them to help the school in any way they can". The teacher from the School A shared her experience:

Whenever there is a function or any other program, parents will involve in those programs. They help us in decorations and organizing the functions. Most of the time, these parents are very good. They are always willing to help us. So, we give chance to the parents.

Research Question 3:

How much importance is given to provide holistic education in school?

4.3.12. Providing Holistic Education

The objective of the third question of the study was to identify if principals provided holistic education in the selected schools. All the principals shared how they provided holistic education in their schools.

The principal of the School C stated that there were barriers to provide holistic education in his school. By explaining the difficulties the principal mentioned the limited money available and lack human resource like coaches and other skilled people in the school. Despite the difficulties, this school conducts annual sports festival with the help of the community. Besides, the principal mentioned the gap between academic activities and skill development: "Although, different skilled areas are limited we conduct lot of academic activities for the students". The principal of the School B said that he conducted life skill training and some vocational education courses in his school. All these schools had prepared the activity calendar for the year. In activity calendar different days were allocated for

different activities. These activities included sports activities, uniform activities and literary activities.

The principal of the School A explained how his school provided holistic education:

Umm, of course several efforts are being put, like for example, ah, sports activities are continuously ah, conducted for all the students, and ah, like for example in this school even before I joined, we had a day like Thursday after interval is schedule, is a scheduled day for extracurricular activities and co-curricular activities. Since this is a one session school, it's easy, easily managed. So, after interval every Thursday club activities are carried out and we also have house activities in inter-house, in inter-house programs, inter house competitions.

All the supervisors participated in this study agreed that they provided holistic education in their schools. The supervisor from the School B stated that they focused on teaching the students the skills and attitudes as means of holistic education. The supervisor from the School C shared her experience as follows: "We have various clubs for activities. Recently, this year we have introduced a program which only specifically focuses on the skills development where they can use the knowledge that they have gained in a practical situation".

Regarding providing holistic education, the teacher from the School C believed that her school did this very effectively:

Apart from classroom teaching, we also have lots of other activities like swimming, singing, sports and other literary activities. Students are also made to participate in voluntary work and environmental awareness programs. We also have cultural activities and students participate in these activities too.

The teacher from the School A shared her experience in providing holistic education as follows:

“We have Thursday program, which means every Thursday after the interval students are participating different clubs and practice different skills. In this program, our role is just guiding the students. They do almost everything in their own. This is a good experience for both the teachers and students”.

Research Question 4:

What are the roles of principal in integrating ICT in learning?

4.3.13. Integrating ICT in Teaching

The objective of the fourth research question was to explore the contribution and duties of principal in integrating ICT in teaching in selected schools. All the three principals believed that in ICT integration, they were playing a facilitator's role. All principals participated of this study explained the situation of ICT integration in their schools.

All the principals believed that integrating information and communication technology in learning is highly important. Two principals, principals from the School B and the School C stated that they have fully integrated ICT in teaching and learning in their schools. However, the principal of the School A stated that he was trying to provide enough facilities for the whole school. The principal of the School C shared how he has integrated ICT in learning:

I believe ICT can be our slaves that we can always use, reuse and it can be regenerated for the purpose of learning. I make sure that ICT is used to maintain the records of the students' performances plus all the materials that are being used to teach will be very nicely recorded

in the system. So I believe that the next teacher who joins us, he will not have to create a lesson plan he will not have to create materials but he can add onto the knowledge. Knowledge is already created, so that teachers should not to do it repeatedly. I want the next person to add the knowledge into to develop it further.

The principal of the School B explained the situation of his school:

All our classrooms are ICT integrated classrooms. We have television sets kept and then we do have computer systems connecting to each television set where at least a teacher in a week will have to have three or two lessons minimum using ICT, making it compulsory. So, I can say most of our teachers use ICT in the classroom.

Regarding integrating ICT, all the supervisors stated that their teachers used ICT in teaching and learning. The supervisor from the School B said that in his school all the classrooms were equipped with large LCD televisions and computers. He also mentioned that the school has provided the internet facilities to all the classes. According to this supervisor, in his school teachers took ICT integrated lessons quite often. The supervisor from the School A said that it was very difficult to teach in primary grades without using ICT. All the supervisors said that their principals played a key role in facilitating the ICT integration in their schools.

All the teachers participated in this study assumed that ICT has been integrated in their schools. The teacher from the School C shared her experience as follows:

I think in our school ICT is very much integrated in learning. We have multimedia in all our classrooms. Even students and teachers are provided Wi-Fi in the school and students and teachers make use

of that. We have a certain number of i-pads in our school. If teachers want, we can actually take them to the class and distribute the students and get work done.

All the teachers believed that their principals as facilitators encouraged them to utilize ICT in learning and they tried their best to provide all the necessary materials.

Research Question 5:

What are some important characteristics, behaviours and responsibilities of principal as an instructional leader?

4.3.14. Some Important Characteristics, Behaviors and Responsibilities of an Effective Instructional Leader

The objective of the fifth question of this research was to explore some important characteristics, behaviors and responsibilities of an effective instructional leader. All the three principals believed that the most important characteristics of an effective instructional leader would be being a friendly person who kept a good relation with staff and the rest of the school community

Regarding the most important characteristics of an effective instructional leader, supervisors identified the following things: maintaining consistency, leadership qualities, punctuality, and understanding the school needs. When teachers were asked about the most important characteristics of an effective instructional leader, all the teachers participated in study said it should be being friendly with teachers.

Different principals saw different behaviors as having positively impact on student learning and achievement. The principal of the School C shared his views: “I believe that an instructional leader should have direct involvement in teaching and learning process-modeling them participating with the teachers in conducting workshops and things”. The principal of the School A also supported this view and said that an instructional leader should involve in instruction to improve the quality of education. The principal of the School C believed that an instructional leader should be a facilitator and this behavior would impact on student learning.

When supervisors were asked about effective behaviors of an instructional leader they said that it should be the interaction between the students and the principals. The supervisor from the School B believed: “I think meeting the individual students by the principal positively impact on their learning. When the principal meets with the students they realize that the principal cares them and loves them. As a result, they do their best in studies and other activities”.

Regarding the effective behaviors of an instructional leader, teachers identified that as encouraging the students, giving feedback to the teachers and been friendly with teachers and students. The teacher from the School C shared her perception

I think our principal is really friendly with the students. I mean you could just stop by and chat with him. That’s one thing I’ve found the students like about him. They say he’s so approachable and even with teachers he is like that you could just go and talk to him and he is really helpful. Another significant thing about him is, you don’t have to fear talking to him, that’s one thing I like.

Regarding the important responsibilities, different principals had different perspectives. The principal of the School B said that as an instructional leader highest priorities should be providing a holistic education and improving the academic performance. The principal of the School B stated the core responsibility of an instructional leader should be monitoring every aspect of the school. However, he said that most frequently he involved in financial matters. The principal of the School A explained his perceptions: “As an instructional leader I believe my duty is to help these kids. My task actually, I want to believe that my task is to ensure that these students are given a good environment where they can coordinate their own activities and they can develop themselves”.

Regarding the important duties of an instructional leader, different supervisors highlighted the different things. The supervisor from the School B shared his perception:

I think it is giving clear instructions and always helping the team to stay on one path, stay focused and always reminding our goals. He also should encourage us to achieve the vision of the school. He should ensure that the school achieves the vision and mission. I think it should be the most focused point as a principal. Everything will be related to the vision and mission.

The supervisor from the School A believed that the main responsibility of an instructional leader should be monitoring the performance of the middle management and ensuring that they worked up to his expectations. “His main role should be to check if we, supervisors are working up to his expectations” said by the supervisor.

When teachers were asked about the important responsibilities of an instructional leader, different teachers identified different things. The teacher from

the School A believed that it would be to help the students to achieve the best they could and motivate the teachers to help the students. However, the teacher from the School B assumed that it would be creating the team spirit among the teachers and maintained a good relationship among the teachers.

One teacher shared her views:

I guess that will be to see if things are going as they are planned. What I mean is monitoring the teachers to check if they are fulfilling their duties or not. Not only teachers but also all the staff should be monitored. In short, I can say the most important responsibility of an instructional leader should be to monitor if people are doing things that they are expected to do and overseeing the smooth running of the school.

Research Question 6:

What is the relationship between principal's instructional leadership practices and the level of student achievement as perceived by instructional staff?

4.3.15. Association between Principals' Behaviors and Student Learning

The aim of the sixth research question was to assess the views of instructional staff regarding the association between principal's instructional leadership patterns and level of student achievement. All the principals participated in this study firmly believed that there was a strong association between their leadership behaviors and student learning and achievement.

The principal of the School B stated that if the principal focused more on instruction and helping the students then students would be motivated to learn. He further said that if the principal involved more in administration by neglecting

students then student learning would be minimized. The principal of the School A shared his thoughts about this point. “Of course, principal is the fuel which drives the engine, if the principal doesn’t have a good perception about instructional ideas, instructional thoughts, there would be very less efforts to improve the instruction of the school”.

The principal of the School C stated that when the principal had a rapport with the students and kept on communicating with them about their performance that has increased student learning and achievement. He further said that students worked harder when the principal personally met with the students and expressed his high expectations from them and monitored their progress regularly. He gave an example: “I have selected a group of students for top-ten and I have been communicating with and monitoring their progress. Finally, they produced outstanding results”.

All the supervisors participated in this study believed that there was an association between the principals’ instructional behaviors and student learning. The supervisor from the School B shared his thoughts, “If the principal is observing everything going on in the school, how the instruction is given by the teachers, then teachers would be more serious on the student learning. As a result, students do better in learning and other activities”. The supervisor from the School A expressed her views:

I will say yes, because, principal is the one who approved our plans and decision to do everything in the school. Even though, we come up with very creative suggestions, if he say no then it will not reach to the students. So, I can say there is an association between the principal behavior and student learning.

All the teachers participated in this study believed that there was an association between the principals' behavior and student learning. The teacher from the School C justified her answer: "Because every action that principal takes is related to the students. And he tried a lot to improve the results of the school. So, I believe these things can impact on student learning".

The teacher from the School A expressed her perception:

Of course, because his behavior is definitely be reflected in everything else happening in the school. If he's really a tolerant person who's not always finding faults with other people, it that creates a very positive environment in the school. But if he is aggressive and looking for faults probably that creates a very difficult environment. So, the employees will have a very direct influence on the working environment. Finally, all these impact on student learning.

Research Question 7:

What are the barriers to be instructional leaders in the context of the Maldives?

4.3.16. Barriers to be an Effective Instructional Leader

Finally, the objective of the last research question was to identify the barriers to be effective instructional leaders. All the principals participated in the study assumed that there were barriers to be an effective instructional leader. They have identified some of things they perceived as barriers. The principal of the School C said that the perception of the public towards the schools and their high expectations

were barriers. He also stated that some teachers' professional capacity also became a barrier. As a last point he said that some of the Ministry of Education's policies and how the Ministry perceived a good principal also became a challenge to be an effective instructional leader. The principal of the School B expressed his views about the barriers:

I believe that principal must be an instructional leader. But what we have to practice is totally different. In the Maldivian government school system there are administrators appointed for example, I believe these administrators role must be all administrative work where as the principal must be an academic person who will be all always focusing on academic I mean instructional aspects of the school, but what happens is that we have to manage even the administrators' role and even the administrators expect us to deal with the education ministry regarding the finance and budgets and then there are so many things that we need to be done before we focus on instructional leadership.

Regarding the barriers and challenges, the principal of the School A shared his views:

There are many challenges like the perception of parents in completing the syllabus, it looks like as if completing the book and if, parents understanding is so minimal that they don't know what is meant by instructional or what the they are not ready to accept the instructional activities that teachers carry on.

Regarding the barriers to be effective leaders, different supervisors highlighted different factors. One supervisor believed that it was due to Ministry of Education's policies and another supervisor assumed that it was due too many administrative tasks. The supervisor from the School B point out a different area and said, "I really believe a school's main driving force is the middle management and if they are not very supportive I think principal will be in a difficult situation".

All the teachers participated in the study believed there were barriers to the principals to be effective leaders. Teachers highlighted the community and some parents as barriers. The teacher from the School A shared her views:

The society may not always accept what the principal does for the school and might not appreciate what he is trying to do. I think the parents are the most difficult barriers that the principal faces”. Another teacher looked at the barriers from a different perspective, “I guess managing so many people who have many different opinions and from different backgrounds definitely will be a challenge, especially, who are older than him might be challenging.

4.4. Chapter Summary

At first this chapter has presented the findings of individual cases. After that cross cases findings were presented. Within case and cross case findings provided a rich knowledge about the instructional leadership patterns practiced in the three selected schools.

The interview data from the three principals, three supervisors and three teachers in this study had given me some rich findings. These findings were focused on the instructional leadership patterns practiced among principals as perceived by the principals themselves and the perception of their instructional leadership by the supervisors and teachers working under them. The data collected from the principals’ interviews described the level and the nature of the leadership behaviors and patterns performed by the principals in their schools. The findings from the supervisors and teachers interviews described if the supervisors and teachers observed the same leadership behaviors as stated by the principals.

The findings from the interviews, documents and observations were organized into sixteen themes that emerged from the study data. These themes are: 1)

vision and goals; 2) communicating the vision and goals; 3) supervision and evaluation; 4) coordinating the curriculum; 5) monitoring the student progress; 6) protecting the instructional time; 7) maintaining high visibility; 8) motivating the teachers; 9) motivating the students; 10) promoting the professional development; 11) community involvement in the school; 12) providing holistic education; 13) integrating ICT in teaching; 14) some important characteristics, behaviors and responsibilities of an effective instructional leader; 15) the association between the principal's behaviors and student learning; 16) barriers to be effective instructional leaders.

The analysis of the documents collected from the schools helped the researcher in verifying what the principals, supervisors and teachers said were happening in those schools. By looking at the school improvement plans, activity calendar and subject improvement plans the researcher was able to identify the vision, mission and goals of the school, and selected strategies for improvement. Besides, these documents assisted me to identify the kind of activities planned for the students, teachers and the community. The school annual results helped me to identify the effectiveness of the selected teaching strategies towards achieving the targets determined in the subject improvement plans. The researcher believed that these findings helped him to find the answer for my research question:

What are the instructional leadership practices of selected principals in Maldives?

