Leaders as Instructional Managers: An Exploration of Challenges Faced by Head Teachers Appointed through IBA Sukkur

Sayeda Sumbul shah[1], Shakeel Ahmad[2], & Adil Hussain Ghani[2]

[1]MPhil

[2]Education and Literacy Department, Government of Sindh.

Corresponding author 's email: sayedasumbulkazmi@gmail.com

Abstract

The role of the school principal as an instructional leader is very important for achieving the excellence and effectiveness of the school. Pakistan National Education Policy (2017) in which the main objectives are to greatly increase the development of educational supply in the education system. The document states that all school-level leaders (headmaster, headmistress, principal, vice principals, deputy principals, and teachers) are required to perform their leadership functions effectively. There are some factors which slow down instructional leadership practices. Therefore, this study aims to identify some challenges being faced Head Teachers Appointed through IBA Sukkur. Whereas, qualitative research method along with case study research design has been adopted. The participants for this study are nine newly appointed principals who had led their school for not more than one year. The data has been analyzed by using thematic analysis technique.

The finding of this study revealed that newly appointed principals are facing some cruel challenges which slow down the instructional leadership practices such as lack of experience and knowledge about instructional headship, lack of resources like material and human resources, the socio-economic status of parents, and bureaucratic influence and irresponsible and Inappropriate behavior of staff. Moreover, this research suggests that the Government of Pakistan should take proactive steps to overcome these challenges and difficulties faced newly appointed head teachers along with providing the sufficient funds to schools for improving teaching and learning process. The study results led to the practical implications of improving instructional leadership practices in the Pakistani school context. Moreover, this is the first Qualitative study of its nature which is conducted in Sindh province of Pakistan and focuses on the Challenges Faced by Head Teachers Appointed through IBA Sukkur.

Keywords: *Instructional leadership, Challenges, Principals, Instructional Managers*

1. Introduction

In the current scenario of education, instructional leadership practices are assessed similarly and play a crucial role in the development of the institute (Rajib, 2020). In earlier studies instructional leadership focuses mainly on, improving achievement that enhance school credibility (Ghavifekr et al, 2017). Therefore, it is considered the most studied model of leadership that is analyzed in the region of institute leadership and management (Daniels, Hondeghem & Dochy, 2019). Instructional leadership is considered a current and emerging trend under research as compared to other studies such as European countries, the United Kingdom, and the United States which had inspected the effectiveness of instructional leadership within their educational systems (Hallinger & Walker, 2017; Rigby, 2014).

Hence Asian countries are paying attention to the effectiveness of instructional leadership. However, instructional leadership inspected wide attention in the field of school leadership. Research of (Nguyen, 2017) critically posited that there is adequate evidence that a decentralized educational setup dominates the area of instructional leadership, contrarily, there is less information on the concept of guidance through centralized learning which is not widely followed. Moreover, the development of the institute depends upon the leaders, if they are not facing problem the institute develop and run properly. But there are some issues and challenges which slow down the instructional practices of leaders the study of   Wieczorek & Manard (2018) highlighted that inexperienced principals struggle in implementing instructional leadership practices and fail to manage due to a number of reasons such as lack of experience, less understanding of the role of instructional leadership (Shaked, 2018), lack of resources also create hurdles in managing school's finance (Boakye & Ampiah, 2017).

Similarly, Arrieta & Ancho, 2020) highlighted that newly appointed head teachers are perceiving their role as instructional leaders as overwhelming, shocking, and stressful. Admittedly, several studies have been done on the role of the principal as an instructional leader in different schools at different levels such as primary, secondary, and college levels. Though, there are few studies has been done on the obstacles and challenges faced by principals while performing their role as an instructional leader and paid little attention to the Pakistani context of the education system. However, there are several studies related to the challenges faced by principals from a western context and little attention has been given to the challenges and barriers faced by Pakistani principals. Therefore, more research is needed to explore the barriers and challenges faced by Pakistani middle school principal's especially young principals, to deal with the challenges they are facing as instructional leaders in their schools. To address the above-mentioned gaps in the problem related to principals' instructional leadership, this qualitative research attempts to explore the difficulties and obstacles faced by secondary principals when implementing their practices as instructional leaders in the school setting. This study helps to explore and understand the barrier and challenges which may slow the effective process of instructional leadership within schools in Pakistan. Hence, internal and external factors have been identified which might slow the principals' instructional leadership role in the school setting.

