

## **Effect of Principals' Instructional Management Practices on School Culture**

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### **Abstract**

*School principals are the key people who run the affairs of the school and have a direct link with all activities happening on the campus. The principal's basic responsibility is to visit classes, observe teachers, check lesson plans, coordinate curriculum, and evaluate student's results. Subsequently, developing school development plans. This study investigated the effect of principals' instructional management practices on school culture. A causal-comparative research design was used to conduct this study. The population of the study was 400 secondary public and private school teachers. Data was collected from the district of Lahore, Pakistan. For data collection, two tools were used: PIMRS by Phillip Hallinger, which consists of 50 questions with 10 subscales, and School Culture Survey by Steve Gruenert and Jerry Valentine, which consists of 35 questions. SPSS software was used to analyze the data, and regression, t-test, and independent sample t-test were applied. This study found that public sector secondary school principals are highly effective in school culture. This study will benefit the school principals, teachers, policymakers, and master trainers.*

**Keywords:** *instructional management, school culture, instructional leadership*

### **Introduction**

Education is the only way to transmit the required knowledge and skills to the individuals who could contribute and participate in the country's economic development, political and social activities. Principal's basic responsibility is to demonstrate and implement best and most functional instructional leadership practices for the better quality of instructional program, for enhancement of diversified curriculum to achieve school objectives and mission (Onuma, 2016). The responsibility for instructional leadership rests with the principals, who must supervise the instructional program and ensure that instructional time is used efficiently to promote the achievement of objectives and educational goals (Loyce & Victor 2017). It is concluded from the large number of research studies, qualitative and quantitative, three overlapping expertise and skill set have been identified to become successful school principals which are organization, people and instructions. Teamwork, trust, efficacy, organizational learning, continues improvement and engagement with data, encourages the school environment are the practices which build healthy school culture (Grissom et al., 2021).

These beneficial effects are supported by work environment and cooperative school climate (Cohen et al., 2009; MacNeil et al., 2009). The dynamic process of culture management and creation is heart of leadership. Effect of instructional management practices of principal on school culture is very important area of the study. Principal's instructional management practices enhance learning and teaching within the school. These practices include providing incentives for learning, curriculum coordination, and formation of school goals, supervise and evaluate instructions, protection of instructional time, maintenance of high visibility, informing about school goals, monitoring student performance, giving incentives to the teachers, professional development of teachers. The school principals who create a balance among these practices results in better students' performance. But some of the principals do not focus on these areas due to some reasons. The core of leadership is the dynamic process of culture management and creation. Eventually the relationship between culture and leadership becomes clearer (Schine, 2010). "School culture" as a term refers as the operational procedures that set one organization apart

from another. Organisational culture is made up of accepted norms, practices, presumptions, and academic traditions. As time goes on, these morals and convictions mature and take on the distinct identity of the school. Educational theorists contend that instead of having a direct impact, school culture is the mediating factor on learning of the students. (Hallinger & Heck, 1998).

### **Statement of the Problem**

There are various factors that affect school culture. Principals' instructional behavior and practices are one of them. The study focuses on finding out the effect of the school principal's IMP on the school's culture. The purpose of this study is to examine how principals' instructional management practices affect school culture.

### **Research Objectives**

The study objectives are to:

1. Find out the effect of the instructional management practices of the principal on school culture.
2. Compare the effect of Instructional Leadership Practices on School Culture

### **Research Hypotheses**

H<sub>0</sub>: There is no effect of principals' instructional management practices on school culture.

H<sub>0</sub>: There is no significant difference among the effect of principals' instructional management practices on the basis of selected demographics (sector, school level)

### **Literature Review**

Leadership in educational institutions that prioritize raising the standard of instruction and learning is known as instructional leadership. With the passage of time school principals are required to direct the changes in a more positive direction and raise the standard of education. Reflection of the school head's leadership style is reflected by practices of instructional leadership. Instructional management practices related to teaching and learning, guide teachers to work for student success, capacity building of the teachers which lead a change, lay out a practical plan for enhancement of teacher's knowledge and teaching skills, and create an

environment in the school that help and support the teachers to fulfill the needs of all learners (Hosseingholizadeh, Kouhsari, Hallinger, &, Hashemi, 2018, Bashir et al, 2016; Bashir & Khalil, 2017). Since many individuals with a variety of duties inside the school work together to accomplish educational achievement, this leadership is not limited to the principal. By setting high standards for all students, upholding the school climate, conducting regular evaluations, and emphasizing academics, through instructional leadership principal can increase quality of institutions. To help their students, meet their goals for learning, instructional leaders should work to promote and establish their schools as best places for professional learning. In response, the principal serves in a variety of capacities, including management, oversight, curriculum development, and teaching leadership (Nandi Wardhana, 2016).