CHAPTER 5

5. DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

5.1. Introduction

The aim of this chapter is to discuss the interpretation of findings from chapter four. The main purpose of this chapter is to answer the research questions of this study and explain how the results support the answers. Furthermore, this chapter discusses the implications of these findings for the Ministry of Education and practicing principals. This chapter also provides recommendations for future research. In addition, this chapter compares the findings of this study with those of other studies conducted about the instructional leadership. The purpose of this comparison is to identify the similarities and differences of the findings of this study with other studies of instructional leadership. So, for the purpose of discussion, this chapter presents a brief descriptions of the findings presented in the chapter 4.

This chapter presents the discussion of the findings in the same order they were presented in the chapter 4. As this is the final chapter of the study, the purpose of the research, specific objectives, research questions and major methods used in this study are reiterated. The purpose of this study was to investigate the instructional leadership patterns practiced among the principals in the Maldives. The specific objectives of this study were:

- 1) To examine the instructional leadership practices of selected principals' in the Maldives in 3 dimensions: Defining the school

mission, managing instructional program and promoting school learning climate) as suggested by Hallinger and Murphy, (1990).

- 2) To explore the opportunity given to the community to get involved in school operations.
- 3) To investigate the importance given to provide holistic education in schools.
- 4) To explore the roles of principals in integrating ICT in learning.
- 5) To explore some of the important characteristics, behaviours and responsibilities of principals as an instructional leaders.
- 6) To assess the views of instructional staff regarding the association between principals' instructional leadership patterns and the level of student achievement.
- 7) To examine the barriers to be instructional leaders in the context of Maldives.

5.2. Restatement of the Research Questions

The overarching research question for this study was: What are the instructional leadership practices of selected principals in Maldives?

This study attempted to answer the following auxiliary questions:

- 1) What are the views of the instructional staff about the principal's instructional leadership practices in the dimensions of defining school mission, managing the instructional program and promoting the school learning climate?
- 2) How does the principal provide the opportunity to the community to involve in school operations?

- 3) How much importance is given to provide holistic education in school?
- 4) What are the roles of principal in integrating ICT in learning?
- 5) What are some of the important characteristics, behaviours and responsibilities of principal as an instructional leader?
- 6) What is the relationship between principal's instructional leadership patterns and the level of student achievement as perceived by instructional staff?
- 7) What are the barriers to be instructional leaders in the context of Maldives?

5.3. Review of Methodology

This research focused to examine the instructional leadership practices of selected principals in the Maldives as perceived by themselves, also the perception of the supervisors and teachers working under them. As explained in the chapter three, this study was a multiple case study of three selected principals from three different schools. As a case study, this study totally used a qualitative data, trying to understand the experience of the respondents. So, this study relied on individual interviews, observations and document analysis. The study used a revised instructional leadership behaviour model of Hallinger and Murphy (1990) to analyze the data using within and across cases thematic approach.

The researcher has interviewed with three principals, three supervisors and three teachers. Each participant was interviewed face-to-face. Purposeful sampling

was used to select the participants for this study. The supervisors and teachers had observed and experienced the instructional leadership behaviors and patterns of the principals on a daily basis and they were in a position to provide rich data about the principals' behavior. The researcher also believed that principals could clearly explain what they did to practice instructional behaviors in their schools.

5.4. Discussion

Research Question 1:

What are the views of the instructional staff about the principal's instructional leadership practices in the dimensions of defining school mission, managing the instructional program and promoting the school learning climate?

In order to answer this question, through the data analysis ten common leadership behaviors of the principals were identified and organized as follows: vision/mission and goals, communicating the vision and goals, supervision and evaluating the instruction, coordinating the curriculum, monitoring the student progress, protecting the instructional time, maintaining high visibility, motivating the teachers, motivating the students and promoting the professional development. These ten behaviors were same as the ten leadership behaviors identified by Hallinger & Murphy (1990).

5.4.1. Vision/Mission and Goals

The school vision, mission and goals were considered significant by the principals. They believed that having a clear vision, mission and goals were important because it is where the school was going, what they stood for, what they

were working towards and they gave a sense of purpose of the school. All these schools had vision, mission and goals. This was consistent with literature as Pendergrass (2007) also states that educational goals are given life through the vision of the school and with articulated vision the school can achieve common objectives. Besides, Hallinger (2009) also states that instructional leaders work towards achieving the goals and they take the lead in formulating a clear direction for their schools towards improving student achievement. These principals stated that they used vision and goals to give directions to the school staff.

In order to make the vision and mission more applicable and practicable, these principals revised the existing vision to make it more comprehensive and meaningful. By analyzing the school documents like the school strategic plans, and school improvement plans the researcher further observed that the principals used the vision, mission and specific goals to give direction to the schools and lead the instructional effectiveness.

Similar to the principals, all the supervisors also agreed that schools needed to have vision and goals. They believed that vision and goals helped them to give proper direction of the school. These supervisors also stated that vision and goals served them as a guideline to shape their instructional programs. Senge (1990) also mentions that 'if any one idea about leadership has inspired organizations for thousands of years, it's the capacity to hold a shared picture of the future we seek to create' (p. 9). In addition, Murphy, Elliot & Goldring (2007) state that instructional leaders ensure that schools has clear vision and goals which target student learning.

Apart from the principals and supervisors, all the teachers who joined in the research also highlighted the importance of having a vision, mission and goals. They believed that their schools' vision and goals were focused to improve and develop the students in various aspects including the learning. Similar to this finding, Moffitt (2007) states that the principals participated in his research agreed that creating a vision and setting high expectations assist teachers to deliver high instruction which leads to increase student accomplishment. Effective principals provide a clear goals and sense of direction for the school. They pay attention to teachers on what is important and do not let them get distracted from the proper direction. Effective principals are aware of what is happening in classrooms. Besides, they have a good understanding about the teachers' performance. In order to achieve determined goals, these principals provide training and development opportunities on the real needs of their teachers and school. Effective principals can get the maximum performance from their teachers which are the key to influence the work in classrooms and raise the standards achieved by students (Day, et al., 2008).

However, the teacher participated from the School C pointed out that the teachers' participation was not enough when her school created the vision/mission and goals. As this teacher highlighted, it is very important to involve all the stakeholders when a school develops the vision/mission and goals. This is because, this idea is supported by Hallinger & Heck (1998) by stating that school studies conducted in various countries indicated that more participation from different stakeholders in decision making is characteristics of high performing school. The principals who participated in this study believed that they include the management and teachers whenever they modify the vision and goals. Although these principals

included teachers and management members, they did not mention the names of any other stakeholders of the schools like students, parents and community leaders. This showed that stakeholders' involvement was not very high.

Although the principals stated that they used the vision and mission to give direction of the school, the real directions of the schools might be questionable. The question is whether schools are trying to produce responsible and productive citizens or the schools are just preparing the students for internal and external examinations. This question arose because, a research conducted by Adam (2010) in the Maldives schools states that the competitive nature of Maldivian education system, promoted schools to prepare students to sit for the national and international examinations as highest level of importance. The author further states that in the Maldivian schools, achieving outstanding results in examinations are considered as central accomplishments and believe that is the whole purpose of the schools. As a result, teachers believe that their most important responsibility is successfully transmitting the content knowledge to students for the purpose of passing the examinations (Adam, 2010).

The study revealed that there was consistency among all the three principals as they used the vision, mission and goals to lead and give directions to their schools. Therefore, all the schools had vision/mission and goals. However, they did not involve representatives from all stakeholders when they formulated the vision/mission and goals. It has shown that important stakeholders like parents, students and community leaders were not included at the development stage of the vision, mission and goals.

5.4.2. Communicating the Vision and Goals

There was consistency among the participants in believing that it was important to communicate the vision and goals to the school community. That was because there was no use of a vision if these are not communicated and shared with the school staff. However, the level and methods of communications were inconsistent in different schools. The principal of the School B and the School C believed that it has been well communicated. They explained the methods they had used to communicate the vision and goals. In the school C vision was displayed in the classrooms and it has also been put in the school letter-head. In the School B, they put the vision on the school website also shared the vision through school activities. This principal stated that he wanted to display the vision statement in the school compound but due to the limited resources he was unable to do it yet. However, one of the most essential responsibilities of a principal is to communicate the vision and goals and get support from others to achieve the goals. Murphy, et al. (2007) state that successful leaders are skillful in keeping vision, mission and goals in the forefront of everyone's attention and at the heart of everyone's work.

Although some principals believed that they had communicated the vision which helped the schools to determine the goals and priorities, the supervisor from the School B shared a totally different story. This supervisor stated that in the Maldives, schools made beautiful vision and mission but the schools' goals and targets were getting good marks from the national and international examinations. This supervisor believed that there was no relation between the school activities and communicated vision and mission. He justified his views by stating that in the Maldives, schools were just preparing the students to sit for examinations, so there

was no real use of communicated vision and mission. Adam (2010) supports this view by stating that Maldivian schools give highest importance for producing results from the national and international examination. Therefore, it revealed that the vision and mission were not tied with student learning and the overall development of students.

Although the vision was put on slips and other printed materials, the principal of the School A believed that vision and goals were not communicated directly with all the stakeholders. He further pointed out that vision statement was not even communicated with the parents and students. However, a study conducted by Sarok & Jihet (2012) revealed that the principal who communicates the vision and goals of the school has important connection with teachers' commitment. Suleiman (2013) also highlights the importance of having a vision that is focused to improve student learning:

Leadership roles at all levels are also judged by how well all members of society are equitably served and advanced by the vision of those who work towards meaningful education for all students.

(Suleiman, 2013, p.32)

However, the principal of the School A stated that he communicated the vision/mission and goals with teachers in the staff meetings and in special functions like teachers' day celebration. However, Sarok & Jihet (2012) state that the first task of principal's instructional leadership is to articulate the vision and goals with the school community. They believe that once others know the vision and goals that it would help to improve the academic performance of the school. Specifically, these authors mention that if the principal was unable to communicate the vision and goals,

the school would not have any real objective to achieve and this would de-motivate the teachers.

All the supervisors who participated in the study believed that vision and goals were communicated to a certain extent but they thought that it should be done more frequently on a larger scale. The supervisor from the School B stated that it has been rarely communicated with the parents. But this supervisor stated that it has been communicated with the students in the school assembly. Unlike this supervisor, the supervisor from the School A said that only recently her school started talking about the vision and before that it was not practiced. However, Hallinger (2010) explains the importance of communicating vision and goals:

The ability to articulate a learning focused vision that is shared by others and to set clear goals creates a base for all other leadership strategies and actions. The principal's vision and goals should be linked to core values of the school's leadership team and the school community more broadly. Visions written down on paper only come to life through the routines and actions that are enacted on a daily basis.

(Hallinger, 2010, p.137)

Unlike the principals and supervisors, all the teachers who participated in this study believed that vision and goals were not properly communicated with the school community. The teacher from the School A justified her answer by saying that in her three years of tenure in the same school it was not informed to the teachers. The teacher from the School C stated that those key words in the mission and vision statement were not used when the principal communicated with students and parents. She said that teachers and parents were told that the school was trying to improve student learning and achievement. But she felt that using the exact words and

explaining the meaning of the vision statement would motivate the teachers and parents to achieve it. Similar to this teacher, DuPont (2009) also states that principals can be visionaries if they communicated their vision with their teachers. When teachers understood their principals' vision they would be motivated to work harder to achieve it.

Department for Education and Skills (2007) also states that in highly effective schools they have a shared vision of their collective purpose and ethos. The principal and staff work diligently to achieve the vision. As student success laid the heart of the vision, teachers were obliged and motivated to achieve the vision.

The findings of this study revealed that all the three principals practiced this instructional leadership behavior in their schools to a certain extent. However, the findings also indicated that communicated vision and the school operations were different. Although, some principals claimed that they articulated the vision and goals, one principal, all the supervisors and all the teachers believed that it was not well communicated with all the stakeholders. It showed there was no planned and systematic approach to share the vision and mission with all the stakeholders.

5.4.3. Supervision and Evaluating the Instruction

Apart from the participants, documents analysis also confirmed that these schools had a good internal supervision system in their schools. Document analysis reaffirmed what principals said; all the three schools had proper records of supervision and evaluation system. All the principals stated that the purpose of the supervision was helping the teachers and developing them. Ovando & Ramirez

(2007) also state that principals are responsible to implement effective teacher performance management system that focuses at developing both teacher performance and student learning. According to the principals, supervisors and teachers participated in the study, it was mandatory for each supervisor to observe each teacher minimum twice a semester. All the principals agreed that supervision and evaluating the instruction was highly important to improve student learning and achievement. This finding is supported by Tedla (2012) by saying that the prime focus of supervision is to use teachers' potential to maximize student and achievement. Besides, supervision and evaluation ensures schools to maintain standards and make check and balance.

Although these schools had a systematic and established supervision and evaluation system, Shiuna & Sodiq (2013) believe that the quality control mechanisms of Maldivian schools were failed. To support their claim, they state that significantly high numbers of students are promoted to a higher grade despite failing to meet the required promotion criteria. These authors believed that this is the result of ineffective supervision and evaluation of teaching and learning of the school system of the Maldives.

These principals stated that they conducted supervision through supervisors and their main role was to ensure that supervisors carried out the supervision according to established mechanism. This showed that principals delegated the supervision responsibilities to the supervisors. Kruger (2003) also states that he also got the similar result from his research. He said that in his research he had found that the direct supervision of teaching in the selected schools was given to the different

department heads. However, Rao & Gezahegn (2013) explain the reason why principals should involve in direct supervision as follow:

The supervision of instruction by the school principal is among his roles as an instructional leader. As an instructional leader he needs to follow up the day to day activities of teachers and supervision is the major instrument for this.

(Rao & Gezahegn, 2013, p. 9)

It was not a coincidence that all respondents from the School A and the School B were consistent in agreeing that they had both formal and informal supervision in their schools. By analyzing the documents such as supervision records the researcher observed that supervisors were keeping the complete records of their supervision and evaluation work. They had supervision schedules, lesson observation records and feedback given to the teachers. The principal of the School A and the School B stated that they also did informal supervision like walk-through along the corridor and going around the classrooms. These principals believed that through informal supervision they got a good understanding about how curriculum has been implemented in their schools. The researcher has seen that all the three principals were going near the classroom and checking how teachers were teaching. Millar (2009) also states that principals of Ontario believed that as a result of the walk-through they had got a good understanding about the curriculum implementation in their schools. Those principals in Ontario are responsible for the supervision of instruction; hence they believed that they should be aware of both content and teaching strategies to ensure the effectiveness of instruction.

