

Practicing Instructional and Transformational Leadership: Challenges Faced by Female Principals in Public Colleges in Lahore

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Abstract



This qualitative research study was conducted to explore female principals' challenges related to instructional and transformational leadership in public colleges in Lahore city. The researchers selected ten female principals of public colleges in Lahore city using purposive sampling and conducted semi-structured interviews for data collection. The interview guide comprised twenty-four open-ended questions. After data collection, data were analyzed through a thematic analysis method. For this purpose, the researcher coded the data and categorized the responses into categories and subcategories to generate different themes. This study found that the female principals in public colleges faced multiple challenges while performing their duties, such as un-pleasant working conditions, lack of economic resources, students' discipline-related problems, poor teacher's behavior, over-workload, the non-cooperative role of parents and society, etc. The researcher hopes that the results and conclusions of the research will be worthwhile and helpful for new principals, students, policy-makers, educators, and society.

Keywords: Principal's Challenges, Semi-structured Interviews, College Education, Instructional Leadership, Transformational Leadership

Introduction

The duties and responsibilities of principals in the educational world of today have become more significant and difficult than before. Now, the public has many expectations from college principals to meet the standards and requirements of the present time. Radical changes and new trends have come in all fields of life. The requirement and needs of our colleges and educational institutions have changed because of rapid development and radical changes in all fields of life, especially in the education field. To achieve educational aims and objectives in colleges, the help of the high-quality performance of the leadership role is essential (Bada, Tengku Ariffin, & Nordin, 2020). Colleges need effective and creative/principals to reach new demands (Heck & Hallinger, 2005).

The role of the principal demands skills, capabilities, and commitment to her profession. The success of a principal largely depends on her leadership style. The leadership style of the principal should be flexible, and she is expected to solve all types of problems within a college. All educational institutions have their goals, and the success or failure of the educational institution depends on the goals and objectives and effective and efficient leadership and management for fulfilling the requirements of difficult and complicated tasks. The leadership of the principal in achieving the goals and objectives of the institutions according to the availability of resources is very important to solve managerial problems. For this, the principal must use instructional leadership to improve teaching and learning processes in the college, and this can be facilitated if a college principal also uses transformational leadership to exert influence on colleagues to inspire them to increase their commitment to college goals (Liu, Bellibaş, & Gümüş, 2021; Ma, & Marion, 2021). In addition, accommodating the ideas of others and maintaining a good relationship with staff, students, parents, community, and high authorities help in achieving the goals (Eckman, 2002).

Principals' job in Pakistan is becoming increasingly difficult as they are facing different problems to perform their duties and responsibilities. The leadership style of principals is very

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significant in performing their roles. Principals, especially female principals, have more challenges in small and conservative communities. It is a fact that the job of a principal is very time-consuming. It demands dedication, courage, and sacrifices. The success of the educational institution depends on the principal and her leadership style. Now, society has changed, and values, norms, and requirements of challenges of the twenty-first century are very complicated, so principals should be highly qualified, skilled, and dedicated. Principals should be able to solve all the problems and challenges they face in performing their duties and responsibilities (Luqman, Farhan, Shahzad, & Shaheen, 2012; Lupinacci, 2017).

Principals can overcome such problems and face challenges with courage, bravery, and, most importantly, a positive attitude. The consultative approach toward principals' duties is a very important element of principal behavior. Education and training are both necessary for a principal job; however, good skills in management and interpersonal relationships are also necessary for a principal and her job. The principal should have the ability to inspire people to perform their duties in the best possible way (Luqman et al., 2012).

Leadership and management are key processes and the most significant for the success and failure of an organization. Principals create a good relationship with staff members, students, parents, and all other concerned elements (Dinham, 2005). A principal as an instructional leader encourages staff members to improve their teaching strategies and learning environment for the student. The principal tries to provide the chances to a staff member to get in-service professional training for the betterment and improvement of the teaching-learning process (Berman, 1982).