According to Hallinger (1992) principals have changed their focus from developing curricula and instruction to taking on a transformational paradigm since the 1990s. This shift has allowed them to take on leadership roles and support staff development, which aids the school in defining its shared goals within the framework of education (Ahmad, 2004; Pauline, 2004). Similar roles or activities are included by Blasé & Blasé (2004) and Bashir et al (2022) who found that dedication, professional commitment of the principal has strong relationship as instructional leader. Mushi (2021) states that "One size fits all" structure for instructional leadership has conflict over a number of restrictions that govern the exercise in schools with varying resources, sizes, staff levels, and student requirements (Mushi, 2021; Barth, 1986).

The number of research based on instructional leadership as its theoretical framework shows effectiveness of the original paradigm for instructional leadership (Murphy & Hallinger, 1985). Activities like classroom observations are close aspects of learning and teaching as per the limited definition of IL. According to broad definition of instructional leadership is influencing students learning outcomes indirectly through setting time tables and defining school culture. These can be attributes of the leader which curriculum standard and instructions students are receiving. According to Robinson et al. (2008) concept of IL has five dimensions:

- Establishment of expectations and goals.

- Provision of resources
- Coordinating, planning, evaluating curriculum and teaching
- Participating and promoting in development in teachers learning
- Ensuring supportive environment.

### **Instructional Management Practices and School Culture**

Combination of Hallinger and Murphy's IL model, is conceptual framework of this study (Murphy & Hallinger, 1987; Murphy, 1990). They were the first researchers who practically studied the instructional leadership behavior of school principal. Chosen model gives a clear picture about the operations of instructional leaders (Kalkan et al 2020). Instructional leadership practices encompass setting a clear direction, fostering individual development, and structuring the institution. These elements collectively make substantial contributions to student learning (Wahlstrom, Louis, Leithwood & Anderson, 2004).

The principal's leadership style influences the school culture, and the most affected stakeholders are students and teachers. The quality of interpersonal relationships within the school influences and influences the culture of the school (Bano et al., 2023). According to assessments, the instructional leadership model mentioned above has tested most. Till 2005, more than 110 empirical research, this model was used (Hallinger, 2005, p. 227). According to Engels et al, 2008 school culture is "the basic assumptions, norms and values, and cultural artefacts that are shared by school members, which influence their functioning at school". School culture can be seen implicitly in rituals, traditions, stories, interpersonal behaviors, and cultural artifacts including language (Stoll, 1999). Tsai (2011) claims that underlying culture of the school and leadership has a connection and that the ultimate leadership task is to create an organisational culture. According to Tedla, B. A. (2012) overall school culture is reflected as:

- to promote degree of motivation of the students and teachers
- the procedure used to involve, interact with, and communicate with stakeholders
- the interpersonal relationships between educators
- perception about teaching and learning process
- stakeholders' punctuality

- the discipline approaches
- the low absenteeism among teachers
- reduced dropout ratio of the students
- the culture where staff development is highly supported.

According to Soder and Andrews (1987, pp. 9-20), principals as instructional leaders effectively performing at elevated standards in four key areas:

- As a resource supplier: To achieve the goals and mission of the school, principal initiate to activate the people and resources from the district, and society, the principal serving as a broker, these resources can be viewed as materials, data, or opportunities.
- As a resource of instructions: for continues improvement for instruction program, sets expectation, engagement of staff development. By doing all this principal improves classroom conditions which results in effective teaching.
- As communicator: The principal sets an example of dedication to the school's goals, articulates a vision for incorporating instructional planning, setting aims accomplishment, and demonstrate clear performance standards for both teacher instructions and behavior.
- As visibly present: The school's principal is rigorously moving within the building, visiting classes, participation in meetings at grade and departmental level meetings, strolling the halls, and striking up impromptu talks with teachers and students.

Recent research highlights that prioritization of learning which is committed to enhance learning of the students which lead to mutual values, clear cut purpose, customs of continuous development, shared relationship and multiple opportunity for problem solving and exchange of personal experiences is school culture (Peterson and Deal, 2016; Fullan 2007). Numerous studies (Hallinger, 1996, Engels et al., 2002; Hallinger, 2003;) show how important a role, school leaders play in shaping school culture and, in turn, how that culture affects teachers' functioning and wellbeing. Organisational culture has three stages, according to Schein (2010). Artifacts is the first level that is mentioned. The documents that are posted

around the building, the exhibits in the corridors and showcases, and the manuals and guides that outline expectations and rules are all examples of artifacts. Exposed values are the second level that Schein (2010) proposed. He described these as the principles that people use to direct their activity. Values that are upheld aid in establishing the organization's norms for the present and the future.

