Journal of Peace, Development and Communication

Article:	**Examining the Principal's Contribution to Promoting Effective Teaching and Learning Practices at Institutes of Sukkur IBA University**
Author(s):	Zubair Mughal Ph.D. Scholar (Education), Department of Education, Khawaja Fareed University of Engineering and information Technology, Rahim Yar Khan, Punjab Pakistan.
	Dr. Jam Muhammad Zafar Assistant Professor, Department of Education, Khawaja Fareed University of Engineering and information Technology, Rahim Yar Khan, Punjab Pakistan.
	Dr. NaeemUllah Assistant Professor, Department of Education, KFUEIT, Rahim Yar Khan, Punjab, Pakistan.
Published:	30th June 2023
Publisher Information:	Journal of Peace, Development and Communication (JPDC)
To Cite this Article:	Mughal, Z., Zafar, J. M., & NaeemUllah. (2023). Examining the Principal's Contribution to Promoting Effective Teaching and Learning Practices at Institutes of Sukkur IBA University. *Journal of Peace, Development and Communication, 07*(02), 161–171. https://doi.org/10.36968/JPDC-V07-I02-13
Author(s) Note:	Zubair Mughal is a Ph.D. Scholar (Education) at Department of Education, Khawaja Fareed University of Engineering and information Technology, Rahim Yar Khan, Punjab Pakistan. Email: zubair.mughal@iba-suk.edu.pk
	Dr. Jam Muhammad Zafar is serving as an Assistant Professor at Department of Education, Khawaja Fareed University of Engineering and information Technology, Rahim Yar Khan, Punjab Pakistan. Email: dr.zafar@kfueit.edu.pk
	Dr. NaeemUllah is serving as an Assistant Professor at Department of Education, KFUEIT, Rahim Yar Khan, Punjab, Pakistan. Email: dr.naeemullah@kfueit.edu.pk"

ABSTRACT

This study examined how principals function as instructional leaders and how they affect teaching strategies and student learning outcomes in Sukkur IBA University's academic institutions. The study examined how principals affected several facets of education, such as pedagogical practices, professional development, and instructional methodologies. The inquiry drew on well-established theoretical frameworks from organizational development, instructional supervision, and educational leadership to understand these processes. The study's main goal was to comprehend principals' difficulties in carrying out their duties as instructional leaders. Additionally, the research sought to pinpoint practical strategies and initiatives that could equip principals to handle these difficulties effectively. The study also investigated resources and other support systems that can improve Sukkur IBA University's instructional leadership effectiveness. To acquire in-depth data and insights, a qualitative research methodology was used. Principals were interviewed to learn about their opinions and experiences. The principal's position as an instructional leader and its impact on teaching and learning practices at Sukkur IBA University has been thoroughly understood thanks to this methodology.

Keywords: *Principal Contribution, Effective Teaching and Learning Practices, Instructional Leader*

1. Introduction

Principals play a critical role in determining how teaching and learning are carried out in educational institutions. They are essential participants in the educational system and significantly impact creating a conducive learning environment. Sukkur IBA University, a famous institution committed to academic achievement, is the explicit subject of this research study. The Sukkur IBA University strongly emphasizes the contributions made by principals in advancing and enhancing instructional practices. To understand how principals' leadership affects teaching and learning results, this research examines the instructional leadership role of principals at Sukkur IBA University. The study draws on existing theoretical frameworks in organizational development, instructional supervision, and educational leadership to explore the connections between these domains. This study examines how principals impact instructional practices, professional development, and broader pedagogical practices to shed light on their difficulties in effectively carrying out their instructional leadership responsibilities. It is necessary to recognize these hurdles to develop methods and interventions to empower principals and increase their influence on teaching and learning practices. The research also intends to investigate the resources and support networks that can enhance the efficiency of instructional leadership at Sukkur IBA University institutions. A qualitative approach is used to thoroughly study these elements, combining qualitative and quantitative research techniques. To enhance the conclusions of this study, interviews are done to acquire insightful information about the viewpoints and experiences of principals.

