



School Principal's Instructional Leadership as a Control Function in the Context of Multicultural Education: Assessment from the Teacher's Perspective

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This research was conducted to explain the understanding of the principal's instructional role from the perspective of control function, which has so far been neglected, even though it is said to be a managerial role of an instructional leader. This research aimed to understand instructional leadership as a control function so that it can be adapted by school principals in Indonesia, who have so far faced challenges in its adaptation in the context of multicultural education. This study uses an ex-post facto research design and a survey. The targeted respondents were teachers (including vice principals, homeroom teachers and teachers), with 337 teachers being sampled using purposive sampling techniques. The analysis technique used in this study is descriptive statistics and independent sample t-test using SPSS software version 25. The results of the study showed that the majority of respondents gave a very high assessment of the role of school principals in various aspects of school management and reflected the effectiveness of school principals in supervision and coaching. In addition, the practice of control functions is often carried out by both public and private schools. Therefore, there are no significant differences in instructional leadership practices in public and private schools.

Keywords: instructional leadership, control function, school management, public school, private school

INTRODUCTION

Chiedozie and Victor (2017) define instructional leadership as administrative activities and roles directed at delivering quality instruction. Furthermore, Quah (2011) defines instructional leadership as directly related to the teaching and learning process, involving interaction between teachers, students, and the curriculum. The concept of instructional leadership refers to a school leadership approach that emphasizes the principal's responsibility to improve the quality of teaching and learning (Murphy et al., 2016; Shaked, 2023). As an instructional leader, the principal is deeply involved in defining the school's academic mission, coordinating the curriculum, supervising and evaluating instruction, facilitating professional development opportunities for teachers, and

creating a school climate that promotes classroom teaching and student learning, leading to positive educational outcomes (Hallinger et al., 2020; Neumerski et al., 2018; Walker & Qian, 2022).

The principal is responsible for providing instructional leadership in their school as a chief executive officer (Chiedozie and Victor, 2017; Hallinger, 2005; Ombonga and Ongaga, 2017; Onuma, 2016). This implies that instructional leadership is a role performed by the principal. Since the principal has a multifaceted role that is demanding and challenging, sometimes complex, overloaded, and ambiguous (Bush, 2013; Hallinger, 2005; Mahlangu, 2014; Mestry, 2017), there is little evidence that principals are involved in direct supervision of teaching and learning in the classroom (Hallinger, 2005).

However, the focus of principals as the most prominent instructional leaders has been challenged (Bush, 2013). As noted by Hallinger and Murphy (2013), successful learning supervision and curriculum leadership require expertise that usually goes beyond that possessed by a single individual in the school. Furthermore, instructional leadership practices remain poorly understood and outside the main job description of principals, even though the instructional leadership of principals is important for improving teaching and learning in schools (Hallinger and Lee, 2014). As a result, the increasing inconsistency and lack of consensus on the role of the principal as an instructional leader (Bodnarchuk, 2016; Robinson et al., 2008) may be the reason for the lack of empirical evidence about principals directly observing and supervising classroom learning, which was done 25 years ago (Hallinger, 2005). This indicates that although instructional leadership is understood as a role performed by principals (Chiedozi & Victor, 2017; Hallinger, 2005; Ombonga & Ongaga, 2017; Onuma, 2016), there is a lack of harmonization on what should and should not be done by principals as instructional leaders in secondary schools.

Thus, this study was conducted to clarify the understanding of the instructional role of school principals from the perspective of control functions, which has so far been overlooked, even though it is said to be a managerial role of an instructional leader (Hallinger, 2005). Therefore, this research aims to understand instructional leadership as a control function so that it can be adapted by school principals in Indonesia, who have so far faced challenges in its adaptation in the context of multicultural education. To achieve the objectives of this study, the research question was formulated as follows: 'How do school principals carry out the practice of control functions (daily teaching) in their schools according to the perspective of teachers?'

THEORETICAL FRAMEWORK

The concept of multiculturalism stands for two self-concepts, namely self-independent and self-interdependent. People who are self-independent in multiculturalism judge others who are different from the criteria in their possession. Different things are experienced by people who practice self-

independent multiculturalism. They understand the concept of self-contradictory to those who have the first self-independent. For those people, actions toward others must be based on the context (Efruan et al., 2020).