School culture is a way of significance to effect and influence students thinking while their stay in the school. It is obvious that school culture is a complex idea with many facets (Maslowski, 2001). According to Rajbhandari (2017) the primary factors in establishing an organisational climate are social factors and school culture. According to Rajbhandari and Rajbhandari (2017) school leadership is important in fostering a positive school climate because it makes it easier for staff members to communicate and collaborate, which enhances employee wellbeing and organisational welfare. The characteristics and characteristics of the intuitional cycle are explained by intuitional culture. The daily activities of parents, staff, and students provide the basis for the institute's culture, which imitates management hierarchy, management goals, and interpersonal connections. Another crucial component of developing a favorable culture and climate is organisational structural alignment. Leaders of high-performing schools are well aware of the organization's mission and vision. Educational leaders created learning objectives and goals based on that vision (Saban & Change, 2009).

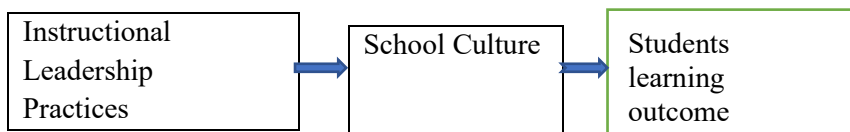
In the collaborative school cultures professional development of teachers is facilitated by shared support, wide agreement for educational values and cooperative work (Fullan & Hargreaves, 1996). School culture that have respectful treatment, positive and healthy interactions between coworkers, acknowledgement of achievements and efforts are necessary to foster wellbeing of the teachers (Higgins & Wigford, 2018). School culture significantly impacts various aspects of school life, including educational achievements and discipline. It shapes the atmosphere in teachers' rooms, influences relationships both within and outside the school, such as during informal annual meetings and interactions with parents, and affects the acceptance of changes. Additionally, school culture dictates the dress code of teachers and staff members and influences the overall design of the school (Hinde, 2004).

The culture within schools varies significantly from one institution to another due to the people working there (Eger, 2010), the social environment, historical background, and prevailing economic and political conditions. School culture contributes on large scale in the society. The environment and functioning of a school is shaped by school culture. It is considered one of the key psychosocial factors (Sušanj, 2005) which is very important for the growth all people working there. Positive and negative cultures are two major types of school cultures (Markić, 2014; Petersen & Deal, 2002). Positive school culture is combination of shared vision, challenging mission embedded in the school curriculum and instructional methods, shared relationship with the staff, collaborative leadership, and data driven decisions (Brown, 2004). Additionally, these cultures promote shared responsibility, trust, efficient resource use, recognition and celebration of successes (Markić, 2014), collaborative decision-making (Velki & Brust Nemet, 2016), clear expectations for positive behavior (Duke, 1990), resilience in facing challenges, and a positive emotional climate (Hargreaves, 1997). They also encourage learning partnerships (Gruenert & Valentine, 1998) and provide child-friendly architecture and facilities (Tableman, 2004).

On the other hand, negative school cultures are marked by low collaboration, passivity, negative behaviors for learning and teaching, no cooperation among people working (Markić, 2014), lack of efficiency, confused purposed (Brown, 2004), lack of communication (Petersen & Deal, 2002). Gruenert (2005) studied 81 elementary, secondary, and high secondary schools in Indiana explored the connection between school culture and student performance. His research, grounded in the idea that school culture reflects the beliefs, and expectations guiding school operations (Hargreaves & Fullan, 1996), highlighted strong correlations between aspects of school culture, climate, leadership, and student success. In schools that nurture an effective learning culture, teachers value exchanging ideas with their colleagues. These schools have strong vales of secure and safe environment with clear expectations for everybody which includes teachers as well. Leadership is both strong and adaptable (Peterson & Deal, 1990), and it encourages collaboration among teachers and administrators to improve student learning (Fullan, 1993). These

schools foster an environment of continuous learning for both educators and learners (Rosenholtz, 1989).

**Conceptual Framework**



**Research Methodology**

The basic purpose of this nonexperimental design study was to examine the effect of principals’ instructional practices on school culture. A causal-comparative research design was selected for the study. The study population consists of all private and public sector school teachers in Lahore. The School Information System website shows 2861 secondary school teachers, and PEPRIS shows 18000 teachers. Approximately 400 teachers were selected as a sample through the proportional stratified sampling technique.