All the supervisors had observed that sometimes informal observation was better as they could see teachers teaching in their natural way without any stress from

the supervisor. But when it comes to formal observation, supervisors noticed that teachers taught well to show the supervisor and sometimes teachers got stress due to the presence of the supervisor in the class. The supervisor from the School B said that instead of giving formal and written feedback giving informal and oral feedback was more effective. The teacher from the School C also believed that informal observation was better because formal observation created lot of tension for both the teacher and supervisor.

All the participants stated that the schools used the information gained through the supervision for the teacher development. They used the information to give constructive feedback to the teachers for further development. Besides, this information was used to design professional development programs. Furthermore, this information was the main tool to guarantee that the teaching and learning process of the school was going as per the plans.

The teacher from the School C expressed her concern about the present supervision system and gave some suggestions for the improvement. She recommended to leave the conventional supervision system and adopt modern aspects like peer observation. She claimed that peer observation would be very effective for teacher development. Similar to this suggestion, the principal of the School A and B also stated that they already requested each teacher to observe one teacher in each semester. This suggestion is supported by Blasé and Blasé (2000) by saying that effective principals inspire teachers to observe other teachers, even from other schools to observe classroom practices. These authors also state that successful instructional leadership integrates collaboration, peer coaching, inquiry, collegial study teams and reflective discussions to advocate professionalism among teachers.

Effective instructional leaders also talk with teachers to promote reflection and promote professional growth. These leaders value dialogue that encourage teachers to critically reflect on their learning and professional practice.

The Principals who participated in this study believed that regular feedback was given to the teachers to progress the teaching. All the supervisors who joined in this research also agreed that after the lesson observation they gave feedback to the teachers. During the feedback session they discussed with teachers about the teachers strengths and weaknesses identified during the observation. All the teachers also agreed that they received constructive feedback from their supervisors. Ovando (2005) also states that teachers value clear and specific written feedback that has potential to develop them. In addition, Louis et al. (2010) also state that the concept of instructional leadership focus on classroom practices. The basic idea is that instruction will enhance if leaders give detailed and clear feedback to teachers, including recommendations for development. Moreover, Murphy, et al. (2007) also noted the significance of giving the feedback to the teachers. They say that leaders in outstanding schools are industrious in providing feedback to their teachers regularly to improve teaching and learning.

The study revealed consistencies among all the three principals in managing this instructional leadership behavior well in their schools. All the respondents unanimously agreed that they had effective supervision and evaluation system in their schools. However, the study conducted by Shiuna & Sodiq (2013) raised the concern about the effectiveness of the supervision and evaluation system. The School A and the School B had both formal and informal supervision with the purpose of

developing the teaching and learning process of the schools. All the schools had kept proper records of the supervision system. Some participants proposed to utilize new approaches of supervision to strengthen the existing system.

5.4.4. Coordinating the Curriculum

There was consistency among the participants as they unanimously confirmed that their schools conduct subject coordination meeting once in a week. They all believed that curriculum coordination was highly important to maintain the standard in the whole school. All the principals stated that they ensured that there were regular subject coordination meetings in their schools once in a week. Sarok & Jihet (2012) also state that principals are responsible to ensure that subject departments are functioning effectively and properly. Besides, Murphy, et al. (2007) mentions that in high performing schools; principals take the responsibility of ensuring that objectives, instruction, curriculum materials and assessments are well-coordinated. This means there should be effective coordination across subjects within grades and teachers within and across departments and grades. Furthermore, Kruger (2003) also states that if principals manage and coordinate the curriculum well in their schools then teaching time can be maximized.

All the principals stated that they had weekly subject coordination meetings where teachers and their head of departments together discussed about the content, teaching strategies, lesson planning, and other teaching and learning related activities and issues. All the supervisors also confirmed what the principals said about the coordination meetings was true. The researcher also triangulated this by looking at the coordination records. All the head of departments/supervisors kept proper records

of their coordination meetings. All the supervisors and all the teachers believed that those coordination meetings were helpful to all the teachers within a department, because experienced teachers shared their expertise with junior teachers. All the teachers also agreed that coordination meetings were effective and useful to provide quality instruction to all the students in the schools. They also said that they shared the best practices in the coordination meetings and teachers within the departments to help each other in teaching and learning.

The study revealed that all the three schools were consistent in conducting weekly coordination meetings in a regular basis. Based on these findings it can be concluded that instructional leadership behavior was well practiced in all the selected schools. All the respondents were happy about the way the coordination meetings were conducted in all these schools.

5.4.5. Monitoring the Student Progress

“Monitoring student progress is defined as the extent to which principals take responsibility for developing a systematic and comprehensive testing program” (Ahmad & Hussain, 2015, p.92). All the respondents in this study affirmed that their schools had proper mechanism to monitor the student progress. They all accepted that it was very vital to cater all the students in the school. Similar to this finding, Kruger (2003) also explains the importance of monitoring the students:

Monitoring and evaluating the learners’ progress by means of tests and examinations. Using the results to provide support to both learners and educators to improve as well as to help parents understand where and why improvement is needed.

(Kruger, 2003, p. 207)

In the selected schools it was mandatory for teachers to evaluate the student progress after every topic. After the evaluation teachers submitted the progress report to their supervisors and supervisors brought the report to the senior management meetings. Apart from this, in these schools semester results were also used to evaluate the student progress. Document analysis also showed that all the three schools kept proper records of their students' academic progress. After conducting a research in the Maldives, Mohamed (2013) states that there is immense pressure on assessment in schools in the Maldives. The author believed that due to excessive assessment nature of the schools create an exam oriented culture in the Maldivian school system. The author further stated that the pressure of the examination is a reality that has always existed in the Maldives. The findings from the research by Mohamed (2013) further reveal that the teachers and parents are anxious over the students' marks and they give immense pressure to students to produce excellent results from the exams.

However, Murphy, et al. (2007) states that effective instructional leaders make sure that student outcome is measured by using multi-dimensional approaches. In this approach, comprehensive assessment strategies like teacher record keeping, end of the grade, end of the unit, student work products, criterion reference test and standardized measure of student performance are used. Similar to Murphy, et al. (2007) the new curriculum of the Maldives also recommends using multiple approaches to measure student success (National Institute of Education, 2014). Nevertheless, according to the participants and documentation analysis, it showed that these schools were not using multiple dimensions to measure student progress.

As unit test evaluation and end of semester exam results evaluation were presented to the SMT, principals and other members of the SMT had good understanding about the progress of the students in all the subjects in different classes. All the principals believed that if they could not monitor the student progress regularly some teachers would be careless in teaching. Those teachers would simply deliver what is required and would not consider the outcome of their work. All the principals believed that when they monitored the student progress teachers, head of departments and supervisors became more serious about improving student learning. Department for Education and Skills (2007) also states that the single most effective practice in all highly effective schools were doing was to find the development of their students regularly, and individually. National Association of Elementary Schools Principals (2008) also highlights the importance of monitoring the progress of the students. In the fifth instructional leadership standard of NAESP, it says that effective principals use performance data as a major drive for school progress. Principals should monitor and measure student, results and school outcome by using a variety of data. Besides, principals should encourage adults and students to use knowledge effectively to make decisions.

All the participants stated that principals met individual teachers to discuss about the student progress. These principals believed that they should meet with the teachers as they were the people who were acting in the frontline of the instructional programs. These principals claimed that rather than meeting the teachers individually they met with different departments, to discuss about the strengths and weakness of the departments in terms of student learning. However, some teachers stated that the

principals did not meet with their departments to discuss about the academic progress of the students.

These findings indicated that monitoring student progress was effectively practiced in all the selected schools. Principals monitored the student progress through unit test and term test results and by meeting individual teachers and various departments. The results of these tests were discussed in the SMT meetings and necessary actions were taken based on the results. However, the findings revealed that these schools were not using multiple dimensions to monitor student progress.

5.4.6. Protecting the Instructional Time

The principal of the School B and the School C believed that protecting the instructional was highly important to maximize student learning and achievement. The principals of the School A stated that he never thought of this as an issue. Conversely, Murphy, et al. (2007) states that protecting instructional time is one of the most essential features of a positive school learning climate. As a result, effective instructional leaders ensure that the majority of instructional time is devoted to core academic subjects. These leaders work with teachers to increase the usage of instructional strategies that maximize student learning at high levels of success. According to these authors, effective instructional leaders carry out different activities that protect the instructional time from interruptions, including: (1) allocating subject time slots that least likely to interrupt by school activities; (2) protecting teachers from distractions from the school office; (3) developing, implementing and monitoring procedures to minimize student tardiness and absenteeism; and (4) ensuring that teachers are punctual.

However, there were inconsistencies among the participants with managing and protecting the instructional time. Different participants gave different answers regarding protecting the instructional time. The principal of the School B claimed that in his school he protected the instructional time from external disturbances. The teacher from the same school also believed that there were not many interruptions except some announcement and distributing slips from the school. But the supervisor from the school B stated that they had fixed a specific time to give slips and announcement to the classes. So, similar to the principal, he also believed that they had taken an effective action to minimize the interruptions.

But the principal of the School A stated that he had not even thought about this matter before. He agreed that as this matter was not in his mind and nothing had been done to protect the instructional time in his school. However, McCann (2011) also state that principals are responsible for ensuring that students are provided the chance to learn. Therefore, principals make every effort to increase instructional time by shielding it from disruptions.

The perception of the principal of the School C about this matter was very different from the other two principals. He believed that some of those interruptions were unavoidable because very frequently they gave slips to the students or a supervisor might go to the class to inform something. All the supervisors stated that they were struggling to protect the instructional time but still some such things were going on. All the supervisors said they gave slips to parents quite often and somebody must go to the classes to give those slips. They also believed that external interruptions cannot be completely stopped due to some unavoidable reasons. The

supervisor from the School C stated that there were interruptions but effective measures were not taken to minimize these interruptions. She also believed that there was an unavoidable fact because they should give slips during the session. However, they also could have protected the instructional time by using a strategy like the School B had adopted.

All the supervisors and all the teachers explained another reason why it was difficult to control external disturbance. They said that there were demands from the government offices and NGOs to meet the students for different reasons. Some of those meetings were held during the session time.

These findings showed that this instructional leadership behavior was not very effectively practiced in two schools. However, the School B had established an effective system to minimize the distractions. This school had a systematic way to give slips and announcements to minimize the distractions and to protect the instructional time. Although, the participants from the School B claimed that they had successfully implemented a strategy in their school, participants from the other two schools believed that this problem was there in their schools. Therefore, the instructional time was not successfully protected from external distractions. Many participants believed that it was really difficult to avoid external disturbance from the classrooms.

5.4.7. Maintaining High Visibility

There was a common belief among the participants of this study as they unanimously agreed that principal's visibility was important in school compound, classrooms, staffroom and other places of a school. Besides, all the respondents

agreed that the principals practiced this instructional behavior in their schools. All the principals believed that their presence gave a message to others such as how much motivated they were, how much they worked, how much they took care on students and teachers. They also believed that indirectly they were saying that they were monitoring the school activities to ensure everything was implemented as per the plans. Jenkins (2009) also says that instructional leaders should be familiar with curriculum, effective pedagogies and assessment. In order to be familiar with the curriculum and pedagogies, instructional leaders make a visible presence as important instructional behavior. These instructional leaders work with teachers on learning objectives, modeling behaviors, planning programs and activities of instruction.

All the principals believed that their visibility made other staff more serious in work also motivate them to work better to achieve the school goals. Besides, principals also believed that to work as a team they should be visible wherever teachers and students work. Similar to this finding, Millar (2009) also states that when principal visits classrooms, teachers perceive the principal as an instructional leader and collaborative work relationship among the principal and teachers are increased. Moreover, Wayne (2011) explains the importance of principal's visible presence in classrooms. The authors states that researches on instructional leadership concludes that when principals visit classroom they can positively influence on student learning, teacher practices and teacher attitudes. In addition, Leithwood (2005) describes successful principal leadership practices which are based on the review of school leadership research from seven countries. According to the author, the most fruitful principals were visible and accessible to staff, student and parents.

Besides, these principals were available to provide any help as required. These features were identified from the reports from Sweden and Denmark. They also showed their readiness to listen eagerly to the opinions of others which they used for their problem solving.

All the supervisors stated that the principals' visible presence was highly important for many reasons. Supervisors believed that the students' behavior would be improved if the principal was seen from the classrooms and school compound. Similar to this finding, Valentine & Prater, (2011) also state that researchers concluded that principals' involvement in classroom management is perceived imperative to school achievement. These authors mention that conducive learning environment with good discipline is characterized as effective schools. Yan (2015) also highlights the importance of principals' presence in classrooms and their involvement in teaching and learning process. As instructional leaders, principals should actively participate in teaching and enter the classroom and work with teachers and students. Therefore, principals' visible presence and their involvement are important to support teachers to solve discipline problems.

Observation field notes also revealed that all the three principals spent time near the classrooms and the school compound. Supervisors also assumed that if principals were seen around the school they would be aware what was going in the school. Supervisors also believed that principals' visibility was important because students, teachers and supervisors felt that principal was observing them and he was taking care of them. So, all these people would do things at least to make their work visible to the principal. In effective schools principals devote lot of time in the

classrooms with teachers and students. They also collect the details of student learning like students' work, marking, record keeping and the progress made by the whole class and by individual students. The principals in effective schools have an absolute and undivided focus on improving students' standards. Regardless of the entry level of the students, they ensure that all students make significant progress. Both weak and bright students are challenged and supported and made progress as a remarkable rate (Department for Education and Skills, 2007).

Regarding the importance of principal's visible presence, the teacher from the School A said, that the principal's visible presence showed he was concerned and he cared for the school matters. She also stated that when teachers saw the principal personally being around and checking out things, teachers believed that the principal was interested on what teachers did. The teacher further mentioned that when teachers found out that principal was closely working with them they became very motivated. The teacher from the School B believed that principal's visible presence was highly important because it would help to make students serious in studies. All the teachers participated in this study agreed that they were very motivated by seeing the principal while they were doing any school work whether it was curricular or extracurricular activity. O'Donnell & White (2005) also state that effective instructional leaders display a caring attitude towards staff, students and parents. Effective and successful principals support teachers to design to provide learning experiences that motivate and include students in learning. Furthermore, Louis, et al. (2010) also say that the principals who are closer to the classrooms are the most effective and they work collaboratively towards clear, common goals with other stakeholders.