1.1 Problem Statement

Instructional leadership is considered as a current and emerging trend under research in European countries such as the United Kingdom, and the United States which had inspected the effectiveness of instructional leadership within their educational systems (Hallinger & Walker, 2017; Rigby, 2014). Additionally, Asian countries are also paying attention to the effectiveness of instructional leadership. However, in low economic countries including are facing some challenges that slow down the practice of instructional leadership in the school setting. Previous studies highlighted some reasons which affect negatively the performance of instructional leaders in schools such as the influence of bureaucrats (Walker, 2017), the socio-economic

status of parents (Baker, Sandrs & Morawska, 2017), lack of knowledge and experience about instructional leadership (Rahman et al, 2020), and less coordination with staff (Ghavifekr, et al, 2019) are some major issues. Similarly, Wieczorek & Manard (2018) affirmed that instructional leaders are facing difficulties while leading their roles.

Despite the importance of instructional leadership in education, the education system of Pakistan is not paying much attention to practice instructional leadership practices in schools. Hence, Pakistan stands in the 160th position in terms of the international education ranking. Therefore, various policies have been developed such as "National Education Policy 1947 to 2015" to improve the education system of Pakistan. The 2017 report presented by Alif Ailan, revealed that there is improvement in the education sector of Punjab and KPK, while the situation in Sindh, Baluchistan, and FATA is still not improved. Moreover, Younas and Rasged (2019) highlighted one major issue, especially in the context of Sindh schools are missing not only good leadership but also instructional leadership, Teachers are promoted to the position of head teacher based on seniority, though the promoted head teachers do not have enough experience of leading the school (Zarif and Gorchani 2018).

Hence, schools are facing problems in terms of designing courses, making extracurricular and co-curricular activities, managing resources, enhancing the participation of the community, and developing teaching staff professionally. These head teachers are even unaware of the necessary material for students learning (Zarif and Gorchani 2018). Thus the government assigned the appointment and training procedure to SIBA Testing Service (STS) a subsidiary of Sukkur IBA University., nearly 900 head teachers were shortlisted for the job. These head teachers were given training on their roles and responsibilities before actually going to perform in the field. Hence, this research will explore thoroughly the challenges and obstacles faced by principals which are least favored within instructional leadership context and literature. Additionally, this study will help newly appointed principals in finding strategies and solutions to the problem they are facing while performing their role as instructional leaders.

2. Literature Review
The literature review consists of Instructional leadership, Instructional leadership practices, and Challenges faced by instructional leaders, focusing on the different research studies, reports.

2.1 School Leadership
The quality of education is an essential factor for the development of any country and the quality of education depends on the performance and capabilities of educational leaders (Salo et al., 2015). Hence, researchers put great emphasis on the effectiveness of school leadership (Yuliandri & Kristiawan; 2018). School leadership is the process of leading and guiding the learning experiences of students and also the capabilities of teachers, students, and the community to achieve the desired educational outcomes (Hillinger & Hosseingholizadeh, 2020). The whole system of the school depends upon school leaders (Hallinger and Wang, 2015). Additionally, principals are seen as school leaders, they play various roles in schools

such as academic, and financial, additionally, () highlighted that school principals also play the role of community mobilizers in which they keep contact with community-related for school improvement (Glanz et al., 2017). In addition to this, they empower the community in decision-making and also get suggestions and help from the community to solve problems (Hanraj, 2020). The focus of their role is to enhance the teaching-learning experiences of students to achieve educational objectives (DAHRI, 2015). However, the global interest of education is to develop students learning and teachers professionally and it can be possible when the school principal became an instructional leader (Pashiardis and Johansson, 2020).