Female principals in Pakistan at the elementary, secondary, and at college levels are performing their duties and facing several challenges. Different research studies have been conducted to identify principals' challenges and problems. The findings of research studies show that female principals face challenges and problems and try to solve the problems with courage and patience.

Theoretical framework

The framework of this study depends on instructional and transformational leadership theories. This study aims to explore the challenges faced by female principals in Lahore city. Principals work with the team and try to bring change and want to create a vision to guide their team. Therefore, the principal needs transformational and instructional leadership styles to perform their duties for improving student achievement (Printy, Marks, & Bowers, 2009; Rodrigues & Ávila de Lima, 2021; Vogel & Alhudithi, 2021). The instructional leaders in colleges must "ensure a learning environment that is orderly, serious, and focused on high but achievable academic goals" (Woolfolk & Hoy, 2012, p. 3). In addition, "a transformational leader is defined as one who raises the level of consciousness of followers by communicating the vision and value of a desired outcome" (Anderson, 2020, p. 36). After reviewing the literature, it can be asserted that the leadership style of educational administrators or principals should be flexible, and it should be a combination of all leadership styles (Sheppard, 1996; Printy et al., 2009; Abdulrasheed & Bello, 2015; Al-Jaradat & Zaid-Alkilani, 2015).

Literature suggests that a lack of skills of administration, low economic resources, non-co-operative behavior of teachers, parents' behavior and poor facilities, and leadership style of the principal create challenges for the principals in colleges (Onyeike & Nwosu, 2018). In addition, the literature suggests the importance of professional development and high qualification for principals (Jayaweera, Karunathilake, & Weligamage, 2021).

The underlying assumption of this study is that college administration has become more complex than before because new trends and radical changes have come in all fields of life (Sincar, 2013). Life has become more complicated than before. Therefore, transformational leadership and instructional leadership theories and leadership styles can help a principal to solve the problems and face the challenges of the job. This study aims to determine the challenges which female principals face during their job.

Purpose and objectives of the study

This study explored the challenges faced by female principals of public colleges in Lahore. More specifically, this study is guided by the following research objectives:

- (1) To explore specific challenges faced by principals for being female.
- (2) To explore the challenges faced by female principals related to instructional leadership.
- (3) To explore the challenges faced by female principals related to transformational leadership.

Methods

This research study was conducted through a semi-structured interview design (Kvale & Brinkmann, 2015; Brinkmann & Kvale, 2018). The first author (YA) collected participants’ different opinions and ideas through semi-structured interviews. In interview research, the focus was on the cognition and affects of individuals via the structure and language of the descriptions (Berner-Rodoreda et al., 2020) provided by the principals about the challenges faced by female principals of public colleges.

Research sites and sampling

The research sites were ten public colleges in Lahore for women. A purposive sampling technique (Patton, 2015; Denieffe, 2020) was used for the selection of ten female college principals in Lahore.

They all met the criteria for inclusion. The participant’s inclusion criterion determines whether a participant was eligible to take part in the research (Patton, 2015). They all were highly qualified, devoted, and professionally trained. All participants had the experience of working as head of the institution in public colleges for women; they all had the experience of teaching and also had administrative skills. Thus, the sample was rich because all selected principals had rich, detailed data information about the research topic and had sufficient administrative experience in a college.

Table 1: Demographic information of participants.