These findings indicated that all the three principals maintained high visibility in their schools. All the participants stressed the significance of principals' visibility around the schools. Teachers and supervisors believed that principals' visible presence made themselves, teachers and students more serious in studies. Besides, it gave a message that the principal took great care on school matters, especially, teaching and learning process. Specifically the participants believed that the principals' visible presence helped them to manage the student discipline.

5.4.8. Motivating the Teachers

According the views of all the respondents all the three principals tried to motivate their teachers. Murphy, et al. (2007) also states that principals are responsible to provide incentives for teachers to motivate them. Based on a research conducted in the Vietnam Nguyen & Wu, (2012) state that primary school principals in Vietnam give more emphasis on coordinating curriculum and providing incentives for teachers than others do. Those principals create a positive learning environment by establishing mechanism that recognize and rewards teachers for their efforts. After reviewing of school leadership research from seven countries Leithwood (2005) also states that Australian principals encouraged their teachers in times of difficulties, appreciate significant work and were involve in critical reflection. Furthermore, Okoth (2014) also supports this view by saying that principals as instructional leaders should give rewards for learning and provide rewards to teachers. The author further states that motivating the teachers is considered as most important responsibility of a principal for providing quality education.

In this study it was found out that different principals used different techniques to motivate their teachers. The principal of the School C used to send appreciation SMS after every activity to the teachers who contributed very well in that particular activity. The principal of the School B believed that teachers would be motivated once their frustration has been eliminated. So, this principal provided proper support to his teachers by providing all the necessary materials to them. This principal ensured that all the complaints made by the teachers were properly attended by the management. Michael & Donna (2002) also state that principals who know the importance of supporting teachers with proven strategies enhance student learning in their schools. Hallinger & Heck (2009) also state that instructional leaders give direction for the school, motivate the staff and coordinate the strategies towards improving teaching and learning. Besides, Hallinger, (2003) also mentions that transformational leaders also encourage establishing a reward system to motivate the staff.

The principal of the School A expressed his concern about the difficulty and challenges he faced due to the education system of the country. He perceived that the education system and some policies de-motivate the teachers. He believed that the country's education system did not recognize the teachers' hard work and the consequent low salary of teachers. He argued that within this situation it was really difficult to motivate the teachers. Despite these challenges he introduced a recreational club to motivate his teachers. Packard (2011) also identifies that most of the principals participated in his research believed that supporting the teachers as one of the most important instructional behaviors of principals. The usual approach of supporting teachers was to make sure that they got necessary teaching materials and

professional development required to improve the instruction. When principals did this, teachers felt that they were supported and motivated by their principals. According to Packard (2011) it is not the behavior of supporting which is important but it is what teachers feel or perceive as to whether the principals are being supportive. As instructional leaders, principals must build a trusting, collaborative and supporting relationship with teachers. In order to motivate the teachers, they must feel supported whether it would be handling on indiscipline child or difficult parent.

Particularly, all the supervisors believed that their principals used different techniques to motivate the teachers in their schools. These techniques include maintaining a positive relationship with teachers and recognizing and appreciating the excellent work of the teachers. Some principals informally met the teachers and talked with them just like a friend to motivate the teachers. O'Donnell & White (2005) also state that all principals should work collaboratively with their teachers to recognize their strengths and weakness and take necessary actions based on what they observe from the teachers. Besides, Blasé and Blasé (2000) state that effective principals demonstrate teaching skills in classrooms and modeled positive interaction with students. These forms of modeling were perceived as impressive examples of instructional leadership that basically increased positive effects on teacher motivation.

All the teachers agreed that they get motivated due to different behaviors of their principals. They pointed out some aspects these behaviors. All the teachers affirmed that they were motivated when the principals individually met them and discussed about the school development and student learning. They were also

motivated when their work has been recognized and appreciated by the principal. These teachers were also inspired by having a good relationship with their principals. Blasé and Blasé, (2002) also state that in order to encourage and build the learning environment; principals should motivate teachers and students to perform well. These authors believe that admiration considerably influence teacher motivation, self-esteem and efficacy. It also promoted teacher reflective behavior, including reinforcement of effective teaching strategies, risk taking and innovation and creativity.

These findings revealed that all the three principals believed that they had a responsibility to motivate the teacher in their schools. Different principals used different techniques to motivate the teachers. Supervisors and teachers believed that the principals' behavior had a positive influence on teacher inspiration. When the principal recognized and appreciated the teachers' work that would boost their motivation.

5.4.9. Motivating the Students

It was consistent among the participants that all the principals did certain things to motivate the students. One principal personally met the students and encouraged them to study and behave well. This particular principal found that after meeting those students their performance improved significantly. All the respondents stated that all the schools celebrated the school prize day very colorfully to recognize the accomplishments of students. So, they thought that the main source of motivation came through the prize day. However, in a prize day, only some selected bright and intelligent students would get the prizes. But if the schools wanted to implement the

concept of “No Child Left Behind” all the students need encouragement and inspiration from the principals. Specifically, those who were not considered as bright and intelligent need more sources of motivation and inspiration from the principals. Hence, prize day would not be an inclusive source of motivation for all the students in a school.

Instructional leaders are responsible to do various things to motivate their students. They further mention that in high performing schools there is a school-wide recognition and rewarding system for the intention of encouraging the students. Rewards are given very often and they reach a great majority of students. These kinds of sources of motivation strategies are perceived as significant practices by the school community, especially students. These schools celebrate the attainments of individual students and groups. The recognition and rewards are given for academic achievements as well as for success in other disciplines (Murphy, et al., 2007).

All the supervisors believed that their principals did different things to motivate the students. The principal of the School B was considered as a very friendly principal with his students. As a result, there was no communication gap between the principal and the students. This close relationship became a source motivation in this school. The principal of the School B also addressed to the students once in a week in the assembly and in his speech he tried to motivate the students. This principal also visited different classes during the relief periods and asked the students about their issues and problems and tried to solve those problems by discussing with other members of the management team. When students saw the

principal in their classes they believed that their principal cared for them and this behavior of the principal became another source of motivation.

All the teachers who joined in this research also believed that the principal's interactions with students inspired them to learn better. All the teachers had observed that when the principals interacted with the students, that improved student behavior and tried to be more serious in their studies. The teacher from the School C had observed that her principal met good students just before their O' level exam to encourage the students to study well and produce an excellent result. Although meeting with good students were important, the average students and weaker students need more encouragement from the principals. Parker & Day (1997) also mention that fruitful principals boost an instructional environment that values and encourage for learning and achievement. The school environment is established to cater to all students including those with disabilities.

These findings revealed that all the three principals did various things to motivate their students. And other instructional staff also had observed that there were changes to the student behavior and learning due to the inspiration and encouragement from the principals. Some principals met the students individually to inspire them. They met with below grade ten students to sit their GCE O' level exam with the intention of boosting their motivation. It has also been found out that students were motivated when they got an opportunity to interact with the principals. In every school the main source of student motivation was the school prize day. However, in the School Prize Day only bright and skillful students were

getting the prizes. Average and below average students had no opportunity to get the prizes during the prize giving day.

5.4.10. Promoting the Professional Development

It was not a coincidence that all the respondents in this study were consistent in affirming that their schools conducted professional development programs in a regular basis. Document analysis also showed that all the three schools conducted professional development sessions in these schools. These records were maintained by the school PD coordinators. They kept the records of PD sessions with the details of the topics covered, duration and participants details. Sparks and Loucks-Horsley (1989) define staff development as those processes that progress the job-related knowledge, skills, and attitudes of school employees. School leaders are responsible for giving chances for staff to increase their knowledge, skills and attitude through this program. School staff can utilize reflection and analysis of their activities as a core discipline for professional growth. Leaders should ensure that the program meets the individual as well as organizational needs. These leaders should actively participate in these programs and encourage others to do the same. Ghavifekr, et al. (2015) also state that principals as instructional leaders should always inspire all the staff especially the teachers to enhance their knowledge and skills.

All the principals stated that the purposes of their professional development programs were to develop the teachers' teaching skills and addressing other needs of teachers. And these schools also gave high priority in developing the teachers to use information and communication technology in teaching and learning. Murphy, et al. (2007) also state that instructional leaders build an effective system for developing

staff capacity and provide opportunity to learn necessary competencies to develop their instructional skills. These leaders ensure that professional development programs are integrated into the culture of the school and targets on improving student learning. Based on the review of school leadership research from seven countries Leithwood (2005) also describes that Norwegian principals advocated the productive debate among the staff as part of the professional development. Besides, US principals were found to be mentors to their colleague, as well as model instructional practices to develop their teachers.

All the three schools identified the teachers' needs through lesson observations and discussing with teachers. All the teachers also believed that professional development programs helped them to refresh their teaching skills, classroom management and lesson planning. Halverson, & Clifford (2012) state that shaping the learning environment includes practices that directly manipulate in teaching and learning like supervision, promoting professional learning communities and assessment strategies to support teaching practice. Besides, Alig-Mielcarek (2003) also states that instructional leaders boost professional development of teachers by creating a culture of collaboration among the teachers. In addition, Killion (2002) also states that in outstanding schools, principals were very active leaders in training and development and everyday certain time was allocated for professional growth of the staff.

The study also indicated all principals played the facilitators' role. They ensured that every teacher developed professionally and their schools provided all the necessary trainings to the teachers. This is supported by James (1999) that states that being the leader in learning and development, principals should have the

expertise to build learning capability encourage the staff to learn, provide opportunities to learn and understand the learning purpose. Principals should take a leading role in the staff development through activities like coaching, mentoring, role modeling and advocacy. Davies (2005) explains how principal as leader in learning should involve different levels of learning: a) student learning; b) teacher learning; c) staff learning; d) organizational learning; e) learning networks; and f) leadership learning.

The study also showed principals from the three schools worked collaboratively with the professional development coordinators to guarantee that the professional development programs met with the demands and requirements of the school and the teachers. Tedla (2012) also supports this finding by saying that as an instructional leader, principal is responsible for coordinating the staff development programs to create a quality learning environment. Goldring et al. (2006) also say that learning-centered leaders are very talented in building learning organizations and advocating the development of communities of learning. These leaders are strong promoters of professional development. They facilitate the growth of communities of professional practice and they modify school culture to adhere to the principles of community.

The principals reported that all supervisors analyzed the lesson observation forms to find out the common weakness of the teachers. Besides, supervisors also identified teachers' needs by discussing with them. In addition, if the school management felt there was any important area to be included in the professional development session they would be included. National Association of Elementary

Schools Principals issued professional standards for instructional leaders in 2008. Out of the six standards, two standards spell out the principals' responsibilities in adult and student learning. The first standard states that effective principals must make student and adult learning at the center of all decisions. The fourth standard instructs the principals to create a culture of lifelong learning for adults which is tied with student learning and other school goals. According to this standard principals must ensure that the school-wide professional development programs are aligned with school goals and student learning.

Although three specific days were allocated in the academic calendar for the professional development, the School C conducted continuous professional development in that school. For the last two years this school had organized on-going professional development programs for their teachers. During the two years, it was mandatory for teachers to participate two hours training per week. The principal of the School C believed it was the most effective way to conduct the professional development in schools. Bush & Glover (2004) underpin this view by saying that continuous professional development is required for all the teachers to cope up with fast changes in knowledge and technology so that professionals would be prepared to accommodate these changes.

All the three principals believed creating a collegial and collaborative culture was highly essential to enhance the professional capacity of the teachers. In the School A and the School B, principals encouraged for peer observation and peer teaching. Effective principals advise their teachers to observe their colleagues; even they encourage the teachers to visit other schools to learn the best practices from

those schools. Besides, successful principals encourage teacher collaboration, peer teaching and coaching, and conduct reflective practice among the teachers for the purpose of mutual benefit. Effective principals encourage the teachers to have professional dialogue among them as a means of professional growth. This dialog consists of five primary strategies: (1) making suggestions, (2) giving feedback, (3) modeling, (4) using inquiry and soliciting advice and opinion, and (5) giving praise (Blasé and Blasé, 2000). Modeling is an effective tool that can be used to enhance teacher quality and effectiveness.

Murphy, et al. (2007) also highlights the importance of staff development. These authors believe that leaders in successful schools promote the building of a learning organization, and the growth of communities of professional practice. The final goal of this attempt is to establish a culture that enhance instruction and improves student learning. To support this view, Hargreaves, Halász and Pont (2007) state that when the intellectual processes and feedback system of learning organization become instilled in attitudes, behaviors and overall culture of staff within it, these organizations become learning communities.

The findings of this study revealed that staff development was practiced well in all the three schools. All the schools met the requirement set by the Ministry of Education and some schools conducted more training programs than the ministry expected. Before conducting the professional development sessions, these schools identified the training needs. Training needs were identified by analyzing the lesson observation forms and discussing with the teachers. The results showed that all the

principals work collaboratively with professional development coordinators and mainly the principals' played a facilitators role.

Research Question 2:

How does the principal provide the opportunity to the community to involve in school operations?

5.4.11. Community Involvement in Schools

The study showed that community involvement in schools operation was important. Rao & Gezahegn (2013) state that community participation in the education of their children is vital to enhance student learning. In communities, the school is considered as the hub of social fabric; therefore the principal plays a very important leadership role. Every dimension of instructional leadership is related with community engagement in school activities to see the overall relationship between the two. In order to provide quality education, principal should work collaboratively with the school community. According to these authors, one of the main responsibilities of an instructional leader is building a good relation with the local community because school exists in the heart of the community. Specifically these authors share the results of a study conducted in Ethiopia. This study revealed that there is a strong positive relation between principals' instructional leadership roles and community involvement.

All the principals who participated in this research explained the level of community participation in their schools. The principal of the School C said that he successfully involved the community in the school development. He stated that school Parent and Teachers Association (PTA) and School Board played a major role

in the school development. Apart from the PTA the principal also involved other stakeholders such as island office members, shopkeepers and businessmen in the school development programs. As a successful project this principal highlighted the installation of multimedia in the whole school with the help of stakeholders. Document analysis also showed that all three schools formed the PTA and the School Board as a means to provide the opportunity for the community to involve in school operations.

National Association of Elementary Schools Principals issued professional standards for instructional leaders in 2008. The professional standards consist of six standards and the sixth standard holds principals accountable to involve the public to create shared obligation for student learning and progress. Parents, families and other stakeholders have an interest in the development of the school. Therefore, the effective instructional leaders must communicate openly with their stakeholders to get their support for school development and to improve student learning. Schools should welcome the public and provided them opportunity to involve in the school development programs.