2.2 Instructional Leadership in Schools
The conceptualizing instructional leadership has different meanings elaborated in literature by previous studies such as Leithwood, Harris and Hopkins (2020) define instructional leadership as the efforts taken by principals to enhance the progress of students such as arranging resources required for learning, setting school vision and mission, focusing capacity building of teachers and enhance cooperation and relationships of teachers and analyzing teacher supervision and evaluation. Similarly, Leaf and Odhiambo (2017) posited that Instructional leadership is the characteristics of leadership practices which consist of attitude, behavior, action, and practices that lead to the effectiveness of teaching and learning. Likewise, the simple definition given by (Nkibi) 2018 is teaching and learning practices under the supervision of instructional leaders such as the professional development of teachers and the intellectual, and academic development of the students. Similarly, Salo et al., (2015) elaborate that Instructional leadership is one of the styles of leadership in which leader perform their duties as the school principal, mostly focusing on promoting best practices in school so that students can improve their learning to survive in the world. (Ng et al., 2015; Pan et al., 2017). However Green, (2018) highlighted another role of instructional leaders is to maximize the community and parents' involvement for the betterment of the school. Hence, the effectiveness of educational institutions depends upon the performance and capabilities of an instructional leader (Nguyen et al, 2015).

2.3 Instructional Leadership Practices
Instructional leadership practices commonly involve the provision and training of teaching and non-teaching for professional development, designing curriculum, syllabus, and courses and observing the teaching process, and providing feedback to teachers (Harris et al, 2017). Similarly, Walker & Qian (2020) posited that the principal as an instructional leader helps teachers in process of developing course outlines and syllabi for students with the mutual consensus of all teachers. likewise, Velarde, (2017) highlighted that instructional leadership facilitates curriculum designing and other tasks such as setting goals and objectives, monitoring the significance and sequence of activities, and selecting the course book for students after mutual discussion with teachers and experts. Additionally, another practice of instructional leaders is rewarding motivating beyond salary providing training results in drastic improvement

in performance and teaching effectiveness (Yuliandri, kristiawan; 2018). Principals as instructional leaders are charged with the responsibility to treat and maintain equity, and equality among students and provide quality education (DAHRI, 2015).

Hence, to do this the leader has to develop the motivation and skills of his team keeping in view the diversity of the students' (Shaalvik, 2020). According to existing literature instructional leaders should have a grip on these four qualities such as clear vision and decision-making, redesigning Organization, capacity building of teachers, managing educational programs, and policy-making (Leithwood et al., 2020). Additionally, as it is the era of digitalization and most institutes are shifting their mode of education from traditional to online (Mukhtar et al., 2020). Hence is the key role of instructional leaders to promote online learning and enhance the 21st-century skills of staff and students as well (Hooge and Honingh 2014). Furthermore, research conducted over 1663 teachers in Germany found that instructional leadership had a key effect to implement online education in schools (Pietsch et al. (2016). Similarly, another study done in the USA, Turkey, Denmark, and Germany highlighted that instructional leader plays a vital role to implement digital learning and promote 21st-century skills in any institute (Goddard et al. 2015).

Meanwhile, Hooge and Honingh (2014) emphasized that there is a need for more research and studies to prove the connection specifically between online teaching, leadership styles, and collaborative policies in inclusive schools. In an educational context, instructional leaders play two different roles, first is personal and the other is academic role, in the personal role, the leader motivates teachers and students and makes a friendly environment where every individual can share their problems easily, and in an academic role, the instructional leader focuses on the professional development of staff and academic development of students (Kidmann, 2017). Hence, effective instructional leadership needs time for managing the assigned tasks on daily basis, such as running the school system and bringing the community to collaborate with the school (Skaalvik, 2020). Additionally, it is also the role of the instructional leader to make school a peaceful and secure learning place, so that students can be involved in all relevant activities (Kidmann, 2017). The instructional leader is also responsible for the job satisfaction of staff by giving them appreciation, incentive and praise when they perform well and critically evaluating performed tasks, identifying weak areas, and striving for improving their skills and knowledge (Earl & Fullan, 2011).