Nieto explained that multicultural education is a process of pedagogy that is antiracist, egalitarian, and inclusive (Nieto, 2000). Banks defined multiculturalism as a philosophical movement and position which considers the distinct gender, ethnicity, race, and culture of a pluralist society, which should be reflected in educational institutions, including their norms, values, curriculum, staff, and student body (Banks, 1989). The combination of the multicultural education definitions of Banks and Nieto results in an understanding that multicultural education/pedagogy is based both on interpersonal relationships and an attempt to be action-oriented (Efruan & Dami, 2019; Sabdono et al., 2021). Today, multicultural education aims to build relationships, improve understanding, support self-concept, and develop a multicultural climate of the school and a whole curriculum that encourages multicultural consciousness (Banks, 2004).

Multicultural education plays an important role in building students' awareness of cultural issues in real life at school. This not only introduces many cultures to students but also builds cultural awareness through learning at school (Banks, 2013). Multicultural awareness is a global phenomenon today. It has become one of the decisive social forces in the second half of the twentieth century and is reflected in political decision-making as well as educational policy-making worldwide (Maloolm, 1982). In principle, it is important to build teacher awareness because they are individuals who live in diverse communities or groups. Therefore, the role of multicultural education must be a strong foundation for building communities that can bring peace through multicultural education. In this study, instructional leadership in schools must be understood in the context of multicultural education.

Multicultural education in this study should be understood in three categories: 1) Awareness refers to the principal's awareness of their personal value biases and how these biases can be translated into

the implementation of tasks and responsibilities that are not culturally sensitive; the need to examine biases and stereotypes; as well as the need to develop a positive orientation toward multiculturalism; 2) Knowledge refers to the principal's knowledge of their own worldview as well as the worldviews of the teachers; and specific additional cultural information such as the impact of racism on clients, models of acculturation and racial identity development, and so on. Finally, 3) Skills refer to the principal's ability to translate awareness and knowledge into interventions that are culturally sensitive and relevant.

METHOD

Research Design

This research uses an ex-post facto research design and survey. The ex-post facto research design is used when collecting data on variables that have already occurred, without manipulating independent variables to find their effect on dependent variables (Simon & Goes, 2013). For example, this study is designed to determine how principals, as instructional leaders, perform their control functions. This is best revealed from the good practices of past principals during their first, second, and third years as instructional leaders.

Sample and Sampling Techniques

The census was used for secondary schools in the East Nusa Tenggara Province; this ensures that

all 39 schools (early childhood education, elementary, and secondary schools) in the city (Kupang City) and regencies (Alor, East Manggarai, North Central Timor, Rote Ndao, Sikka, Ngada, Central Sumba, and East Sumba) were involved in this study. This census aims to obtain representative information from all school categories. The targeted respondents were teachers (including vice principals, homeroom teachers, and teachers), and 337 teachers became the sample using purposive sampling techniques. This sampling technique was used to select key informant samples; therefore, this study aims to obtain information relevant to the effective use of limited resources during the research (Palinkas et al., 2013).

Research Instrument

This study uses teacher perception questionnaires (TPQ) and document analysis checklists adapted from previous research as research instruments (Juma et al., 2023). As a result of the adaptation, this instrument consists of two dimensions: 1) strategic leadership and competency development, which relates to the development of teachers' and educational staff's competencies, the organization of learning communities, curriculum preparation, and the evaluation of school strategies; 2) supervision and monitoring, which focuses on the oversight, monitoring, and evaluation of teacher performance and learning. Both dimensions and their items can be illustrated in Table 1.

Table 1. Dimensions and Items of the Instructional Leadership Instrument as a Control Function

Strategic Leadership and Competency Development	Supervision and Monitoring
The principal and teachers determine priorities and strategic steps for the development of teacher competencies.	The principal ensures that the vice principal checks the teachers' performance.
The headmaster leads the educational unit to develop the operational curriculum of the educational unit.	The principal ensures the inspection of teachers' learning preparation (teaching modules or lesson plans) by the vice principal.
The principal, together with the educational staff, determines the priorities and strategic steps for the development of the educational staff's competencies.	The principal makes recommendations together with the teachers.
The principal builds a culture of reflection at the school.	The principal reviewed the school's performance with the help of the teachers.
The principal analyzes the needs of the teachers.	The principal ensures the development of standards to monitor teacher performance outcomes with the help of the teachers.
The principal strengthens the learning committee's understanding of the implementation of the independent curriculum.	
The principal leads the learning committee meeting.	

The principal provides space for teachers to determine the competency development needed based on student learning outcomes.