Research questions

1.2.1   What do principals think about their methods of teaching and facilitating learning?

1.2.2   What responsibilities does a principal have regarding being a leader in instruction?

2. Review of Literature

Effective teaching and learning strategies are essential for students to succeed academically overall. While principals are influential leaders in educational institutions and influence the teaching and learning environment, teachers also play a crucial role in the classroom. The role of the principal in promoting efficient teaching and learning methods is examined in this essay. The Principal's Role in Promoting a Positive School Climate Promoting a positive school climate is crucial for efficient instruction and learning. Principals oversee fostering and establishing this kind of culture within their schools. According to research, principals can significantly impact teaching and learning practices by prioritizing a positive school climate and encouraging cooperative relationships among staff and students (Goddard, Hoy, and Hoy, 2016). Principals encourage effective teaching strategies and raise student achievement by creating a positive environment. Principals as Leaders in Instruction Principals are increasingly recognised as instructional leaders who directly influence classroom practices. They are essential in defining how professional development programs are created and providing instructors with the resources and support required to enhance their instruction. According to a study by Blase and Blase (2016), principal leadership is crucial for supporting successful teaching practices through mentoring, coaching, and facilitating collaborative learning communities. The successful creation and execution of the curriculum is essential to encouraging high-quality teaching and learning experiences. The curriculum must adhere to educational standards, include best practices, and address the various needs of the students. This is the principal's responsibility. Hattie, Masters, and Birch (2015) assert that principals

actively participate in curriculum leadership to improve teaching and learning outcomes. In an educational environment that is constantly changing, principals must support creative pedagogical approaches that will enhance student engagement and academic results. Principals who support an innovative culture positively affect teaching practices and encourage teachers to try out novel teaching techniques. According to Hargreaves and Fullan (2018), principals who support innovation give teachers a chance to develop and use effective teaching methods. Collaboration and Communication Skills of Principals Promoting effective teaching and learning strategies requires principals to have strong collaboration and communication skills. Teachers can perform at the highest level in their instructional roles when principals create effective communication channels and engage in group decision-making. A study by Mulford and Silins (2016) emphasizes the importance of principals' communication and collaboration skills to foster a positive school culture and improve teaching practices. Principals strongly support effective teaching and learning practices. Principals create empowering school environments through their leadership, act as instructional leaders, support curriculum development, encourage creativity, and promote staff collaboration. This essay has illuminated how principals contribute to raising teaching and learning standards by looking at research published between 2015 and 2021. Building successful educational environments requires principals to know their roles' significance and invest in their professional growth. As an instructional leader, you must use efficient techniques to apply evidence-based instructional strategies successfully (Rosenblatt & Pellegrino, 2021). This can be accomplished through offering continual professional development, creating a friendly and cooperative school culture, and keeping track of the implementation's integrity. The importance of these tactics in encouraging the adoption and continued application of research-based instructional practises, which in turn improves student learning outcomes, is highlighted by research done in 2021. For a number of reasons, professional development and progress are crucial. First, it improves teaching practises and teacher efficacy (Darling-Hammond et al., 2017). By giving teachers the chance to pursue professional development opportunities, administrators foster their development and equip them with fresh insights that have a direct bearing on the outcomes of student learning.

2.1 Importance of Teacher Professional Development

For both educators and students, supporting teacher professional development has a number of advantages. High-quality professional development has been regularly shown to have a favourable impact on teaching methods, student achievement, and school improvement (Yoon et al., 2007). Effective professional development programmes enable teachers to advance their knowledge, hone their teaching methods, and stay abreast of educational trends and research-based teaching strategies (Guskey & Yoon, 2009). In addition, it raises the motivation, self-efficacy, and job satisfaction of instructors, all of which have a positive effect on student engagement and academic outcomes (Darling-Hammond et al., 2017).

2.2 Strategies for Supporting Teacher Professional Development

Several tactics can be used by instructional leaders to effectively assist teachers' professional development:

Collaborative Communities of Practice: Encourage the development of collaborative communities where educators can share knowledge, collaborate on teaching practises, and engage in peer learning. Professional learning communities (PLCs), subject-area teams, or

grade-level teams are some examples of these communities (Vescio et al., 2008). Collaborative settings offer chances for introspection, problem-solving, and idea sharing, which ultimately results in better teaching strategies.

2.2.1 Individualized Coaching and Mentoring: Provide teachers with individualized coaching and mentoring to address their specific professional development needs. Instructional leaders can work closely with teachers to set goals, observe their classroom practices, and provide timely feedback and support (Knight, 2007). This personalized approach promotes reflective teaching, helps teachers overcome challenges, and fosters continuous improvement. This customised strategy encourages reflective teaching, supports teachers in overcoming obstacles, and encourages ongoing development.

2.2.2 Professional Development Workshops and Conferences:
Organise conferences and seminars for professional development to introduce cutting-edge teaching methods, evidence-based practises, and educational technologies to teachers. These gatherings give instructors the chance to learn more, interact with students, and connect with other educators from various districts or schools rofessional development opportunities and the acquisition of required resources can be greatly aided by instructional leaders. In order to assist teachers' career advancement, Kilag and Osias (2023) stress the significance of fostering positive interactions between educators and administrators as well as providing chances for ongoing professional development.