2.4 Promoting Teaching and Learning Environment
Van Deventor and Kruger (2003) defined teaching and learning environment as, the strategy of teaching and learning mentions the behavior of the school's leaders, head of the department (HODs), teacher, parents, and society to the teaching and learning, and present the quality value of teaching and learning as well. Similarly, Manasseh (2016) define learning environment as the behavior and traits of educators and attitudes of students towards the learning and teaching methods, the motivation, and enthusiasm of commitments in institutes or college that comes via the group and team effects of a great school management system, work behavior of teachers,

the personal properties of students, identifiers into the student's life at home, educational factors and other community. Likewise, (Gunawan, 2017) defined, that it is of utmost responsibility of the leader of a school that he or she should transform the culture within the school into a new, innovative, and full of excellent resources to enhance the teaching and learning environment. Mainly, environment and school norms mirror the characteristics, morals, behaviors, and beliefs of all staff and subordinate members (Manaseh, 2016).

Additionally, according to Nkibi (2018) leadership that is instructional looks for improving the quality of teachers in the work environment to enhance learners' accomplishments or to improve respective personality traits and behavior for institutes or school jobs. However, (Owings, and Kalin 2003) defined, that it is the utmost responsibility of a leader of a school that he or she should transform the culture within the school into a new, innovative, and full of excellent resources to enhance the teaching and learning environment. Bringing a change in their personal lives and giving birth to new teaching and learning process. While (Alam, 2012) highlights another key factor of the teaching and learning environment and the power of decisions and problem-solving skills that can positively enhance teaching and learning environments in any school and the motivation of the staff for the betterment of the organizations. These strategies not only improve the outcomes and motivation of the staff but are also helpful for students' motivation, performance, and learning outcomes. Dealing with and motivating them for various policy changes (Pambudi & Gunwan, 2019).

2.5 Challenges Faced by Instructional Leaders

While implementing their role as instructional leaders' principals are facing numerous challenges which need to be addressed because these challenges might effective instructional leadership practices, some of the challenges are highlighted here such as the high income of teachers (Johnson et al, 2004), lack of resources such as funding (Owens, 2018) and less competent staff are also some barriers faced by instructional leaders (Buchs et al, 2017). Additionally, Wieczorek and Manard (2018), highlighted, lack of staff coordination, lack of knowledge about instructional leadership; tough and heavy workloads are some other issues that principal face in their career. In conceptualizing principals' barrios and obstacles are characterized into two categories first one is personal lack of knowledge skills and attitude to be an effective leader (Buchs et al, 2017). External, less interest of staff in professional development and instructional leadership competencies are the major issues faced by instructional leaders (Rahman et al, 2020). Additionally, community involvement and lack of parental support is also an issue for instructional leaders Baker, (Sandrs & Morawska, 2017). The heavy workload is also a challenge that slowed the practices of instructional leaders in schools (Heffernan, 2018). Hence, most of the time instructional leaders spend most of their time handling school matters, paperwork, and communication via mobile or the internet which creates hindrances to effective instructional practices (Wieczorek and Mansard, 2018).

Sometimes principals couldn't implement instructional leadership practices effectively because of insufficient management, lack of cooperation among staff, and weakness in formulating

strategies are also some noble issues (Kallestad, 2010). However, Rahman et al, (2020) highlighted another factor is the lack of training related to how to perform instructional leadership practices effectively. Hence, these are more important for newly appointed head teachers who have less experience (Mestry, 2017). As students are concerned, instructional leaders are facing challenges in terms of increasing minority enrolments (Grigg, 2012; Maxwell, 2014), students face issues related to understanding and communication in a second language because that is not their primary mood of communication(Cline, Crafter & Prokopiou, 2014), most of the student belong to blow average threshold of the income level(Haig, 2014), bullying and cyber bullying's repercussions on school and private life (O'Brennan, Waasdorp & Bradshaw, 2014), and to maintain the constructive work environment at school premises (Kallestad, 2010). Moreover, Oduro (2003) highlighted the scarcity of resources, inadequate staff are the major challenge being faced by instructional leaders in Africa which affect job satisfaction and employees' motivation.