The principal carries out their role in implementing school PMO assistance activities and optimizing PMM.

The principal organizes the implementation of learning communities at the school.

The principal evaluates the implementation of the learning community at the school.

The principal evaluates the educational staff.

The principal ensures that new strategies and targets are set at the school

The principal conducts classroom visits and observations

The principal physically inspects the main learning resources and supporting equipment.

The adaptation results questionnaire is used to collect information from teachers as samples. Teachers are asked to perform self-assessments based on a five-point Likert scale ranging from 'never,' 'rarely,' 'sometimes,' 'often,' to 'very often' to find information on how the principal carries out the control function practices.

Data Collection Techniques

Before the questionnaire was distributed, the researcher informed and obtained permission from the school and teachers regarding this research. The adapted questionnaire was given to the teachers via Google Form, which was shared through *WhatsApp*, and they were asked to provide information on how the principal carried out the intended control function practices. The researcher allowed two weeks for the questionnaire to be completed, and the questionnaires were collected comprehensively and holistically immediately after they were filled out.

Analysis Technique

Teknik analisis yang digunakan dalam penelitian ini adalah statistik deskriptif dan uji T

sampel Independent menggunakan *software* SPSS versi 25. Perangkat lunak ini digunakan karena dapat menangani penelitian di bidang ilmu sosial dan dapat mengelola analisis data yang kompleks yang sesuai untuk penelitian ini.

RESULTS

The majority of teachers who were respondents are female (67.1%) with the dominant age range being 41–45 years old (87.2%), indicating that principals are generally at a mature age with long work experience, where 57.6% have worked for more than 5 years. Most teachers have a bachelor's degree (S1) with a very high percentage (97.9%), while only a few have continued to the master's level (1.8%) or doctorate (0.3%). Respondents come almost evenly from public schools (54.3%) and private schools (45.7%). This data reflects the dominance of female respondents, with mature age backgrounds, sufficient experience, and adequate education, although the level of advanced education is still very low (Table 2).

Table 2. Respondent Demographics

Gender	Male	32.9
	Female	67.1
Age	< 26	3.9
	26 - 30	24.3
	31 - 35	48.1
	36 - 40	69.7
	41 - 45	87.2
	45 >	3.9
Education Level	Bachelor	97.9
	Master	1.8
	Doctor	0.3

Type of School	Public	54.3
	Private	45.7
Teaching Experience	< 2	5.9
	2- 5	36.5
	5 >	57.6

The majority of respondents gave very high ratings to the role of the school principal in various aspects of school management, with most average scores (mean) above 4.0 (on a scale of 1–5). The item with the highest average is "The principal carries out their role in conducting school PMO mentoring activities and PMM optimization" (4.6973), followed by "The principal provides evaluations to educational staff" (4.6736) and "Class visits and observations are conducted by the principal" (4.6409), reflecting the principal's effectiveness in supervision and guidance. Conversely, the item with the lowest average is "The principal ensures that teachers' work performance is checked by the school vice

principal" (3.8576), indicating an area that may require more attention. Negative skewness in almost all items indicates a data distribution that tends to cluster at high values, which means respondents generally strongly agree with the statements given. High kurtosis values on some items, such as "The principal carries out their role in conducting school PMO mentoring activities" (kurtosis = 10.008), indicate a highly concentrated data distribution, reflecting uniformity in respondents' answers. Relatively small variance indicates consistency in assessments among respondents, supporting the common perception that principals have a very good role in various aspects of school management (Table 3).

Table 3. Descriptive Statistics per Item

	TP	J	KK	S	SS	Mean	Std. Deviation	Variance	Skewness	Kurtosis
Class visits and observations are conducted by the principal	1.2	0.6	3.9	21.7	72.7	4.64	0.69769	0.487	-2.603	8.620
The principal ensures the development of standards for monitoring teacher performance results with the help of teachers.	1.8	2.1	5.6	31.2	59.3	4.44	0.83652	0.700	-1.933	4.378
The principal ensures that the teachers' work performance is checked by the vice principal	8.3	6.2	14.2	33.8	37.4	3.85	1.22373	1.498	-1.029	0.158
The principal ensures the inspection of teachers' learning preparation (teaching module or lesson plan) by the vice principal	7.7	5.6	10.1	28.2	48.4	4.03	1.22778	1.507	-1.268	0.604
The principal gives an assessment to the educational staff	0.6	0.9	2.1	23.4	73	4.67	0.62224	0.387	-2.546	8.927
Learning resources and main supporting equipment are physically checked by the school principal.	0.6	0.9	8.9	35.9	53.7	4.41	0.74163	0.550	-1.331	2.227
The principal makes the recommendation together with the teacher	4.2	3.6	9.2	30.6	52.5	4.23	1.03942	1.080	-1.576	2.090
The principal reviews the school's performance with the help of teachers	1.2	3.9	6.2	32.9	55.8	4.38	0.85847	0.737	-1.648	2.827
The principal ensures that new strategies and targets are set at the school.	0.9	0.6	4.5	34.1	59.9	4.51	0.69471	0.483	-1.854	5.264