However, the principal of the School B said that there was no involvement of the community in his school. He further stated that there was difficulty in getting support from the parents from higher secondary schools. He believed that when it comes to higher secondary schools, parents felt that their children are grown up and they have lost parental control over them. Consequently, parents believed that their participation in school activities were not required. Although, that was the fact, principals have a responsibility to get support from the community by making the

community aware of the importance of its participation in school activities. According to NAESP (2008) effective principals know that their job require high level of community relations and better marketing of their school objectives and accomplishments. Effective principals must have a shared vision for school communities and this vision should be focused on preparing students for a constantly changing society.

The principal of the School A shared the difficulty he had faced in involving the parents in the school activities. He stated that he was struggling to get participation from the parents and it was difficult to do it. He believed that was because parents were disappointed and demotivated due to some critical incidents that occurred in the past. However, those incidents happened while another principal was running the school. This principal further stated that the school has not fully built a good rapport with the parents. He said that after he joined the school he was trying to build a good relationship with the parents and other stake holders of the school. The supervisor from the School B also stated that during the last four years community involvement especially the parents' involvement was very rare. As a PTA activity the supervisor highlighted only the inauguration ceremony. After that function PTA was not actively involved in the school activities.

Regarding the community involvement in the school operations, different supervisors had different experiences. Two supervisors said that their principals involved the parents and other stakeholders in the school activities. However, the supervisor from the School B stated that there was no active involvement from the community including the parents. The supervisor from the School A shared the

situation in her school in this aspect. She stated that her current principal was very interested to involve the community in every phase of school operations including the planning of the programs. She stated that the principal made other staff aware of the importance of the community involvement by explaining this to other staff. As an example, this supervisor said that during the last teachers' day, parents, teachers and students were equally involved.

Regarding the community involvement in school activities, all the teachers stated that their principals inspired the parent to involve in the school activities. The teacher from the School A said that during the PTA meetings the principal encouraged the parents to be engaged in the school development and helps the school in any possible way. According to Murphy, et al. (2007), the research on outstanding schools and instructionally focused principals, shows that successful principals are experts in attaching the school to parents and the whole community in general. These principals provide opportunities to the families and other stakeholders to involve in school operations to achieve the school goals. Effective instructional leaders give high priority to build bridges with youth and family service agencies and the media that can advocate better lives for youth and advocate the image of the school. In addition, effective principals communicate with parents and community regularly through different channels. They plan programs and strategies that bring parents to the inner circle of school operations. Goldring, et al. (2007) also states that instructional leaders play an important role in both building and supporting parental participation and public partnership for school development.

The teacher from the School A shared her experience; she stated that whenever there was a function in the school parents involved in those functions. Mainly, parents helped the school in decoration and arranging the refreshments. According to this teacher, most of the time parents were very good and they were always willing to help the school. Interstate School Leaders Licensure Consortium (1996) also states that effective principals are moral agents and social advocates for the students and the communities they serve. They also create a strong relationship with community, valuing and caring for others as members of the educational community. Besides, Tedla (2012) also states that in the modern education system, school and community relationship is highly crucial for the improvement of student learning and achievement.

These findings revealed that this instructional leadership behavior was practiced to a certain extent. However, there were inconsistencies among the participants about the community involvement in school activities. The School C successfully completed school development projects like installing multimedia in the schools with the help of community. However, some participants pointed out that getting community involvement was challenging in their schools. Besides, it was also found out that parents' participation was different in primary schools and secondary schools. Although, there was difference in level of the participations, all the schools involved the parents in their activities. In some schools parents were involved in organizing functions and providing necessary help to school programs. These principals tried to engage the community by providing them opportunities to participate school activities.

Research Question 3:

How much importance is given to provide holistic education in school?

5.4.12. Providing Holistic Education

Regarding providing holistic education, all the respondents believed that their schools provided holistic education to their students. The document analysis also showed that these schools prepared activity calendar in which specific dates were allocated for various activities. These activities included sports activities, uniform activities and literary activities. Besides, the school compounds were arranged for different sports. They agreed that providing holistic education was important to prepare the students to live in the 21st century. Huitt (2011) also states that instructional leaders are responsible to prepare students to cope up with the challenges of life. Just providing knowledge will not be sufficient to face the challenges of the turbulent environment. Students should be equipped by providing holistic education. Parents, teachers and communities across the globe are questioning about how best to prepare children and youth for bright adulthood in the 21st century. This author further states that a new thinking to educate children both formally and informally is required if they are to become flourishing adults in the 21st century.

Although schools provided holistic education, the principal of the School C shared the difficulties faced to carry out these activities. By explaining the difficulties the principals stated that the main limitation was shortage of money to provide the holistic education. Furthermore, he mentioned that there was lack of human resources such as coaches and other skilled people to conduct various

activities for the students. Regardless of the difficulties, this school conducted annual sports festival with the help the community. Although it was difficult to conduct skilled or vocational activities and sports activities, this school conducted literary activities outside the classrooms. According to Hare (2010) holistic education has become a familiar concept within present educational literature. Hence, principals as instructional leaders should provide holistic education to their students.

The principals of the School A stated that he put several efforts to provide holistic education such as sports and other co-curricular activities. He also said that his school had a special co-curricular activity program called ‘Thursday Club’ activity. Under this program every Thursday after the interval this school had scheduled co-curricular activities for all the students. Different students were provided different opportunities based on their interest. This school also had inter-house programs and inter-house competitions. Hare (2010) states that holistic education aims to provide all aspects of personal learning and growth and prioritizes the development of healthy relationships at all levels. Holistic education nurtures the overall development of students and gives emphasis on their intellectual, spiritual, emotional, social, physical, creative and aesthetic potentials. Zimmerman, Lima and Christy (2003) state that the success of student education is based on integrating and expanding the use of various student-centered learning activities like portfolios, interdisciplinary team projects, problem-based learning, service learning and journal writing.

All the supervisors participated in this study stated that they provided holistic education in their schools. The supervisor of the School C said that in her school they focused on teaching the students the knowledge, skills and attitudes as means of

holistic education. The supervisor of the School A stated that in her school they had various clubs for different activities. In this particular school, recently they introduced a program which only focused on the skills development. In this program students applied the knowledge in practical situations. According to Hare (2010) holistic education has the capability to equip the students into new areas of thinking to widen their personal and critical thinking and develop an appreciation of the world around them. Besides, holistic education has potential to empower students to think differently, to think creatively and reflect on their own values. Holistic education addresses the broadest development of the whole child at the cognitive and affective levels. It also gives importance to the education of the student beyond the classroom and uses the concept of the child-centered educational approach to develop the students.

Regarding providing holistic education, teachers believed that their schools did this very effectively. All the teachers stated that their schools provided holistic education opportunities like swimming, singing, sports, vocational training and literary activities. These teachers also said that their schools encouraged the students to participate voluntary work, cultural activities and environmental awareness programs. NAESP (2008) states that to lead a bright life in these dynamic societies, it is vital to understand that building and maintaining effective schools is about more than academic achievement. Effective schools provide holistic education where learning includes social, physical and emotional needs of children. Successful principals are caring supporters for the development of the whole child. They encourage the teachers to provide holistic education to all children to reach their

highest potential. Every action of the school should support student learning and resources must be used wisely to support the essential core of teaching and learning.

Although all the participants believed that these schools provided holistic education, Shiuna & Sodiq (2013) state that in the Maldives, secondary school students are lacking the skills and training required working in the business industry. Besides, the findings of this research reveal that students were not prepared for any specific field at secondary level of education. The research conducted by Shiuna & Sodiq (2013) also showed that the exam-oriented culture of the Maldivian school system does not give emphasis to develop skills and attitude of students through extracurricular activities and practical learning. The findings of this study show that the parents and teachers give importance to exam results over the real sense of learning.

Findings of this research discovered that all the principals participated in this study tried to give importance in providing holistic education in their schools. Despite the limitations, they all tried to provide holistic education in their schools. These schools had clubs and associations to provide holistic education to all the students. Apart from this, all these schools conducted different sports activities in school level and inter-school level. Some of the schools organized voluntary work to their students.

5.4.13. Integrating ICT in Teaching

Among the respondents there was no different view regarding integrating ICT in teaching and learning. All the participants unanimously agreed that ICT integration was highly important to prepare the students for the 21st century. They all

agreed that in their schools ICT was integrated in teaching and learning. Carey (2010) also suggests that in the age of technology schools should use the ICT to its maximum. It should be integrated in teaching and learning and other purposes like management and administration. The author further states that effective instructional leaders needed the skills and knowledge regarding administrative and instructional uses. However, according to the author, there was limited research investigating about how principals integrate ICT into the curriculum. Instructional technology leaders need to model a significant level of motivation to use ICT and promote ICT integration among the stakeholders. When principals were facilitated with needed development for technology implementation, they could become more effective leaders. Consequently, their teachers would be optimistically motivated and influenced to use and execute technology into classrooms on a daily basis. The author recommended principals to be technology role models to others. Principals should be role models while developing their technology skills on a regular basis and performing their competency in utilizing presentations and electronic communications.

All the principals stated that integrating information and communication technology in learning was highly important. The principals of the School B and the School C said that they had fully integrated ICT in teaching and learning in their schools. However, the principal of the School A was struggling to provide enough facilities for the whole school. A study by Flanagan & Jacobsen (2003) indicated that principals and teachers face the challenging task of renovating schools and classrooms in a society that has been transformed by digital technologies. School principals should take leadership responsibilities in areas that they are not familiar

through professional development. Installing computers and networks in schools is insufficient for educational reform (Flanagan & Jacobson, 2003). Therefore, school leaders must learn from research on barriers that limit ICT integration, and utilize this knowledge for effective leadership. Barriers to technology integration include four main themes: (1) pedagogical issues; (2) concern about equity; (3) inadequate professional development; and (4) lack of informed leadership.

Murray (2013) states that although millions of dollars are invested into technology initiatives in each year, it is school leaders who will make or break the success of such programs. School leaders who display digital leadership will surely have a higher return on such investments in technology. Roles and responsibilities of digital leaders include the following:

- Carry specific responsibility of understanding the ICT integration and implementation instead of depending on technical staff;
- Encourage teachers to use technology, give rewards for teachers to participate in workshops, motivate teachers to who use ICT as well as to be role models for other teachers, establish a mentoring system to help teacher and provide opportunity for teachers to experiment with technology;
- Provide opportunities for training and development on helping teachers learn to use ICT as a tools for teaching and learning;
- Share their ideas and disseminate resources from their learning network; and
- Connect globally to share resources, collaborate on best practices, and challenge thinking, for the aim of enhancing competencies for the students

and families they serve. Digital leaders must be aware the importance of connecting into networks and learning communities on social media.

The principal of the School C shared his views about the ICT integration in teaching and learning. He believed that ICT could be our slaves that we could use and reuse and it could be regenerated for the purpose of learning. He made sure that ICT was used to maintain the records of the students' performance and all the materials that were used to teach would be very nicely prepared and kept. As a result, other teachers who would join us would not have to create all the lesson plans and other materials. But the newcomers could modify and add new knowledge to the existing ones. Sheninger (2014) also states that the leadership styles are similar as it was decades before. But the difference is that style and focus need to transform with times to prepare students for a changing world that is more social and connected with the help of technology. Leading in a way to protect the status quo, standardization, obsolete practices, and misconceptions regarding the technology, not only disservice to the students, but also makes our schools and profession inappropriate for this modern dynamic world. Leading in education becomes highly powerful when technology is used to our advantage. "Effective instructional technology leadership was clearly the most critical element needed in creating a catalyst for technological change in the school environment" (Carey, 2010, p.127).

The principal of the School B explained the situation of his school in this aspect. He stated that in his school, all the classrooms were equipped with large television sets and computers. So, teaching and learning was fully integrated with ICT. It was mandatory for teachers to take at least two or three lessons by using ICT

per week. The principal had observed that most of his teachers used ICT in their classrooms. Flanagan & Jacobsen (2003) also state that during the past fifteen years, information and communication technology has become common in schools in Alberta, Canada. The provisional education ministry makes it compulsory to all kindergarten to grade 12 students must be prepared to know, utilize and apply technology in effective, efficient and ethical ways. Technology integration should be integrated with other subjects rather than become a separate subject. Every class teacher is expected to utilize technologies to enhance student learning in every subject.

All principals stated that in ICT integration they played a facilitator's role. All the supervisors also said that their principals played a key role in facilitating the ICT integration in their schools. All the teachers believed that their principals encouraged them to utilize ICT in teaching and learning and principals tried their best to provide all the necessary materials for this purpose. Flanagan & Jacobsen (2003) similarly state that with the emergence of digital technology in school has impacted the roles and responsibilities of principals in many aspects. Information and communication technology has created demands for changes in schools by changing from the industrial age to the knowledge economy. As a result, teachers and principals are under the pressure to change and seek all possibilities to implement and sustain technological innovations in classrooms. Successful results with ICT integration give important knowledge for principals that make them motivated to attain the same result in their own schools. Increasingly, researches provide evidence that ICT integration under particular situation can positively influence of student learning. According to these authors, there are five common elements in successful

conditions: 1) student engagement; (2) shared vision; (3) equity of access; (4) professional development; and (5) global networks.

Regarding integrating ICT, all the supervisors stated that their teachers used ICT in teaching and learning. The supervisor of the School B said that in his school all the classrooms were equipped with large LCD televisions and computers. He also mentioned that the school has provided the internet facilities to all the classes. According to this supervisor, in his school teachers took ICT integrated lessons quite often. Another supervisor said that it was very difficult to teach in primary grades without using ICT.

All the teachers participated in this study agreed that ICT has been integrated in their schools. The teacher from the School C shared the experience from her school. She believed that in her school ICT was very much integrated in teaching and learning. In this school all the classrooms were equipped with multimedia facilities. She highlighted the provision of Wi-Fi in the school for the teachers and students. The school has some ipads to use for the purpose of teaching and learning. So, sometimes teachers took ipads to the classrooms and distributed them to carry out some lessons.

Similar to this Donnelly et al. (2011) also states that teachers participated in their research explained the importance of ICT and how it helped them to manage their classroom activities much better. They also emphasized that it saved their time and hence they were able to do other activities in their classes. In relation with students, ICT has an enormous role in how it portrays information to students in

different ways. Some teachers pointed out the importance of ICT in science teaching. They mentioned that some concepts could be explained very easily with the right animation or video. Due to this reason at present, many schools around the globe are using virtual laboratory to teach science. Students also believed that this as modern, relevant and more enjoyable way of learning. In virtual lab students could spend more time thinking about it and they could work independently without shortage chemicals and equipment.