Similarly, in Ghana lack of facilities in classroom infrastructure resulted in dissatisfaction and turnover of teachers (Louis, 2007). Research done by the Council of Children with Behavior Disorder and cited by Albrecht, Johns, Mounsteven, and Olorunda (2009) found that the absence of updated and suitable textbooks, materials, and lack of access to required material as some of the reasons for their frequent switching of the job as a result of emotional frustration. Most schools in Nigeria face a paucity of basic facilities like electricity, piped water, staff room, and toilets. Ngithi (2013) identified shortcomings faced by administrative staff in the primary school of the Embakasi district of Kenya. Moreover, five other challenges faced by school head teachers are related to promoting change, improving teachers' instruction style, evaluation, and policy implementation of research-based practices. (Wieczorek, D., & Manard, C. 2018). The literature proposes that leadership is inspirational but simultaneously a challenging experience too (Weindling & Dimmock, 2006). At the beginning of their career as some head teachers, they faced a lot of challenges (Hobson, 2003). Furthermore, Hubson (2003) stated that although Headteachers have different educational backgrounds but yet they face the same problems in their teaching profession that are related to school infrastructure, academic planning, financial issues, etc.

3. Methodology

In this study qualitative research design has been utilized to evaluate the assumptions of philosophy for epistemological and ontological theory (Crotty, 1998), which is endorsed by principles of interpretivist and epistemological constructivism, it holds the idea that reality is multiple, subjective in nature, and multifaceted (Creswell, 2017) correspondingly. Additionally, a case study research design has been used, case study is considered to be a comprehensive analysis of any event/circumstance (yin, 2017). Hence, the case study was best suited to developing a comprehensive understanding and exploring the challenges faced by instructional leaders while performing their roles. Additionally, the data has been optioned through semi-structured interviews from the sample of nine newly appointed head teachers' in public schools

in Sindh. One of the purposes of a semi-structured research interview is to reveal the opinions of the interviewees about the phenomena related to the objectives of the research. The researcher can ask investigative questions based on the situation and the responses of the people interviewed (Van Teijlingen, 2014).

Hence, in this type of interview researcher try to find out what an individual perception and beliefs underpinned phenomena (Van Teijlingen, 2014). The topic was explained and discussed with principals before the conduct of the interview. Moreover, Creswell (2012) suggested that to report properly and cover most of the aspects of any phenomenon the number of participants may be ranging from (1) to thirty (30) or forty (40). Hence, the purposive sampling technique has been used to identify the challenges of newly appointed head teachers who can provide the appropriate data within the scope. The purposive sampling technique comprised newly appointed head teachers who apply instructional leadership practices to bring the quality of education to their schools. Kozleski (2017) also highlighted that a Purposeful sample is the best technique to understand participants' perspectives and points of view. While the gathered data has been coded and analyzed by using a thematic analysis strategy. Thematic analysis is the way to identify, analyzing, finding and reporting patterns and themes within data (Braun & Clarke, 2006).

Table 1. Demographic Representation of Principals

SNo	Participant's identity code	Age	qualification	Gender
01	PR 1	42	Master's degree	Male
02	PR 2	38	Master's degree	Male
03	PR 3	32	Master's degree	Female
04	PR 4	45	Master's degree	Male
05	PR 5	51	Master's degree	Male
06	PR 6	38	Master's degree	Male
07	PR 7	36	Master's degree	Male
08	PR 8	29	Bachelor degree	Female
09	PR 9	31	Bachelor degree	Female

Based on Table 1, four principals were females while the other five were male, in terms of principals' academic qualifications only two principals have a bachelor's degree, and the rest had master's degree qualifications in different areas. Different identity codes have been given to principals which are mentioned in table 1

4. Results

The interview provides a great opportunity to listen to the different professional and experienced responses of the principal. The nine (9) responses of principals were found impressive to produce authentic primary data for this study to analyze as explorative and then to produce themes. The responses of principals were kept confidential as per the agreement done before conducting interviews. The important informative said explorative were recorded, selected and

coded, to use for the analysis of the study consisting of exploring some challenges faced by instructional leaders in the province of Sindh, Pakistan.

4.1 Teachers Lack Experience and Knowledge

Teachers hold central and significant positions in instructional leadership. The responses from the interviewees informed teachers' lack of experience and knowledge as instructional leaders. The responses of the interviewees highlighted a number of views about experience and knowledge pertaining to instructional leadership.