	TP	J	KK	S	SS	Mean	Std. Deviation	Variance	Skewness	Kurtosis
The principal strengthens the learning committee's understanding regarding the implementation of the independent curriculum	0.6	1.2	3	25.2	70	4.62	0.66062	0.436	-2.291	6.935
The principal leads the educational unit to develop the operational curriculum of the educational unit	0.3	1.5	4.5	21.7	72.1	4.63	0.66778	0.446	-2.144	5.224
The principal evaluates the implementation of the learning community at the school	0.6	2.1	4.2	24.6	68.5	4.58	0.72342	0.523	-2.125	5.241
The principal gives teachers the space to determine the competency development needed based on student learning outcomes	1.2	0.9	2.4	24.9	70.6	4.62	0.69143	0.478	-2.618	9.051
The principal along with the teachers determine the priority and strategic steps for developing teacher competence	0.9	1.2	5	27.3	65.6	4.55	0.72628	0.527	-2.045	5.317
The principal together with the educational staff determines priority and strategic steps for developing the competencies of the educational staff	0.6	1.2	5.3	30.6	62.3	4.52	0.70707	0.500	-1.777	4.124
The principal carries out their role in conducting mentoring activities for the school's PMO and optimizing the PMM	0.6	0.3	2.1	22.8	74.2	4.69	0.58536	0.343	-2.599	10.008
The principal builds a culture of reflection in the school	0.3	1.2	5.9	24.3	68.2	4.59	0.68463	0.469	-1.842	3.741
The principal conducts an analysis of the teachers' needs	1.2	0.9	5.6	24.6	67.7	4.56	0.74552	0.556	-2.181	5.885
The principal leads the learning committee meeting	0.9	0.6	2.7	29.1	66.8	4.60	0.66080	0.437	-2.281	7.696
The principal organizes the implementation of learning communities at the school	0.9	1.2	2.7	28.5	66.8	4.59	0.68896	0.475	-2.279	7.116

Note: TP: Never; J: Rarely; KK: Sometimes; S: Often; SS: Very often

School categories mean and standard deviation were analyzed and the results are shown in Table 3. The results in Table 4 show similar practices across all school categories, both public and private schools, where all control function practices are frequently carried out. Therefore, there is no

significant difference in instructional leadership practices in any school category (see Table 4). This implies that schools in the study area carry out their instructional leadership in the same way despite the differences in school categories.

Table 4. Analysis of average differences based on school categories

	School Category	N	Mean	Std. deviation
Class visits and observations are conducted by the principal	Public	183	4.58	0.75
	Private	154	4.71	0.60
The principal ensures the development of standards for monitoring teacher performance results with the help of teachers.	Public	183	4.35	0.93
	Private	154	4.55	0.69
	Public	183	3.73	1.29

