

INSTRUCTIONAL AND LEADERSHIP PRACTICES

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To ensure that the nation's education aims to provide the best education for the 21st century to future generations, the education system needs to be transformed in response to the ever-increasing needs of today's globalization. Most nations are considering or reevaluating their educational systems in light of the recent rapid global development. However, the success of these various initiatives depends on how well the school administrators and change managers manage them. It is expected that capable school administrators will assist the government in implementing the country's education transformation agenda. On the other hand, this fantastic agenda is predicted to be thwarted by the troubled and weak school leaders in leadership. Therefore, one of the fundamental changes to mobilizing education transformation is emphasizing school leaders' quality. The principal of an elementary school is crucial to educational tasks. Every principal carries the weight of the school's success or failure. The principal serves as an instructional supervisor, administrative manager, and manager of the academic program. As instructional supervisors, they are responsible for ensuring that the conditions for effective teaching and learning are met, that teachers are well-trained and motivated, that adequate instructional materials are provided, that a variety of non-teaching activities does not destroy teachers, that they are well-supervised, and that teachers have a voice in the improvement of the teaching-learning environment (Matias, 2011). As a result, schools have been hailed as the most vibrant, appropriate, and central locations where formal education can be obtained and maintained. Therefore, the primary goal of educational institutions should be to raise the caliber of instruction and to learn to raise academic standards in a nation (Usman, 2015).

According to Fullan, Rincon-Gallardo, and Hargreaves (2015), this can only be accomplished by improving teacher professional development and providing adequate oversight in a school's instructional leadership of students' performance. The principal's responsibility for overseeing curriculum instruction cannot be overstated. The concept of supervision and how it is used have evolved from instruction supervision. Instructional leadership is the best leadership technique for improving student learning outcomes. According to synthesizes of international studies on educational leadership, the most substantial impact on student learning is via instructional leadership. Numerous international studies have demonstrated that, even after adjusting for other factors, including the backdrop of the school and student demographics, principal instructional leadership still significantly contributes to variation in student accomplishment. Additionally, these meta-analyses that contrast various leadership styles reveal that instructional leadership is the best at raising student achievement in different educational situations and levels (The Education Hub, 2021).

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