As the first PR (3) said, I faced problems in performing the role of principal because I was appointed directly as principal after completing my master's degree. So, I faced difficulties to implement policies and curriculum effectively. This statement revealed that inexperienced principals face difficulties to implement policies and curriculum effectively so experience can play a crucial part in the effective implementation of school policies and curriculum. Moreover, PR-5 shared his views, "Due to lack of professional development, especially in the field of instructional leadership, I faced some difficulties because when we were newly appointed we thought these trainings were not that much important, so sometimes I did not prefer to attend trainings or in case I attended I could not pay attention on it". In light of this statement, it can be said that professional development, especially in the field of instructional leadership is quite important to make better decisions for the smooth functioning of the institution. In addition, another respondent, PR-7, said, "As I have no idea about the practices of principalship, so, it was a bit challenging for me to manage internal and external resources effectively". This statement reflects that there are different challenges internal and external and for effective leadership practices to run some institution principals should have previous experiences that play a key role in making decisions and can handle different situations accordingly. One more respondent, PR-8, shared, "I have done my master's degree in Marketing, so it was challenging for me to work in a school with irrelevant qualifications". According to this statement, it can be understood that irrelevant qualifications have an effect on the productivity of an individual.

4.2 Lack of Resources

Sufficient and proper resources contribute to the effectiveness of the school. The responses from the interviewees informed lack of resources in schools is a big obstacle faced by instructional leaders. The responses of the interviewees highlighted various views about the lack of resources affecting instructional leadership.

For instance, "I faced problems to manage insufficient human resources such as shortage of teachers, and other lower staff such as clerks and peons (PR-4 and PR-7). From this statement, it can be understood that insufficient staff can negatively affect the productivity of the principal. Moreover, responses to PR-9 revealed, "due to lack of libraries and insufficient science labs are creating hindrance in leadership practices". In light of this statement, we can say that insufficient resources such as science labs and libraries can create difficulties for a leader and negatively affect his output.

Similarly, PR-2 answered that currently, SMC is inactive all over Sindh which creates lots of problems in schools. Especially providing basic needs such as the provision of water, cleanliness of the school, and electricity. We are also facing a problem with physical resources such as furniture chairs benches, whiteboards, and other teaching materials.

This statement, revealed that, timely release of funds can improve the functioning of the school by providing the basic resources, and timely maintenance of the school.

PR-01 held that I'm facing the problem of the insufficient budget provided to schools. In government schools, budget provision is very much low, only 25000 provided per school for the whole year. Now, if we see there are a number of needs in schools, it is very difficult to manage. There are a number of activities, school stationery, celebration days, day-to-day affairs, maintenance of electrical equipment, school furniture repair, sweeping, white-wash, school charts, boards, chalks or markers use on daily basis, and prize distribution, but it is impossible to manage all in this inflation era. From this statement, it can be understood that insufficient funds can further increase the problems for the school leader to meet the basic expenses of their school so he needs to explore other ways such as fundraising from the staff, trust organizations or civil society to meet school needs.

4.3 Lack of Cooperation and Coordination of Teaching Staff
Cooperation and coordination of Staff is a strength for any origination which leads to the overall performance of a school. The responses from the participants revealed a Lack of cooperation and coordination of teaching staff as a major obstacle the responses of the interviewees highlighted a number of views about Lack of cooperation and coordination.

In this regard, PR-6 shared his views, "we do not perform any task as a team due to the lack of cooperation of my teaching staff". This statement shows that cooperation and teamwork were absent in teaching staff. However, PR-5 revealed, "due to lack of teamwork we are deteriorating effectiveness and school culture". The experience of the respondent highlighted that due to a lack of teamwork and cooperation, the performance of the school culture is compromised and reduces productivity.

As PR-01 said that Lack of cooperation among staff is a major problem I'm facing as an instructional leader. Most of the teachers are not cooperating in school activities such as making timetables, distributing the courses/subjects, and arranging parent's teacher meetings, and resistant to implementing new strategies in their classes or school.