The principal ensures that the teachers' work performance is checked by the vice principal	Private	154	4.00	1.12
The principal ensures the inspection of teachers' learning preparation (teaching module or lesson plan) by the vice principal	Public	183	3.87	1.31
	Private	154	4.23	1.09
The principal gives assessments to the educational staff.	Public	183	4.68	0.62
	Private	154	4.66	0.60
Learning resources and main supporting equipment are physically checked by the school principal.	Public	183	4.41	0.72
	Private	154	4.42	0.76
The principal makes recommendations together with the teacher	Public	183	4.12	1.13
	Private	154	4.38	0.88
The principal reviews the school's performance with the help of teachers	Public	183	4.34	0.90
	Private	154	4.44	0.79
The principal ensures that new strategies and targets are set at the school.	Public	183	4.46	0.72
	Private	154	4.57	0.65
The principal strengthens the learning committee's understanding regarding the implementation of the independent curriculum	Public	183	4.58	0.70
	Public	154	4.68	0.60
The principal leads the educational unit to develop the operational curriculum of the educational unit	Public	183	4.60	0.67
	Private	154	4.67	0.65
The principal evaluates the implementation of the learning community at the school	Public	183	4.58	0.70
	Private	154	4.59	0.74
The principal gives teachers the space to determine the competency development needed based on student learning outcomes	Public	183	4.53	0.76
	Private	154	4.73	0.58
The principal along with the teachers determine the priority and strategic steps for developing teacher competence	Public	183	4.49	0.73
	Private	154	4.61	0.71
The principal together with the educational staff determines priority and strategic steps for developing the competencies of the educational staff	Public	183	4.46	0.69
	Private	154	4.60	0.72
The principal carries out their role in conducting mentoring activities for the school's PMO and optimizing the PMM	Public	183	4.64	0.61
	Private	154	4.75	0.53
The principal builds a culture of reflection in the school	Public	183	4.53	0.69
	Private	154	4.65	0.67
The principal conducts an analysis of the teachers' needs	Public	183	4.57	0.68
	Private	154	4.55	0.81
The principal leads the learning committee meeting	Public	183	4.58	0.63
	Private	154	4.63	0.67
The principal organizes the implementation of learning communities at the school	Public	183	4.56	0.72
	Private	154	4.61	0.65

DISCUSSION

Although research on administrative practices has found a clear pattern in which principals tend to avoid instructional roles (Bodnarchuk, 2016; Cuban, 1988; Hallinger, 2005), teachers' perceptions indicate that principals in the study area have taken a different approach to achieving instructional tasks in their schools. In these schools, the philosophy that leadership only comes from the principal's formal position has been abandoned, but dynamic interactions mobilize and guide teachers in the process of instructional change and learning improvement (Harris, 2005; Spillane, 2005; Timperley, 2005).

From these findings, it can be seen that principals support each other at the classroom level to ensure that the instructional role is implemented in schools. This indicates that these principals are applying the

model proposed by Fink and Resnick (2001). This model encourages principals to support each other directly from the classroom (Fink & Resnick, 2001). Principals ensure that the different instructional roles are carried out by themselves, vice principals, and/or homeroom teachers because they have multi-faceted roles that are more demanding and challenging (Bush, 2013; Hallinger, 2005; Mahlangu, 2014; Mestry, 2017).

The results of the descriptive test show that the majority of respondents gave very high ratings to the principal's role in various aspects of school management, such as "The principal carries out his role in conducting school PMO mentoring activities and optimizing PMM," "The principal provides assessments to educational staff," and "Class visits and observations are conducted by the principal," reflecting the effectiveness of the principal in

supervision and monitoring. These research results are in line with previous studies (Irfan et al., 2023), which showed that PMO implemented by the principal has a positive impact on mentoring and facilitation of skills, techniques, and administration, as well as changes in patterns of relationships, communication, partnerships, and bureaucratic decision-making at the regional level, faster problem-solving, and closer relationships and cooperation among parties or stakeholders. In addition, the current study supports previous findings that class visits and observations of teaching and learning in the classroom improve performance in institutions (Kieleko et al., 2017).

Current research emphasizes the importance of supervision, in contrast to previous findings that many studies indicate that the effect of principals on classroom teaching operates through school culture and modeling rather than direct supervision and evaluation of teaching and learning in the classroom (Hallinger, 2005). The results of this study confirm previous research that the school principal leadership model can be concluded that the combination of servant leadership, authentic, adaptive, distributive, and spiritual leadership models applied has successfully increased the participation, satisfaction, and work quality of educators and has a positive impact on the applied school principal leadership model and also has factors that influence the school principal leadership model in driving schools (Ningsih et al., 2024). Regarding the practice of instructional leadership as a control function in all categories of schools, both public and private schools do not show significant differences because the control function has been well implemented. The results of this study are in line with previous research (Juma et al., 2023).

Research on instructional leadership indicates that the principal's leadership functions do not always operate through direct supervision, but also through indirect influence such as shaping school culture, building trust, shared values, and symbolic influence. In this context, principals influence the quality of learning by creating a shared vision, a reflective culture, and a school climate that supports collaboration and appreciation of diversity. Therefore, the tension between direct control and indirect cultural influence actually constitutes an important theoretical space, as it demonstrates that leadership effectiveness is not solely determined by

formal oversight, but also by the leader's ability to build a strong and inclusive organizational culture. By integrating both approaches, instructional leadership can be understood more comprehensively as a process of influence that operates through structure, social relations, and school culture (Schein & Schein, 2016).