To evaluate how principals use their instructional role within school organisations to make decisions regarding teacher professional development, this study used Bolman and Deal's (2003) Four-frame model as the theoretical framework. Organisational development professionals frequently utilise the Four-frame model to understand organisational difficulties and pinpoint leadership behaviors that improve productivity and effectiveness. When dealing with organisational issues, school principals frequently use all four frames. They also include the model into their decision-making procedures.

Figure 1 Bolman & Deal : 4 Frames

3. Methodology

Two principals from the Institutes of Sukkur IBA University participated in semi-structured interviews. The open-ended interview questions used in the protocol allowed for a flexible and in-depth investigation of the principals' experiences, viewpoints, and practices as instructional leaders. The principal's role, responsibilities, strategies, challenges, and impact on teaching and learning practices were all addressed in detail in the answers to the interview questions. The interviews were conducted in person, according to the interviewees' preferences. With the participant's permission, the discussions were audio recorded to ensure accurate data collection, and the recordings were then transcribed verbatim for analysis.

Contribution to Promoting Effective Teaching and Learning Practices

Table 1

Interview Participants

	Gender	**Education Level**	**Years of Experience**	**School Enrollment**
Principal 1	F	Master's	10	2025
Principal 2	M	Doctorate	15	2796

3.1 Findings

3.1.1 Methods of Teaching and Facilitating Learning

This study summarized the responses obtained from principal interviews regarding their opinions on instructional strategies. The principals emphasized the value of student-centered approaches, creating a supportive learning environment, and the part professional development plays in enhancing instructional strategies. The difficulties encountered in putting these practices into practice as well as the value of stakeholder involvement, technology, and collaboration were also covered. The principals emphasized the value of student-centered methodologies that encourage critical thinking and active participation. By focusing on students' needs and interests, educators can create an inclusive learning environment where all students can succeed. Increasing student success and achievement was the goal of this strategy. The principals acknowledged their roles as instructional leaders and the direct connection between teaching and learning strategies and student outcomes. By using strategies, methodologies, and resources that are based on research, instructional leaders have made it a priority to support effective instruction. By keeping up with the most recent advancements in education and pursuing professional development opportunities, principals can enhance their instructional leadership abilities. It might be difficult to implement teaching and learning strategies consistently across all subject areas and classrooms. The principals understood how crucial it was to give teachers ongoing assistance and professional development to get past this challenge. By ensuring that teachers receive the necessary resources and training, principals can promote a culture of continuous improvement. The principals prioritized teaching and learning objectives since they directly contributed to achieving more general school goals. Principals could enhance student outcomes and foster an excellence-oriented culture by establishing specific goals and ensuring that they are in line with the mission of the school. This process required constant evaluation of progress, support, and celebrating accomplishments. The collaboration between the principals and other instructional leaders was essential to them because it allowed them to share best practices, share ideas, and learn from one another's experiences. Principals could stay current on the most recent trends and research in teaching and learning practices by actively seeking professional networks and attending conferences. The principals discussed modifying professional development strategies to utilize online platforms and virtual professional development opportunities. Particularly during the pandemic, webinars, online courses, and virtual conferences have proven valuable resources for enhancing knowledge and skills. The teachers emphasized the value of learning management systems, web-based collaboration tools, and educational apps. These technologies improved remote learning effectiveness and student engagement. The principal noted including teachers, instructional coaches, and other stakeholders in decision-making to ensure relevance

and alignment with the school's requirements. Choosing effective teaching and learning programs as possible by conducting needs analyses, analyzing data, and considering research-based practices. The school's culture and needs should be understood, as well as a shared vision for best practices in teaching and learning should be developed, according to the principals. The key to successful implementation was regularly evaluating progress and supporting and acknowledging successes.
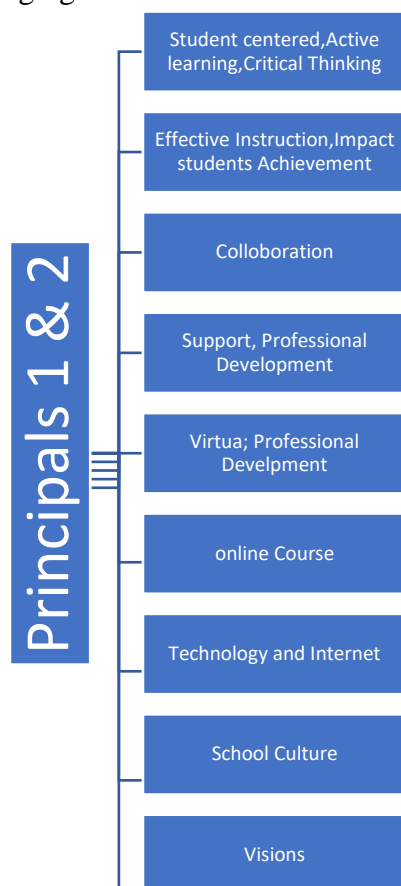