The Principal Instructional Management Rating Scale (PIMRS) questionnaire is used to collect quantitative data. To measure school culture, we will use the school culture survey (SCS) developed by Jerry Valentine and Dr. Gruenert. Survey question forms were sent as Google Survey Forms to collect data. SPSS software was used to process and analyze the data. Regression, one-sample, and independent-sample T-tests were applied.

**Analysis**

**Table 1**

*Effect of Principal’s instructional management practices on school culture*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Standardize d Coefficients Beta	F	Sig.
1	.774 <sup>a</sup>	.600	.599	17.26692	.774	599.366	.000 <sup>b</sup>

Regression was applied to find out the effect of instructional management practices of principal's behavior on school culture. Result showed that principal's instructional management behavior has high positive effect on school culture. [ $P < .05$ , AR square .599,  $\beta$  .774, F 599.36]

**Table 2**

*Effect of Principal's instructional management practices on school culture sector wise*

	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Standardized Coefficients Beta	F	Sig.
Private	1	.758 <sup>a</sup>	.574	.573	16.76762	.758	448.607	.000 <sup>b</sup>
Public	1	.838 <sup>a</sup>	.702	.698	18.85242	.838	153.347	.000 <sup>b</sup>

Regression was applied to compare the effect of instructional management practices of principal's behavior on culture of public and private sector schools. Result showed that in both sectors, effect is significant but in public sector it is higher (adjusted R=.698,  $p < .05$ ) that that of private sector (adjusted R=.573,  $p < .05$ ).

**Table 3**

*Level wise effect of Principal's instructional management practices on school culture*

	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Standardized Coefficients Beta	F	Sig.
Secondary	1	.745 <sup>a</sup>	.555	.553	17.48293	.745	385.913	.000 <sup>b</sup>
Higher secondary	1	.847 <sup>a</sup>	.717	.714	16.31915	.847	222.651	.000 <sup>b</sup>

Regression was applied to find out the effect of instructional management practices of principal's behavior on school culture level wise.

Result showed that effect is significant ( $p < .05$ ) at both levels, but in higher secondary the effect is higher (adjusted  $R = .714, p < .05$ ) than that of secondary level (adjusted  $R^2 = .553, p < .05$ ).

It is concluded that effective instructional leadership can influence and contribute to a positive school culture. Common practices should be continued, attention towards not common practices should be given. Both of the null hypotheses were rejected.

### **Discussion**

Instructional leadership is rooted in school culture and it is teachers' expectations that it would be delivered in a routine matter. A competent instructional leader will think about how to strike the ideal mix between challenge and support for skill development through clear expectations. Some teachers need encouragement, whereas others need to get their ideas and approaches subtly challenged in order to advance professionally. Principals are required to make sure that teachers are supervised effectively that regular observation is being done on regular basis, lesson plans are made before hand, beginning of lesson plan is interesting, checking of previous knowledge is being done, teacher's voice tone is variable according to the need and recap activity is being done at the end of the lesson, use of A.V aid is appropriate, having good teacher student relationship, are following the curriculum.

Principal's effective supervision for improving, coordinating and maintenance of high standards of learning and teaching in the schools (Charles et al 2012). Principals' as instructional leaders have a great effect on school culture which directly effect teacher's job performance and the students learning. In a collaborative school culture teachers trust each other and help each other's, principal give value to the opinion of the teachers. Principal provides professional development according to the need of teachers. Teachers are well informed about the current educational trends and conferences. In positive school culture teachers have clear idea about school's vision and mission. Their efforts are well directed and connected with the values of the society. Teachers' professional analysis is respected by the parents and the society.

Teachers communicate the performance of the students to the parents and students are positively engaged with the studies in the classes.

Teachers do collaborate with each other by discussing their lessons among all class levels. They work together to devise a better instructional plan. School heads value the teachers, provide them all required resources, and protect the instructional time. Teachers are being encouraged to share their lived experiences inside the classes. In a positive school culture principals communicate school goals very clearly and also make it possible to achieve them. Principals take round of the school, observe the teachers formally or informally. Principals conduct before and after meetings about classroom observation. Principals also check the test results of the students to monitor the learning achievement of the students. New teaching techniques are encouraged by the principal to be used inside the classes.

### **Conclusion and Recommendation**

The effect of school principals' instructional management practices is a rich field with significant implications for educational outcomes. Further inquiry may examine the principal's role in executing a collaborative school culture, which encourages innovation in teaching, shared leadership, and the development of professional learning spaces where faculty work collectively to analyze data, plan instruction, and reflect on their practice. The connection between school culture and principal leadership styles is another important field of research. A deeper understanding of the dynamics of educational leadership might be gained by examining small variations in the ways that different theories of leadership affect various aspects of school culture.

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