The principal's control function in the context of multicultural education does not need to be understood narrowly as direct supervision or inspection of teachers and students. Control can also operate through distributed mechanisms, reflective culture, and the organizational structure of the school. In practice, principals build collaborative work systems, inclusive school rules, and a culture of shared evaluation and reflection, so that all members of the school community collectively uphold the values of tolerance, justice, and appreciation of diversity. Thus, the control function is not solely hierarchical in nature, but is also embedded in school culture, communication patterns, teamwork, and organizational policies that support an inclusive and democratic educational environment (Siregar & Nasution, 2024).

In a multicultural context, the principal's control function is carried out by overseeing all school activities to ensure they proceed fairly, inclusively, and with respect for the cultural, religious, ethnic, and social diversity of students. Principals control policies, learning processes, and interactions among school members to prevent discrimination, stereotyping, or cultural bias. In addition, principals cultivate culturally responsive relationships through open and collaborative communication, and create a school climate that is safe, tolerant, and welcoming of differences. This control function is exercised through supervision, teacher guidance, program evaluation, and the reinforcement of an inclusion-based school culture (Maulana et al., 2026).

Instructional leadership in a multicultural context is not only concerned with academic supervision, but also with the formation of a fair and tolerant school culture. The finding that there is no significant difference between public and private schools needs to be interpreted more critically. Such results do not automatically indicate substantial equivalence; rather, they may be influenced by the harmonization of educational policies, similarities in principal training, or limitations in the measurement

model's ability to detect contextual variation (Leithwood & Jantzi, 2005).

CONCLUSION

The purpose of this research is to understand instructional leadership as a control function. The study results indicate that school principals have carried out school management functions well and reflect the effectiveness of principals in supervising and guiding teachers in both public and private schools. Thus, this study reveals that principals involve vice principals, teachers, and educational staff to ensure instructional leadership practices in their schools. The approach adopted by principals in the study area illustrates a shift from the traditional idea of the principal as a sole instructional leader toward a distributive leadership approach. This study illustrates how, over time, instructional leadership has evolved to be inclusive, involving the principal and others. In other words, it is concluded that instructional leadership has developed from a hierarchical and procedural understanding to an inclusive approach. Therefore, this study concludes that instructional leadership can be distributive and servant-like. Furthermore, this study finds that the principal's influence on classroom teaching occurs through school culture and by setting an example, rather than solely through direct supervision and teaching evaluation.

This research is limited to teacher respondents, while educational staff were not involved in this study because teachers are considered to have more experience in administration than their colleagues. In addition, this study only focuses on the practice of control functions in schools as instructional leaders, and does not examine their impact on student learning outcomes or other factors that influence those student learning outcomes.

IMPLICATIONS

These findings indicate that the structure of instructional leadership as a control function offers a deeper understanding of its dimensions. The integration between strategic planning and operational supervision ensures a comprehensive leadership approach, where an effective principal must balance long-term development goals with direct supervisory responsibilities (Manata & Grubb, 2022). Furthermore, cultural and contextual factors play an important role in determining the

implementation of the leadership model, as revealed by Wen et al. (2023). This emphasizes the need for a framework that is adaptive and tailored to specific educational environments. The emphasis on strategic leadership reflects an increasing recognition of the principal's role in setting collaborative goals and promoting the professional growth of teachers and staff (Jongyung, 2024). At the same time, the importance of supervision relates to maintaining accountability and improving educational standards.

Principals must be able to utilize the expertise of vice principals, homeroom teachers, and other teachers to achieve improvements in teaching at school. This will address the challenges faced by principals in schools regarding competence. Therefore, distributive leadership must be practiced to achieve instructional improvement in secondary schools. This study recommends that principals serve as overall instructional supervisors and catalysts for teaching improvement to deliver quality teaching and implement appropriate instructional leadership in schools. Additionally, educators need professional development because it can enhance professional growth, confidence, new perspectives, expertise, and new techniques that can help them take on new, more demanding and challenging, sometimes complex, overloaded, and unclear roles.

Observing instructional supervision practices—providing good steps to achieve a principal who has strong skills and expertise in instructional leadership. Therefore, this study will produce important arguments to achieve consensus on instructional leadership practices. Accordingly, this study recommends that principals act as catalysts for teaching improvement and comprehensive and holistic teaching supervisors without having to be directly involved in classroom teaching supervision.

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