Participant	Age	Academic Qualification	Administrative Experience (in Years)
Participant 1	52	PhD	4
Participant 2	54	MPhil	2
Participant 3	52	MPhil	4
Participant 4	56	PhD	3
Participant 5	34	PhD	4
Participant 6	54	PhD	4
Participant 7	52	MPhil	3
Participant 8	48	MPhil	2
Participant 9	53	PhD	3
Participant 10	53	MPhil	4

Data collection & analysis methods

A semi-structured interview is an important tool for getting information in qualitative research (Kvale & Brinkmann, 2015; Brinkmann & Kvale, 2018). In this study, the first author (YA) conducted semi-structured interviews. The interview guide consisted of twenty-four questions; however, several follow-ups and probing questions were also asked (Fujii, 2017; Seidman, 2019). Most of the questions were derived from the literature review to collect rich data (Brinkmann, 2013). All interviews started with introductory questions, and then questions exploring various challenges faced by principals while performing their duties were asked—resulting in useful information about participants’ challenges. In some questions, probing helped me to identify the problems and challenges.

The schedule of the interviews was fixed with the mutual understanding of the interviewer and interview participants. Equal time was given to all participants to discuss challenges faced by principals.

All audio-recorded interview data were transcribed and then analyzed using descriptive and pattern coding (Miles, Huberman, & Saldaña, 2020). Categories and subcategories were derived after clustering similar codes and related data (Saldaña, 2021). Coding and derived themes related to transformational and instructional challenges were discussed in a meeting of all authors.

Ethical considerations

An ethical framework needed informed consent from participants of the research. Informed consent is a process for getting permission before collecting data for research purposes (Iphofen & Tolich, 2018). YA used a consent form and gave consent forms to all participants about the aim of conducting an interview for research purposes and informed them about the benefits and risks of the research (Ryen, 2021). They were also informed about their right to withdraw at any time during the research process. In addition, they were informed that the information would be confidential and ‘no harm to the participants’ would be the first priority (Wiles, 2012; Ryen, 2021). The name of principals would be deleted from the data. Ten participants who showed their willingness were interviewed. The interview recordings and all concerned materials would be destroyed after one year of the publication of the results. All interview transcripts were shared with the participants, and they all agreed to the content of the transcripts (Berg & Lune, 2017; Creswell & Poth, 2018).

Findings

All interviewed female principals belonged to public sector colleges in Lahore. All principals had a higher education degree, either PhD or MPhil. Most of the principals were mature and had extensive teaching experience and sufficient administrative experience. All principals had less than the five-year administrative experience of the principal's job. The following themes were constructed as a result of pattern coding.

Difficult but interesting and satisfying

Most principals stated that their job was tough. Some of the principals stated that the job is very difficult. Few principals described that their job was difficult to some extent. For example, a principal stated,

In my opinion, the job of principals is very difficult but also interesting. As a principal, I have faced difficult situations all the time. I can make the working environment pleasant through the use of different methods, techniques, and skills. (Participant 6)

The researcher probed about the response, "what is meant by difficult and interesting? The principal explained that the principal job was very difficult and time-consuming, and she faced many challenges in their job and in different situations all the time, and they tried their best to solve problems. They faced new and different situations wisely, and they believed that it was very satisfying to have successfully solved difficult problems.

However, most principals were satisfied with their job. The researcher further probed the statement with the principals. For example, a principal stated, "I enjoy my job sometimes, and I feel satisfied with the job at that time. The job has many challenges and issues. When I face issues and challenges, then you will find me saying that I am not satisfied with the job" (Participant 4).

A diverse range of problems

Principals argued that They further argued that the requirements and 21st-century challenges in the educational field are very difficult and complex, and radical changes have come in all fields of human life. New trends have been introduced in education; therefore, female principals have more complex duties and need more education, skills, and professional development for the solution of educational issues and challenges.

Most principals stated the following challenges of the job: student problems, parent problems, community behavior, and teacher behavior, discipline-related situations, staff behavior, and lack of economic resources. Some of the principals narrated these challenges of the job: Societal behavior, lack of economic resources, staff behaviors, and problems. Few principals underscored the attitude of high authority and the class environment as challenges and problems of their jobs. Principals said that high authorities interfere in their duties and responsibilities. They face stressful environments and the wrong attitudes of concerned people.