These findings revealed that all the three principals played facilitators' role in integrating ICT in their schools. They provided facilities to equip the classroom and two principals provided training to the teachers. All the participants unanimously agreed that ICT integration was of utmost importance to prepare the students for 21st century. Out of these three schools, the School B and the School C had fully integrated ICT in teaching and learning and the School A was also trying to provide this facility to the teachers. They also used ICT for the purpose of record keeping. In the School B and the School C it was mandatory for teachers to take at least two lessons per week by using ICT.

5.4.14. Some of the Important Characteristics, Behaviors and Responsibilities of an Effective Instructional Leader

It was a common belief among the principals that one the most important characteristics of an effective instructional leader would be being a friendly person who kept a good relation with staff and the rest of the school community. Similar to the principals, when teachers were asked about important characteristics of an effective principal, all the teachers participated in study said it was being friendly with teachers. With the idea of Flath (1989), Osman (2013) identifies the qualities of

an instructional leader as follows: (1) Goal emphasis, this means instructional leader sets instructional goals, high expectations and focus on students' achievements. (2) Coordinates and organizes work for effectiveness and efficiency. (3) Power and decision making, this means secure resources, generate alternatives, and facilitate to enhance the teaching and learning process. (4) Human relations, as an instructional leader, principal deals effectively with staff, parents and students.

Regarding important characteristics of effective instructional leader, supervisors identified the following things: maintaining consistency, leadership qualities, punctuality, and understanding the school needs.

According to Elmore (2006) the important characteristics of an instructional leader includes the following things: (1) It focuses on the practice of improving the quality of instruction and the performance of students; (2) it believes leadership as a distributed function rather than as a role-based activity; and (3) It needs more or less continuous investment in knowledge and skill, both because the knowledge base around instructional practice is continuously changing and because the population of actual and potential leaders is frequently depleting and replenishing itself. "As an instructional leader, principal has to be good listener and give full support to the teachers. Their practices merely to achieve better result every year for Malaysian public examination" (Yasin et al., 2015, p.364).

Morris (2013) believes that the following eight aspects are the most important characteristics of effective principals: 1) They have consistent, high expectations and are very ambitious for the success of their pupils.; 2) They constantly demonstrate that disadvantage need not be a barrier to achievement; 3) They focus relentlessly on

improving teaching and learning with very effective professional development of all staff; 4) They are expert at assessment and the tracking of pupil progress with appropriate support and intervention based upon a detailed knowledge of individual pupils; 5) They are highly inclusive, having complete regard for the progress and personal development of every pupil; 6) They develop individual students through promoting rich opportunities for learning both within and out of the classroom; 7) They cultivate a range of partnerships particularly with parents, business and the community to support pupil learning and progress; and 8) They are robust and rigorous in terms of self-evaluation and data analysis with clear strategies for improvement.

Different principals had seen different behaviors as important behaviors to be an effective instructional leader. The principal of the School C believed that one of the most important behaviors of an effective instructional leader would be his/her direct involvement in teaching and learning process. He also assumed that modeling and participating with teachers in conducting workshops would also be important behaviors. This view was supported by the principal of the School A. He assumed that the principal's involvement in instruction could be considered as one of the most important behaviors of an effective instructional leader. However, the principal of the School B believed that one of the most important behaviors of an effective instructional leader would be been a facilitator to his/her teacher.

After reviewing the literature on instructional leadership Hallinger (2005) composes a list of influential behaviors of principals: a) creating a shared sense of purpose in the school, including clear goals focused on student learning; b) fostering

the continuous improvement of the school through cyclical school development planning that involves a wide range of stakeholders; c) developing a climate of high expectations and a school culture aimed at innovation and improvement of teaching and learning; d) coordinating the curriculum and monitoring student learning outcomes; e) shaping the reward structure of the school to reflect the school mission; f) organizing and monitoring a wide range of activities aimed at the continuous development of staff; and g) being a visible presence in the school, modeling the desired values of the school's culture (p. 13).

When supervisors were asked about important behaviors of an effective instructional leader they said that it would be the interaction between students and a principal. The supervisor from the School B believed that meeting with individual students by the principal would positively impact on their learning. He also believed that when a principal met with the students, they would realize that the principal cared about them and loved them. As a result, students would do their best in studies and other activities.

Wallace Foundation (2013) identified five influential behaviors of principals:

- a) Shaping a vision of academic success for all students, one based on high standards;
- b) Shaping a vision of academic success for all students, one based on high standards;
- c) Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail; Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision;
- d) Improving instruction to enable teachers to teach at their best and

students to learn at their utmost; and e) Managing people, data and processes to foster school improvement (p.6).

Regarding the important behaviors of an effective leader, teachers identified that it would be encouraging the students, giving feedback to the teachers and being friendly with teachers and students. The teacher from the School B stated that if a principal is very friendly with the students and talk with them freely, that would motivate the student. She also said that if a principal would be approachable to the teachers and other staff of a school that would improve student learning. Similar to the teachers, supervisors also highlighted that the interaction between the teachers, students and the principal would be really important behavior of an effective instructional leader.

Regarding important responsibilities of an effective instructional leader, different principals see different things as important things. The principal of the School B believed that the most important responsibilities of an effective instructional leader would be providing holistic education and enhancing the academic performance. He believed that this would make a principal spend most of his/her time dealing with academic matters and rarely involved in administrative issues. The principal of the School A believed that the most important responsibility of an effective instructional leader would be monitoring the every aspect of the school. The principal of the School C believed that the most important responsibility of an effective instructional leader would be providing a positive learning environment to students.

Similar to the above findings, Kelley, Thornton and Daugherty (2005) educational leadership is the most important single determinant of an effective learning environment. To create an effective learning environment, leaders must know procedures and process that create the conditions necessary for organizational development or improvement. In her book, McEwan (2003) identified seven steps to be effective instructional leaders: (1) Establish and achieve high academic standards (2) Be an instructional resource (3) Create a school climate placing student learning at the center (4) Communicate the mission and vision of the school (5) Set high expectations for teaching and learning (6) Develop teacher leaders (7) Establish a positive relationship with all school stakeholders (p. 15). All the above seven leadership behaviors are important responsibilities of principals.

When supervisors were asked about important responsibilities of an effective instructional leader, different supervisors highlighted different things. The supervisor from the School B stated it would be giving clear instructions and always helping the team to stay on one path, stay focused and always reminding the goals. Besides, he assumed that instructional leader should also encourage the staff to achieve the vision of a school and ensured that the school achieves the vision and mission. This supervisor also believed that achieving a school vision and mission would be one of the most important responsibilities an effective instructional leader. The supervisor from the School A believed that the main responsibility of an effective instructional leader should be monitoring the performance of the middle management and ensuring that they worked up to leader's expectations. Moffitt (2007) also states that principals' leadership impact on student achievement by creating a vision to empower the teachers, and setting high expectations that helps teachers to deliver

meaningful instruction, which in turn provides student with the best learning opportunities.

According to the Institute for Educational Leadership (2000), the most important responsibility of principals should be to improve teaching and learning, and to be the leader for student learning. Principals must be familiar with both content and pedagogical techniques. They must work collaboratively with teachers to enhance their teaching skills. In addition, they must collect, analyze and utilize data in ways that stimulate excellence. The school of 21st century needs a principal whose role includes instructional leadership, community leadership and visionary leadership. Instructional leadership must focus on improving teaching and learning, professional development, data-driven decision making and accountability. Community leadership is to create and maintain close relations with parents and other stakeholders and acquire their support for school capacity building and development. As a visionary leader principal must demonstrate energy, commitment, values and conviction that all children can learn up to their potential level, as well as motivate others with vision both inside and outside of the school (Institute for Educational Leadership, 2000).

Similar to the findings of this study, Packard (2011) also states that those principals participated in his research believed that supporting the teachers as one of the most important responsibility they must do as instructional leaders. The normal approach of supporting and motivating teachers was to ensure that they received teaching materials and professional development needed to improve instruction. Principals also emphasized that teachers must feel they are supported. Therefore, it is

not the actions of supporting which are important but instead it is what teachers feel or perceive as to whether the principal is supportive.

When teachers were asked about the important responsibilities of an effective instructional leader, different teachers identified different things. The teacher from the School B believed that it would be to help the students to achieve the best they could and motivate the teachers to help the students. Kruger (2003) also states that the principal as an instructional leader, should encourage teachers and students, give directions, and provide resources with the purpose of improving student learning. Effective instructional leaders have a responsibility to maintain successful teaching and learning and must ensure an encouraging culture of learning in their schools at all times.

The teacher from the School A believed that it would be monitoring the teachers and other staff and to check if they were performing their duties or not. The teacher from the School C assumed that it would be creating the team spirit among the teachers and maintaining good relationship among the teachers. Hallinger & Heck (1998) also believe that the core responsibility is to facilitate effective teaching and learning with the overall aim of increasing student achievement. Over the time, instructional leadership provided by the school head has been recognized as a contributing factor to higher student achievement. Ovando and Ramirez (2007) also state that the precise notion of instructional leadership includes actions and behaviors of principals that are directly related to working with teachers to ensure that effective instruction takes place in schools.

Findings of the study revealed that participants perceived certain responsibilities as important responsibilities needed to an effective instructional leader. These responsibilities were providing a holistic education and enhancing the academic performance of the school. In addition, monitoring every aspect of the school, giving clear instruction and creating a positive learning environment were also considered as important responsibilities of the principals. Findings also showed that the principal's utmost responsibility was to achieve the school vision. Regarding important behaviors of an effective instructional leader, the findings indicated that they were, modeling and collaborating with teaching in conducting workshops and interacting with teachers and students to enhance student learning. The results of this research also showed that maintaining consistency, punctuality and understanding the school needs were important characteristics of an effective instructional leader.

5.4.15. Association between Principals' Behaviors and Student Learning

For more than a decade, the Wallace Foundation has sponsored rigorous research on school leadership. In a recent report, the foundation highlighted an important message from the research: "A particularly noteworthy finding is the empirical link between school leadership and improved student achievement" (Wallace Foundation, 2013, p. 3). Principals practiced instructional leadership strategies and competencies working with teachers to enhance student learning (Valle, et. al. 2015). "Numerous studies covering from the past three decades link high-quality leadership with positive school outcomes" (Buluc, 2015, p.175)

All the principals participated of this study firmly believed that there was a strong association between their leadership behaviors and student learning and

achievement. National Association of Secondary School Principals (2013) also states that great schools do not exist without great leaders. National Association of Secondary School Principals and National Association of Elementary School Principals have always believed this reality with confidence, but the past few years have given numbers of trustworthy research that confirm it. More importantly, recent researches by the Wallace Foundation and other groups have brought into focus the behaviors and priorities of effective principals and the measured impact of principal leadership on student learning.

The principal of the School B stated that if the principal focused more on instruction and helping the teachers and students in carrying out effective instruction that would have a positive impact on student learning. Brown & Chai (2012) also state that research on how principals' impact on student achievements gives progressively more specific guidance regarding the relative impacts of different styles of leadership behaviors. Based on the latest reviews of evidence from research these authors conclude that instructional leadership has the direct and indirect effects on student learning. Besides, Kruger (2003) also states that recent studies conducted in South Africa have indicated that there is a direct relationship between the instructional leadership role of the principal and the effectiveness a school.

The principal of the School A stated that principal is the fuel which drives the engine, if the principal doesn't have a good perception about instructional ideas, instructional thoughts, there would be very less efforts to improve the instruction of the school. Kaster (2010) also highlighted the importance of instructional leadership to enhance student achievement. The author states that student achievement is

affected by classroom practices of teachers, which can be influenced by principal instructional leadership. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. While evidence about leadership effects on student learning can be confusing to interpret, much of the existing research actually underestimates its effects. The total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects (Wallace Foundation, 2013).

The principal of the School C, by sharing his experience stated that when the principal had a rapport with the students and kept on communicating with them about their performance that has increased student learning and achievement. He further said that students work harder when the principal personally met with the students and expressed his high expectations from them and monitored their progress on a regular basis.

All the supervisors participated in this study also believed that there was an association between the principals' instructional behaviors and student learning. The supervisor from the School B stated that if the principal would monitor what was going on in the school, how the instruction was given by the teachers, then teachers would give more attention to the student learning. As a result, students would do better in learning and other activities. The supervisor from the School A also said that she firmly believed that there was an association between the principal's leadership behaviors and student learning, because principal was the one who approved the school plans and decision to do everything in the school. Even though,

others came up with very creative suggestions, if he would say no then it would not reach the students.

Similar to the principals and supervisors, all the teachers participated in this study also believed that there was an association between the principals' instructional leadership behaviors and student learning. The teacher from the School C said that every action that principal took has an impact on student learning and achievement. This finding is supported by Lyons (2010) by saying that principals' leadership is important to make their schools as high achieving and successful schools. Teachers from outstanding and recognized schools perceived that their principals were frequently demonstrating instructional leadership behaviors. However, teachers from low achieving and non-recognized schools indicated that none of instructional leadership functions were being performed frequently by their principals.

The teacher from the School A stated the behavior of the principal was definitely reflected in everything else happening in the school. If he was really tolerant person who would not always find faults of other people that would create a very positive environment in the school. Özdemir (2012) conducted a study in Turkey by using 225 participants to investigate the relationship between principals' instructional leadership behaviors and teachers' attitude toward work. The finding of this study has shown that principals' instructional leadership behaviors were significantly correlated with teachers' attitude toward work. The results also revealed that positive attitude towards work has positive effects on the job efforts and job performance. It was concluded that teachers' positive or negative attitude towards

their job are particularly influenced by leadership. It is a fact that teachers' positive attitude and student learning is very much related.

Based on the findings of this study and existing literature, it indicated that there was an association between the principal's instructional leadership behaviors and student learning. The finding revealed that when the principal focused more on instruction, it would positively impact on student learning. The findings also revealed that the principal was the fuel for the engine which drives the school. The findings also revealed that when the principal monitored the student progress and communicated with students that also impacted on student learning and achievement. Respondents also believed that as the principal was the person who approved all the plans and other strategic level decisions, his/her behavior has a great impact on student learning.