Figure 2 Principals responses about Teaching and Learning

3.1.2 Responsibilities of the Principal have Regarding being a Leader in Instructional

The principals' responses regarding their function as instructional leaders were highlighted during the interview process. The principals emphasized the value of offering teachers resources, advice, and support, promoting good teaching methods, and developing a culture of ongoing improvement. The discussion focused on the principal's dedication to student success and a positive learning environment while emphasizing fundamental principles, collaboration strategies, curriculum development approaches, evaluation methods, and ways to support teacher growth. The principal acknowledged their responsibility as an instructional leader, supporting teachers as they implement successful teaching strategies. By providing resources, feedback, and opportunities for professional development, principals played a crucial part in enhancing instruction and building a culture of continuous improvement. The principals stressed a few key concepts in their capacity as instructional leaders. These included promoting staff collaboration, student-centered teaching strategies, and using evidence-based teaching and learning strategies. By adhering to these guidelines, the principal ensured that education was student-centered and grounded in research. The principal

of the school worked closely with instructors to create curricula and teaching resources that reflected the objectives of the organisation and the requirements of the pupils. Forums for group discussions were given by committees that developed the curriculum and met on a regular basis. As a result of these interactions, instructional goals and techniques were developed, supporting a cohesive approach to curriculum creation. The principals evaluated the success of educational initiatives and programs using a variety of methodologies. Analysing student performance data, teacher and stakeholder feedback, and classroom observations helped the evaluation process. The principal could judge enhancing teaching and learning practises using this information as guidance. The principals talked on how to help teachers hone their skills and abilities as educators. The establishment of collaborative learning communities among instructors and targeted professional development opportunities were recognised as helpful tactics. These programs encouraged a culture of continuing staff learning and growth. Striking a balance between administrative and instructional leadership responsibilities may be challenging for principals. The interviewee principal resolved this challenge by prioritizing work, delegating it to others, laying out clear instructions, and maintaining open lines of contact with the personnel. This tactic made sure that administrative and instructional responsibilities were given equal attention. The principals emphasised the need to promote equity and inclusion at the school actively. This required identifying and eliminating access barriers, helping students with various histories and requirements, and collaborating with stakeholders to provide a welcoming learning environment for all students. Equity and inclusion were given high importance to ensure that every student had access to good educational programmes. The importance of collaborating with parents and the greater community was emphasised by the principals. Parent-teacher conferences, educational seminars, workshops, and digital communication tools were employed to promote home-school connections. These collaborations promoted a shared understanding of excellent teaching and learning practices, ultimately contributing to student success. The principals provided guidance to those who were new to the position of instructional leadership. Important suggestions included prioritizing relationship-building with teachers and staff, actively seeking their input and feedback, and establishing a clear instructional vision. The principal also recommended encouraging collaboration, embracing ongoing professional development, and constantly keeping the needs of students in mind.
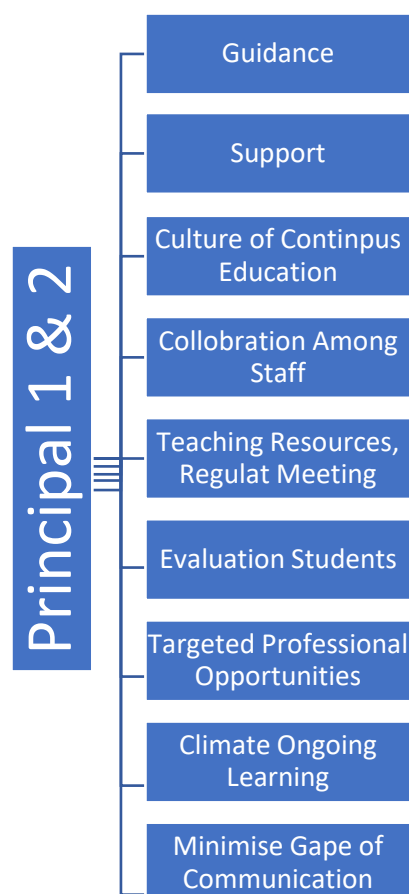
Figure 3 Principals responses about Principals role as Instructional Leader

4. Recommendations

The following suggestions can be made based on the findings from the principal interviews about their function as instructional leaders:

Principals should give teachers who focus on engaging their students actively and encouraging critical thinking priority. Educators can create an inclusive learning environment where all students can succeed by concentrating on students' needs and interests.