The experience of the respondent shows that lack of cooperation among the teaching staff increases pressure on the school leaders, influences his decision, and further creates resistance for him in implementing the policies.

Further PR-03 said that "In my school teacher staff is not ready to take an active part in any cooperation or any task where their help is required, most of the teachers are not regular, even sometimes teachers do not complete their assigned tasks on time such as course completion on time, assessment of the students and not attending any matting such as SMC school. In light of

this statement, it can understand that irresponsible behavior, absence, and non-cooperation of the teaching staff with the school leader further affect the productivity of the school leader.

4.4 The Socio-economic Status of Parents

Parents hold central and significant positions in the academic development of child children which is directly linked affects instructional leadership. The responses of the interviewees highlighted a number of views about the socio-economic status of parents pertaining to instructional leadership. PR-5 shared his views, due to poverty student enrollment ratio decreased". This response shows that poverty directly affects the enrolment ratio and it increases the student's dropout rate.

PR-05 told that "the illiteracy of parents in my school decreased their involvement, they don't cooperate in any matter even if they don't understand the problems of students, they don't give time to their children in helping the child or counselling them etc. Actually, due to their illiteracy, they are unable to help their children. This response revealed that the education of the parents influences the school environment if they are illiterate they are reluctant to interact with the school management or teachers. They also cannot assist or help their children or able to understand their problems.

Moreover, PR-01 said that Illiterate parents break the bridge between school and parents they don't solve issues which students are facing at school or home. Students could not complete homework due to illiterate parents, students' diaries are not checked, and means of communication tool is damaged between teachers and parents.

This response shows the illiteracy of parents, they are unable to track the performance of their children which creates a communication gap between the school and parents. Further, PR-06 maintained that I'm facing a poverty issue, I think poverty is creating a problem because school is incomplete without parents' cooperation, there is a number of activities to be done at school for child development in this regard to financial need even in public school there are no fees but parents have to cooperate in the provision of stationaries, maintenance of copies, pencils, colors, bags, dress cost, pick and drop etc. due to such expenses parents do not allow their children for getting an education, because they are too busy in earning their basic needs, they could not have time or money to think for their children education.

In light of this statement, it revealed that Parents from rural areas are living a marginal life and hardly meet their basic needs, expecting them to fulfil the basic educational needs of children e.g. stationaries, shoes, and dress could be a challenging task for them. Instead of that parents' cooperation is essential for the effectiveness of the school.

4.5 Bureaucratic or Political Influence

In a democratic society, the role of bureaucracy is political and ensure that government decision is implemented properly. In reality, bureaucratic influence plays a negative role in education the responses of the interviewees highlighted a number of views about political influence on instructional leadership and overall school performance.

The interviewee PR-2 shared his view, "Sometimes school buildings are utilized for political and personal usage, especially in rural areas, such as for elections and for personal gathering". In this line, it can be understood that school buildings are utilized for other than official purposes such as social and political gatherings, especially in rural areas. However, PR-4 shared his views, "the huge portion of funds utilized by bureaucrats which create problem to manage all needs and requirements of the schools." This statement highlighted that fewer funds were left for the school as the highest portion of funds are utilized by executive officers.

Further, PR-09 maintained that "Most of the time lower of the school staff has been appointed by bureaucrats such as Clerks and peons who do have not sufficient knowledge about their duties even the lower staff is not regular and does not complete their assigned work on time which affects the overall performance of school". In light of this statement, it is understood that appointments of Non-teaching staff by executive officers were irregular, non-serious, and had less professional knowledge that directly affects the performance of school leaders and ultimately impacts the school operations.

5. Discussion

Barriers, challenges, and obstacles play a significant role to slow down instructional leadership practices and often create the main hindrance to the effective role of principals as instructional leaders. Hence, the literature suggests that principals as school leaders must perform their role as instructional leaders and implement effective practice because they are trusted school leaders in schools that have the responsibility, accountability, effectiveness, betterment, and improvement of overall teaching and learning in school (Leithwood, Harris & Hopkins 2020). While implementing instructional leadership roles principals are facing a number of challenges within the implementation process. In this case, educational authorities expected principals to perform their role as instructional leaders based on innovation and creativity and at the same time solve all the challenges which are hurdles to the betterment of schools. In this qualitative research nine principals highlighted some factors and issues that crate hurdles to implementing instructional leadership practices effectively and successfully.