5.4.16. Barriers to be an Effective Instructional Leader

Barriers and challenges existed in the context of the Maldives which hindered the effectiveness of principals' instructional leadership behaviors. This was the view demonstrated by all respondents who participated in this study. The principal of the School C claimed that the perception of the public towards the schools and their high expectations were barriers. He also stated that some teachers' professional capacity also became a barrier. Besides, he said that some of the Ministry of Education's policies and how the Ministry perceived good principal also became a challenge to be an effective instructional leader.

Packard (2011) states that having too many definitions of instructional leadership are barriers that principals face when they try to behave as instructional leaders. The author has identified five main obstacles to instructional leadership: insufficient time, inability, lack of credibility, limited knowledge and a weak monitoring and evaluation process. Due to overload of operational and managerial duties, most principals see instructional leadership as an optional task. Staff reluctance to change was identified as the most common barrier to instructional leadership. There are many reasons for teachers' resistance to change. Some of these include laziness, fear of the unknown, and discomfort with the new initiatives.

The principal of the School B expressed his views about the barriers to be an effective instructional leader. He stated that although he believed that principals should be instructional leaders, but practically it was totally different. He further stated that, even though, there were administrators in schools who were assumed to take all administrative responsibilities, this did not work as it was supposed to. As a result, principal was involved in administrative matters and spent lot of time on this. This principal further stated that his administrator expected him to deal with administrative task, especially, coordinating with Ministry of Education regarding finance and human resource issues. Consequently, prior to attending instructional matters, the principal involved with administrative matters. Bhengu, Naicker & Mthiyane (2014) also identify some barriers to instructional leadership. These barriers include: principal workload, lack of support from stakeholders, leading and managing change, teacher unionism and lack of resources.

Very similar to this finding, Tedla (2012) also states that researchers clearly identify that the most principals' time is consumed on the administrative duties instead of instructional practices and duties. He also mentions that a common complaint from principals is that, even though they would like to spend much time on instructional behaviors, their time is tied up with administrative tasks. Ultimately, they don't have sufficient time to deal with instructional leadership practices that most directly impact on teaching and learning. Nguyen & Wu (2012) also say that most of the time principals have been criticized because they spend lot of time on daily administrative tasks without relating instructional aspects. Apart from this, Chamberlain (2010) also states that many principals say that their time is consumed by tasks unrelated to student learning. The author further mentions that in order to rectify this practice schools should have a culture of instructional leadership practices which is based on student centered and focus on investing principal's time on improving student learning.

Regarding principals' involvement with administrative tasks, Sarok & Jihet (2012) state that principals who perceive themselves as administrators are engaged with managerial duties. However, principals who believe themselves as instructional leaders occupy themselves with instructional matters. Rao & Gezahegn (2013) also state that instructional leadership is the action taken by a principal in making instructional quality as the highest priority of the school. When a principal gives more attention to the instructional matters more than administrative activities, it can be said that the principal is an instructional leader. Kaster (2010) also says that principals should not only focus on the administrative tasks but also must be instructional leaders focusing student and staff learning as the highest priority.

Michael & Donna (2002) state that even though researchers highlight the importance of the principal as instructional leader, according to the literature principals spend most of their time dealing with administrative matters. Although principals realize the importance of instructional leadership, most principals state that they don't have time to practice it.

Jenkins (2009) also states that if principals seriously take the role of instructional leadership, they should make themselves free from administrative tasks and focus their efforts towards improving teaching and learning. Besides, the author mentions that principal as an instructional leader should give highest priority to student learning and achievement. Effective instructional leaders should have a good understanding about what is going on in classrooms. Without this knowledge they will not be able to understand some difficulties both teachers and students face. It is not enough to realize the teachers' difficulties; but they must also fulfill teachers' needs and recognize teachers' achievements. When teachers get positive remarks from the principal they believe that they are supported by the principal. However, Sarok & Jihet (2012) state that principals are busy with administrative duties of running their school that they do not seem to have enough time to practice instructional leadership behaviors.

Regarding the barriers to be effective leaders, different supervisors highlighted different things. Similar to a principal, the supervisor from the School A also believed some of Ministry of Education's policies were barriers to be effective instructional leaders. Along the same vein the supervisor from the School C stated that too many administrative tasks were the greatest barriers. The supervisor from

the School B highlighted a different area and said that lack support from the middle management might be the greatest barrier to be effective instructional leaders.

Unlike the principals and supervisors, teachers highlighted the community and some parents as barriers. The teacher from the School A shared her views and said that community might not always accept what the principal did for the school and might not appreciate what he was trying to do. This demotivated the principal. So, she believed that a lot of difficulties arose from the parents. The teacher from the School B viewed barriers in a different perspective, and stated that managing a diverse workforce especially, particularly by people who were more experienced than the principal was a barrier.

The findings showed that there were barriers for principals to be effective instructional leaders. Out of all the barriers, the greatest barrier was the principals' involvement in finance and administrative matters.

5.5. Implications

The findings from this study point to some recommendations for Ministry of Education, principals and future research:

5.5.1. Recommendation to the Ministry of Education

As instructional leadership has many definitions it must be clearly defined. Principals should be well aware of the meaning of instructional leadership in the context of the Maldives. If finance and administrative responsibilities are considered as the responsibilities of a principal, then the principal's duties that are directly connected to teaching and learning must be clearly identified as the core

responsibilities of the principal. When instructional leadership is clearly defined and leadership dimensions are clearly stated, then there will be no confusion on what constitutes instructional leadership.

Like many other countries, it is highly recommended to have well-written instructional leadership standards for the Maldivian principals. This type of standards can ensure that every principal implements instructional leadership behaviors in their schools. Besides, it will help the principals to organize their yearly plans and daily routine within the framework of instructional leadership standards.

At present, Ministry of Education assumed that one can be an effective principal by virtue of teaching qualification with a school management degree. However, teaching and school management qualification alone are not enough to serve as a school principal. The complexity of instructional leadership needs further training on a regular basis. As a result, Ministry of Education should provide continuous professional development to the existing principals on instructional leadership. “Learning is the only way and method to constantly improve a person. Learning is not only necessary for being competent as a principal, but for the principal to set a good example for teachers and students” (Yan, 2015, p.115).

As Ministry of Education has started implementing the new curriculum, school principals need to have an in-depth knowledge of curriculum to guide their supervisors and teachers. They should understand the “big picture” of the curriculum that should be achieved through curricular and co-curricular activities. Principal may not be experts of the curriculum; however, they should have the sufficient knowledge

to decide if students are being taught the body of knowledge, the values and the skills that they are supposed to learn in core curriculum.

In order to enrich the principals' experience and enhance the teaching learning process, they require having access to working knowledge of research based learner-centered instruction from the Maldivian context. Hence, Ministry of Education should have a research and development section to facilitate school leaders.

The National Curriculum envisions that the students will be responsible and productive contributors to their own family, local community and the global society. Therefore, it is highly important to provide holistic education for students to prepare themselves to shoulder the assumed responsibilities. Hence, to ensure that every school provides holistic education, there should be standards about providing holistic education in schools. However, Shiuna & Sodiq (2013) state that in the Maldives, secondary school students are lacking the skills and training required working in the business industry. These authors believed that all the secondary schools gave the highest priority for producing results in national and international examinations. Therefore, Ministry of Education should help principals to change the existing culture to instill the notion of total development of child into the school system.

In the age of information and communication technology, it is compulsory to integrate teaching and learning with ICT. However, this cannot be done in national level without having a common policy to do this. Therefore, it is recommended to have a policy regarding integrating ICT in the school system.

Although the findings of this study indicated that the selected schools had well established internal supervision and evaluation system, a previous research conducted by Shiuna & Sodiq (2013) claimed that the quality control mechanisms of Maldivian schools was weak. As an evidence for their claim, they stated that in the Maldives, many students were promoted to higher grades without meeting the promotion criteria. Therefore, it is highly recommended to ensure the quality control mechanism of school through internal and external mechanisms.

The results of this study revealed that principals monitored the student progress by means of academic performance. However, the new curriculum introduced by the National Institute of Education encourages using multiple dimensions to measure student progress. As the result of high importance given to academic results, there is tendency to neglect total development of the students but create competitive spirit within and among the schools and students. After conducting a research in the Maldives, Mohamed (2013) reported that there was immense pressure on assessment and as a result created an exam oriented culture in the Maldivian school system. Therefore, it is highly recommended to change the existing monitoring and assessment procedure by including multiple dimensions to measure the overall progress of students.

The principals who participated in this study were well aware that their leadership is important to enhance student learning. However, the principals considered the time spent on finance and administrative matters as roadblocks to being effective instructional leaders. Therefore, it is highly recommended to make principals free from attending finance and administrative matters.

5.5.2. Recommendation to the principals

When more people are involved in decision making there would be a tendency to make better decisions and principals can get more cooperation and commitment from the stakeholders. Hallinger & Heck (2010) highlighted the importance of participation from the stakeholders. They state that on the process of developing the vision, mission and goals of the school, principal should make sure to involve the stakeholders.

Every decision making and problems solving schools, principals should involve all human resources (teachers, clerks, technicians, and other education personnel). Should the teachers and other education personnel receive an invitation to sit down with principals to make decisions and solve problems in the school is actively working meeting school, or informal discussions between principals and teachers, fellow teachers, and other school communities.

(Siregar, 2013, p.115)

In order to get the maximum cooperation from all the members of the school community the school vision, mission and goals should be well communicated with all stakeholders. School vision, mission and goals should be articulated through planned activities with the intention of informing these to the members of the school community. Many previous studies also found the importance of having and communicating a well-defined vision and mission. Parker & Day (1997) state that when principals define and articulate the vision and mission with the school community that would create and promote a school climate in which all staff share a comprehensive understanding that the school stands for the success and achievement for all the students.

The findings of this study indicated that the school vision and the real targets of the school were different. Therefore, it is advised to tie the school goals and objectives to the school vision and mission. It has been perceived that principals did not align teacher evaluation with the school vision. Therefore, it is highly recommended to align the teacher evaluation with school vision. Principal must evaluate how each teacher contributes to achieve the school vision.

Many scholars such as Millar (2009), Rao & Gezahegn (2013) and Murphy, et al. (2007) have emphasized the importance of the principal's role in classroom observation of teaching and learning. However, in big schools with many teachers, it is obvious that principals should delegate this task to other members of the senior management team. But as suggested by the scholars, it is recommended to principals to do direct observations as supervision of instruction by the school principal is among one of his major roles as an instructional leader.

In order to monitor the student progress well, school principals require to utilize data to drive instructional improvement and for the purpose of decision making. Principals should analyze and interpret data collected from classrooms, student assessment, student attendance, and dropout rates to strengthen the teaching and learning and success for every student. Besides, as suggested by the Maldives' new curriculum framework, student progress should be monitored by using multiple dimensions. Ultimately, principal should ensure that concerned supervisors and teachers must know the progress of the student and what they must do to ensure that students achieve the required objectives of learning.

Protecting the instructional time is one of the responsibilities of principal as an instructional leader. Therefore, principals are strongly advised to ensure that teacher and students have undisturbed instructional time for effective teaching and learning. Effective teaching and learning is not possible in an occasionally interrupted classroom.

As teachers and students are the key-players of a school, principals are recommended to have planned efforts to motivate them. There should be systematic approaches such as celebrating and recognizing the teachers and students success. Besides, annual teachers awarding ceremony can be held to motivate the teachers.

Principals must find ways and means to make parents and community members feel valued and welcomed in the school. Principals should work collaboratively with the stakeholders and get their opinion regarding the important decisions of the schools. Besides, they should be involved school development activities. Especially, the parents have a great interest for working the success of the students.

5.5.3. Implications for Further Research

This research highlights the need to carry further qualitative research with cross sectional samples across a range of schools in the Maldives that would provide a comprehensive picture of leadership practices and implementation of instructional leadership among principals in the schools of Maldives.

Furthermore, quantitative research that embodies a larger data collection with close ended questions that can be quantified need to be undertaken to highlight the

leadership styles, similarities and differences among principals of schools. A large data set utilizing methods like hierarchical linear modeling will reveal rich source of information on the leadership styles of principals in the Maldives.

This study could prove a useful starting point from both a theoretical perspective as well as a conceptual framework.

5.6. Limitations of the Study

Like with any study, the findings of this research must be considered in the light of the limitations of the research. However, the researcher has taken care at every stage of data collection to ensure the findings were trustworthy. For examples, before starting the interviews, respondents were requested to give true and reliable information and they were also reminded that their answers would be confidential. Furthermore, during the interviews, care was taken to ensure that respondents interpreted the questions correctly. During the interview, the participants were given opportunity to clarify any doubts about the questions before they answered the questions. In order to ensure the high quality rigor and trustworthiness, during the interview, participants were asked probing questions to clarify my doubts and to get further details about their answers. Besides, in order to make the answers more reliable, respondents were sometimes asked to rephrase their answers.

One of the limitations of this study was purposefully selected small sample size. While acknowledging this limitation, it is vital to note that this research was not aimed to make statistically valid generalizations. Due to this reason, the researcher could only make moderate claims about the generalizing ability of my findings to the

entire context of the Maldivian school system. However, the researcher believed that the participants of this research were reliable and some of them were highly educated. Further, if more schools had been taken into this research, this research would have gained richer in-depth and diverse information about my questions.

As the researcher spent one day in each school, he did informal or window observations of classrooms. This was because his aim was to collect some information about the schools' learning climate, and how the schools manage the curriculum particularly, how they conducted supervision and evaluation. Another purpose of the observation was to examine the principals' visibility in the schools and their interactions with other instructional staff. However, the researcher also believed that if he had more time he could have spent more time in each school to do more observations because, this could give him richer and in-depth understanding about the situation of the schools.

However, considering all the limitations, the triangulation, verification and rich description of the data improve the validity and trustworthiness of the findings. It is possible to use the findings of this study to a certain extent to solve the existing problems of Maldivian schools.

5.7. Conclusion

Instructional leadership has been proven an effective model to be practiced by principals to ensure deliverance of high quality education catering the needs of the twenty first century. It further provides a broader and more demanding role for principals in achieving the visions and objectives of the schools.

This research provides a theoretical as well as a conceptual framework of the Hallinger and Murphy (1990) model of Instructional leadership behavior that has been revised to include three other dimensions to fit the model into the context of the Maldives Educational Transformations System. The findings of this qualitative study, utilizing multiple case study method to study the model of instructional leadership using and its practical application by principals of schools in Maldives, indicate that the principals practiced the six dimensions of the instructional leadership behaviors and patterns as aligned in the conceptual framework. They were found useful to provide quality and meaningful education to the students of the Maldives. However, the pattern of leadership revealed some variations in different schools which were specific to the size of the school, specific approaches used and level of usage.