Teachers should be given ongoing support and opportunities for professional development, so principals should ensure this. This can assist them in improving their instructional knowledge and abilities, overcoming implementation barriers for teaching strategies, and keeping up with the most recent advancements in education. Encourage teamwork among staff members and teachers. Regular meetings, professional development opportunities, and curriculum planning committees can help. Cohesive approaches to curriculum development are fostered by collaborative discussions that aid in establishing instructional goals and strategies. Principals should use a variety of evaluation techniques, such as reviewing student performance data, getting input from stakeholders and teachers, and performing classroom observations. Making decisions based on this information can improve teaching and learning procedures. Prioritize equity and inclusion within the school by identifying and removing access barriers, offering additional support to students with different backgrounds and needs, and working with stakeholders to create a welcoming learning environment for all students. Create recurring workshops, informational sessions, and parent-teacher meetings, and use digital platforms for communication. Principals can promote a common understanding of excellent teaching and

learning practices and support student success by fostering home-school partnerships. Building relationships with teachers and staff should be a top priority for principals who are new to the role of instructional leadership. They should also actively seek feedback and establish a clear instructional vision. By putting students' learning and growth first, this fosters a supportive, cooperative school culture.

Principals who are instructional leaders can improve teaching and learning methods, raise student achievement levels, and cultivate a welcoming classroom environment by implementing these suggestions.

5. Conclusion

The principal's interview responses revealed interesting perspectives on teaching and learning procedures. The principal emphasized the significance of student-centered approaches, the function of professional development, the difficulties encountered during implementation, the value of collaboration and technology, and the participation of stakeholders in decision-making. Principals who are instructional leaders can improve teaching and learning methods by incorporating these insights, improving student outcomes, and fostering a positive learning environment. The principal's interview provided insight into the crucial role that instructional leaders play in advancing efficient teaching and learning methods. A supportive learning environment was made possible by the principal's dedication to offering teachers resources, support, and guidance as well as to encouraging collaboration, giving equity and inclusion top priority, and interacting with parents and the local community. By taking on these duties, instructional leaders significantly influenced how students learned and made it easier for them to succeed. In general, the principal interviews brought attention to the complexity of the role of instructional leadership.

It covered a range of duties, including fostering collaboration, encouraging professional development, assisting teachers, and promoting effective instructional strategies. With an emphasis on student-centered strategies, ongoing improvement, and collaborative efforts, the principal's insights offered current and aspiring instructional leader principals' useful advice. The principal's critical role in advancing efficient teaching and learning methods was highlighted by the interviews. Through their direction, assistance, and cooperation with teachers, principals significantly contributed to the development of a supportive and inclusive learning environment. Instructional leader principals improved instruction and student outcomes by keeping up with research-based strategies, utilizing technology, and involving stakeholders in decision-making. The insightful information gleaned from these interviews can act as a roadmap for instructional leaders trying to promote excellence in teaching and learning in their institutions.

5. REFERENCES

Blase, J., & Blase, J. (2016). Principal instructional leadership and teacher collaboration: Cultivating a supportive culture for student learning. Journal of School Leadership, 26(4), 603-627.

Bolman, L., & Deal, T. (2003). Reframing organizations: Artistry, choice and leadership (3rd ed.). San Francisco, CA: Jossey-Bass.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.

Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2016). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. Educational Researcher, 45(1), 46-57.

Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? Phi Delta Kappan, 90(7), 495-500.

Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, *11*(3-4), 290-305.

Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the Role of Instructional Leadership in Teacher Professional Development. *Advanced Qualitative Research*, *1*(1), 63-73.

Hargreaves, A., & Fullan, M. (2018). Bringing the profession back in: Callings

Rosenblatt, Z., & Pellegrino, J. W. (2021). Evidence-based instructional strategies: Characteristics, implementation, and effects. In B. H. Ross (Ed.), Handbook of Instructional Practices: Effective Strategies for School Improvement (pp. 37-61). Guilford Press.

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and teacher education*, *24*(1), 80-91.