 According to their perception and experience Lack of resources, lack of experience and knowledge about instructional leadership practices, the socio-economic status of parents, bureaucratic influence and lack of practices, and responsible and inappropriate behavior of staff are some factors and challenges which create problems in the implementation of instructional leadership practices. Overall, the results of this study coincide with the results of Azlin's study (2006) highlights some factors of principals such as lack of experience, attitudes, and knowledge of school principals causing difficulties for school leaders in exercising their role as effective instructional leaders. Wieczorek & Manard (2018) study, reported that inexperienced school leaders are less proactive, less creative, and innovative in the implementation of their pedagogical leadership. While Rahman et al, 2020) posited that most principals have less knowledge and experience about how to manage internal and external resources and how to enhance the participation and involvement of stakeholders. Similarly, Ali et al, (2015)

highlighted that lack of knowledge about instructional leadership also remains a challenge to principals in the implementation of instructional leadership practices. Due to a lack of knowledge and experience principals are less confident to adopt and practice instructional leadership roles in schools. Moreover, due to a lack of knowledge and experience principal is less focused while encountering challenges and complex tasks while performing their role as instructional leader (Mestry, 2013).

Additionally, another factor that affects the overall performance of instructional leadership practices is the lack of resources. Insufficient resources in Pakistan play a key role to decrease the performance and effectiveness of the school (Ali, 2017). The school lacks the basic facilities such as furniture, drinking water, latrines, buildings, instructional material, and qualified teachers are essential for any institute to function properly (The Nation, 2021). Pakistan does not invest in education (2 percent of GDP, Education Policy, 1998-2010), which is among the lowest rates compared to the 4 percent recommended by UNICEF (Ali, 2017). Hence, lack of funds and insufficient budget provided to schools are additional issues faced by instructional leaders.

 Likewise, (Ali, 2017) highlighted that lack of libraries and science laborites are also some issues faced by school leaders. Additionally, the socio-economic status of parents and bureaucratic influence also plays a cruel role to slow down instructional leadership practices. Previous literature also highlighted that unnecessary interference of stakeholders is also a major challenge for principals. In rural areas, many schools have been constructed without teaching and learning processes, such schools are used commonly for gathering; Autak of Wadera (Asif, 2021). However, Wondimu, 2014) highlighted the issue related to parents like most of the parents are least committed and leave every academic matter to teachers and principals. Additionally, in rural areas most of the parents are uneducated, hence, ignoring the attitude of parents related to their child's education is also a challenge for instructional leaders (Mughal, 2018). Similarly, poverty is the key factor that creates hurdles not only in school but the overall education system (The Nation, 2016).

6. Conclusion

This research aimed to explore the challenges and obstacles faced by principals while performing their roles as instructional leaders. The main concern of this research study aims the research sufficient justifications for why the ideal of an instructional leader can play a significant role in their concerned school and how the challenges and obstacles faced by instructional leaders can slow down the effectiveness of the school. Moreover, in this study, Qualitative research methodology along with a case study research design was adopted for data collection from a sample of nine teachers belonging to Pakistani schools. Furthermore, the data were analyzed by using the thematic analysis technique.

 It is based on the authentic, real, and evidence-based findings of the phenomenon and the understanding of instructional leadership and its challenges has been identified. The result of the study revealed teachers' experience and knowledge have been deemed inexperienced

principals face difficulties to implement policies and curriculum effectively so the experience can play a crucial part in the effective implementation of school policies and curriculum. Whereas, Lack of resources is another problem to implement instructional leadership practices effectively. Moreover, the Lack of cooperation and coordination of teaching staff is another issue which slows down instructional leadership practices. In addition to it, this study also highlighted that the socio-economic status of parents also affects the overall performance of schools. The education of the parents influences the school environment if they are illiterate they are reluctant to interact with the school management or teachers. They also cannot assist or help their children or able to understand their problems. However, Bureaucratic or political influence also affects the quality of the school.

8. References

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