In congruence with the instructional leadership model, the research findings revealed that different strategies were used to maximize instructional time. It also revealed that the principals' visibility and involvement in the curriculum and deliverance of teaching instruction, motivated teachers and students to be more serious in the work. This research highlights the variance in techniques that principals use to motivate the teachers and students. These differences are vital and given the uniqueness of the islands in the Maldives, as well as student population and facilities available in the schools.

Community involvement in a country like Maldives, with a small population bounded in separate islands, plays a crucial role in development of education and achieving the objectives of the school as highlighted in this research. Despite the limitations, all the schools tried to provide holistic education to the students.

Thus the revised model utilized in this study will provide a useful guideline to improve the instructional leadership behaviors and patterns among school principals in the Maldives.

5.8. Contributions of the Study

As this study is a pioneering attempt undertaking research on the concept of instructional leadership practiced by principals of schools in the Maldives, the findings of this study will be relevant and useful for those who are in the field of education such as policy makers, researchers and school principals.

Since the policy makers and principals are continuously seeking solutions to the problems of school systems, it is important to conduct research in the field of instructional leadership to provide different empirical solutions to solve the existing problems. At present, the government of the Maldives is bringing many educational reforms. During the transitional process with education undergoing tremendous change, the practitioners need support through learning process. Therefore, the findings of this study will make a useful contribution.

It is important that researchers continue to focus on finding and disseminating best instructional practices for the benefit of policy makers and principals for the betterment of education provision. Thus, the revised model of instructional leadership of Hallinger and Murphy (1990), can be used as a conceptual guide to promoting instructional leadership among principal

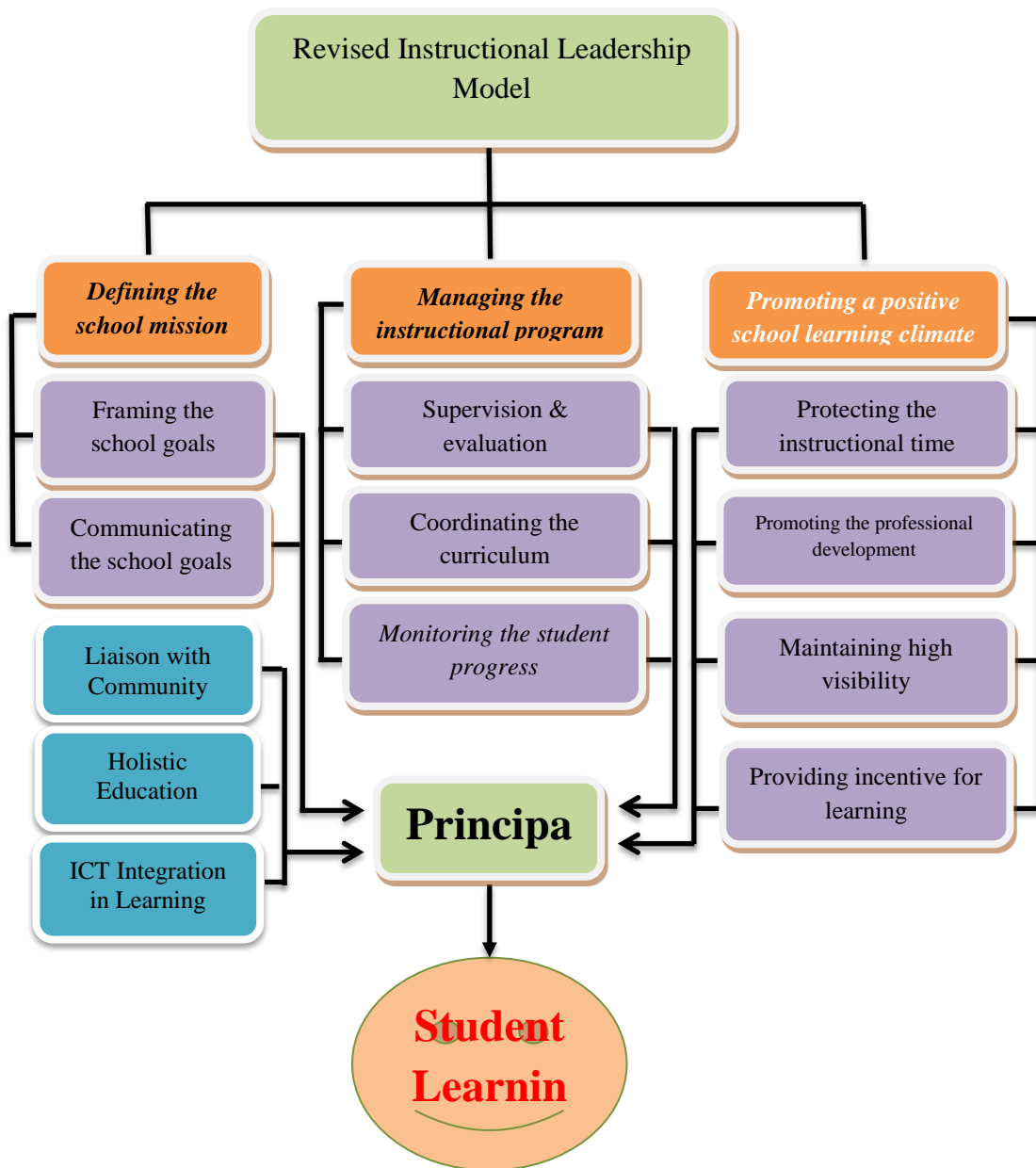


Figure 5.1The Revised Instructional Leadership Model

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APPENDIX

Appendix A: Interview guide for principals

1. How do you develop the school vision, mission and goals?
2. Describe how you articulate the vision, mission and goals to the school community.
3. How are the school goals related to the vision established?
4. How do you ensure that curricular decisions are tied or connected with school vision, mission and goals?
5. What activities are carried for the total or overall development of the child?
6. Give examples of how the connect the daily activities of the school to student learning goals.
7. How do you know that the classroom priorities of teachers are consistent with the goals and direction of the school?
8. Describe how you observe classroom practices to ensure that all students are meaningfully engaged in active learning? How is feedback given to the teacher?
9. Why do you think it is important to review students' work when you evaluate classroom instruction?
10. How do you review and analyze student work to determine whether students are being taught to standard? How are these findings communicated to others in the school community?
11. Why do you think both formal and informal observations of instruction are important?
12. How do you use the information gain through observation?
13. What are the aims of supervision and evaluation?
14. What is the mechanism established to coordinate the curriculum across the grades/classes?
15. What is the relationship between school curricular objectives and classroom curriculum implementation?
16. What is the use of meeting individual teachers to discuss student progress?
17. Based on academic performance, do you meet different departments to identify curricular weaknesses and strengths?
18. How do you measure the school progress towards the goals?
19. How does school safeguard the teaching time of the school?
20. What will be the benefits of talking students and teachers privately/informally?
21. Do you think that your participation is important in extra-and co-curricular activities?
22. Why do you think that your visible presence is important in classrooms, staffroom and school compound?
23. How do you motivate your teachers and students?

24. Do you privately meet teachers and students to compliment for their superior performance? What else do you do to recognize the superior performance of teachers and students?
25. What are the main focuses of professional development programs?
26. What is your role in staff professional development?
27. How do you conduct professional development programs in your school?
28. How do you encourage parents and other stakeholders to become meaningfully involved in school programs?
29. Can you describe how ICT is integrated in to the instruction? What is your role in ICT integration?
30. What are some of the important responsibilities you?
31. Can you describe how you spend a typical day in the school?
32. What are the challenges/barriers to be an effective instructional leader?
33. Do you believe that there is an association between principal's instructional leadership behaviors and students' achievement? Can you justify your answer?
34. What kinds of principal's behaviors most positively impact on student learning and achievement?
35. What are some of the important characteristics of an effective principal?

Appendix B: Interview guide for supervisors and teachers

1. How the school vision, mission and goals are developed?
2. Describe how the school vision, mission and goals are articulated to the school community?
3. How are the school goals related to the vision established?
4. How does the school ensure that curricular decisions are tied or connected with school vision, mission and goals?
5. What activities are carried for the total or overall development of the child?
6. Give examples of how the school connects the daily activities of the school to student learning goals.
7. How Does the School ensure that the classroom priorities of teachers are consistent with the goals and direction of the school?
8. Describe the supervision system of the school to observe classroom practices to ensure that all students are meaningfully engaged in active learning. How is feedback given to the teacher?
9. Why do you think it is important to review students' work when at the time of evaluating classroom instruction?
10. How does the school review and analyze student work to determine whether students are being taught to standard? How are these findings communicated to others in the school community?
11. Why do you think both formal and informal observations of instruction are important?
12. What are the uses of the information gain through observation?
13. What are the aims of supervision and evaluation?
14. What is the mechanism established to coordinate the curriculum across the grades/classes?
15. What is the relationship between school curricular objectives and classroom curriculum implementation?
16. What is the use of principal meeting individual teachers to discuss student progress?
17. Based on academic performance, does the principal meet different departments to identify curricular weakness and strengths?
18. How does the school measure the school progress towards the goals?
19. How does the school safeguard the teaching time of the school?
20. What are the benefits of direct/private/informal talking by the principal to students and teachers?
21. Do you think that your principal's participation is important in extra-and co-curricular activities?
22. Why do you think that principal's visible presence is important in classrooms, staffroom and school compound?
23. How does the principal motivate the teachers and students?
24. Does the principal privately meet teachers and students to compliment for their superior performance? What else does he do to recognize the superior performance of teachers and students?

25. What are the main focuses of professional development programs?
26. What is the principal's role in staff professional development?
27. How does the school conduct professional development programs in your school?
28. How does the principal encourage parents and other stakeholders to become meaningfully involved in school programs?
29. Can you describe how ICT is integrated in to the instruction? What is the role of principal in ICT integration?
30. What are some of the important responsibilities of the principal?
31. Can you describe how the principal spend a typical day in the school?
32. What are the challenges/barriers to be an effective instructional leader?
33. Do you believe that there is an association between principal's instructional leadership behaviors and students' achievement? Can you justify your answer?
34. What kinds of principal's behaviors most positively impact on student learning and achievement?
35. What are some of the important characteristics of an effective principal?

Appendix C: Consent for Participation of Interview

I volunteer to participate in a research conducted by Mr. Abdulla Rasheed Ahmed from Asia E University. I understand that this research is designed to gather information about the instructional leadership behaviors of the school principal. I will be one of 15 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my school will be told.
2. I understand that the interviewee will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
3. Participation involves being interviewed by a student researcher from Asia E University. The interview will last approximately 30-45 minutes. Notes will be written during the interview. An audio tape of the interview and subsequent dialogue will be made. If I don't want to be taped, I will not be able to participate in the study.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
5. School administrators from my school will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.
6. I understand that this research study has been approved by Asia E University
7. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.

Name of the Participant: _____

Signature: _____ Date: _____

Name of the interviewee: Abdulla Rasheed Ahmed

Signature: _____ Date: _____ Phone: 7903148

Appendix D: Checklist for Observation

Dimensions and Indicators	Yes	No
Communicating the school goals		
School vision and mission is displayed in the school compound		
Managing the curriculum		
Classes are occupied with teachers.		
Teachers engage the students in learning activities		
Supervise and evaluate instruction		
Principal visits the classroom to do formal/informal observations		
Protecting instructional time		
Limit interruptions of instructional time by public address announcements		
Ensure that students are not called to the office during instructional time		
Limit the intrusion of extra- and co-curricular activities on instructional time		
Maintain high visibility		
Take time to talk informally with students and teachers during recess and breaks		
Visit classrooms to discuss school issues with teachers and students		
Attend/participate in extra- and co-curricular activities		
Provide incentives for teachers		
Informally meet with individual teachers to encourage and appreciate their hard-work		
Liaison with community		
Different community members visit the school and meet with school staff		
Community members involve in school development activities		
Holistic education		
The school organizes various kinds of curricular and co-curricular activities for the total development of students.		

Various facilities are provided in the school to conduct and organize different activities.		
ICT integration in learning		
ICT facilities are provided to all the classrooms.		
ICT facilities are used to carry out the teaching and learning process.		

Appendix E: Checklist for Document Collection

Document	Available	Not Available
Plans of the school		
Strategic plan		
School improvement plan		
Subject improvement plan		
Professional development plan		
Schedules		
Activity calendar of the school		
Supervision schedules		
Schedules of coordinating meetings		
Records		
Students' academic records		
Record of school achievements		
Records of clubs and associations		
Records of lesson plan		
Supervision records		
Staff records		
Guidelines		
Guidelines for parents		
Guidelines for teachers and other staff		
Disciplinary guidelines for students		
Policies		
Policy for providing holistic education		
Policy for participating uniform activities		
School ICT policy		
Policies of Ministry of Education		
Minutes		
Minutes of coordination meetings		
Minutes of staff meetings		
Minutes of PTA meetings		
Minutes of School Board meetings		

Appendix F: Permission to use letter

Dr. Philip Hallinger
199/43 Sukhumvit Soi 8
Bangkok, 10110, Thailand
hallinger@gmail.com

September 20, 2016

Abdulla Rasheed

Dear Mr. Rasheed:

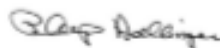
As copyright holder and publisher, you have my permission as publisher to use the *Principal Instructional Management Rating Scale (PIMRS)* in your research study. In using the scale, you may make unlimited copies of any of the three forms of the PIMRS.

Please note the following conditions of use:

1. This authorization extends only to the use of the PIMRS for research purposes, not for general school district use of the instrument for evaluation or staff development purposes;
2. *The user must include a reliability analysis in the study if suitable quantitative data has been collected;*
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4. The user agrees to send a soft copy of the *data set* to the publisher upon completion of the research.
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Please be advised that a separate *permission to publish* letter will be sent after the publisher receives a soft copy of the completed study, the dataset, and I have confirmed that you included a reliability analysis.

Sincerely,



Professor Philip Hallinger

www.philiphallinger.com

Appendix G: Permission to publish letter

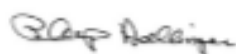
Dr. Philip Hallinger
7250 Golf Pointe Way
Sarasota, FL 34243
hallinger@gmail.com

September 20, 2016

Abdulla Rasheed

As copyright holder and publisher, I concur that you have complied with all conditions of use of the PIMRS in your graduate research.

Sincerely,



Professor Philip Hallinger

www.philiphallinger.com