All principals stated that they faced many challenges and problems related to students, teachers, and parents and their negative attitudes while performing their duties and responsibilities. For example, a principal stated,

Some students create academic and discipline problems in the college environment. Some parents of students also try to create a negative environment in the institution. Some staff members also try to create disturbances in the educational and institutional environment. All these things make our job challenging. (Participant 3)

The negative attitude of society towards female principals

Most of the principals perceived that the attitude of society about female principals was not much positive, and some people tried to create issues for them in order to make the environment hostile to females. However, they reported that they always solved such issues with wisdom and a positive attitude.

I think the attitude of society about female principals is not much positive. They always discourage females. Some elements try to create negative issues and want to make the environment negative, but I solve issues with wisdom and a positive attitude. (Participant 10)

Some principals believed that they faced challenges because society had a different viewpoint about female principals as compared to male principals. They perceived that female principals faced many problems while performing their duties as well as domestic problems. They attributed these issues to their gender. All principals believed that Pakistani society is male-dominated, and their challenges and problems were because of being a female. As a principal stated, Society has a negative

viewpoint about female principals. Society does not realize the importance of female principals. In rural areas of society, female principals face many challenges. Society has no positive thinking and attitude about female principals” (Participant 10). However, they were also of the view that the negative views and opinions about female principals had changed in recent years that society. This empowered them, and now they could solve their problems with little effort.

Balancing home and career demands is hard

Principals reported that they had to struggle hard to balance home and job duties and demands. Limited time to manage both types of duties was a big hurdle for them. All were married and had children, and they had to try hard to perform both types of duties. In addition, they reported that their job was necessary for them because they could not meet the financial needs of their families without it. They argued that men could not meet all the needs of daily life alone; therefore, they needed to work with men, and both together could meet all the needs of life. They elaborated that inflation has increased, and demands of daily life could not meet through single pay. Therefore, now, both of them had the need for a job. However, just because of their jobs, they had duties at home, as well as the workplace. They reach late at home. Therefore, they face many issues at home. However, they make efforts to perform both types of duties. For example, two participants stated,

I try my best to balance home and job demands and duties. I have a short time to manage both types of duties and issues. I have children so, and I have responsibilities at home. I finish my job duties hurriedly just to reach home for the solution of home duties. (Participant 6)

It is a tough and time-consuming job. As I get free, I go home because if I reach late at home, I have to face many challenges. I try to balance between home and job duties. (Participant 9)

Several challenges related to instructional leadership

Most of the principals stated that they could not 100% ensure the effective use of resources because they could not use resources freely and according to real needs. Some of the principals reveal that they were given limited resources, but they could use them in an effective way with wisdom and positive thinking. In this way, they could get positive results.

Few principals discuss their view about resources that they were not responsible for the effective use of resources, but they tried to use available resources in an effective way to some extent—although they had limited resources.

It is evident from the views and opinions of all-female principals that they were given limited resources, and they had limited resources, and they could not ensure 100% effective use of resources because they could not use them freely. Although they had limited resources, they tried their best to use them in an effective and positive way.

Most principals stated that they could communicate beliefs and views pertaining to education in an effective way. They argued that they could solve the problems of people who had concerned. Some principals reported that they could explain their beliefs and views about education clearly since they had knowledge of students,’ teachers,’ and parents’ problems and therefore could solve their issues. Some principals stated that they could communicate their own beliefs and views related to education, and they could solve the problems and issues of people. They could solve all academic issues related to curriculum and pedagogical strategies. All believed that they could solve all the instructional issues of teachers working under their supervision.

Most principals reported that they were available for all their staff members to solve all issues which were related to curriculum, assessment of student’s work, and methodologies of teaching. Principals reported that they were easily approachable to their staff, and they could solve all types of instructional issues. Principals stated that they could take care of different instructional issues of their teaching staff whenever they needed their support or advice. For example, they tried to solve the problems of teachers, curriculum-related issues, and student-related problems. For example, a principal reported,

I think all my staff and teachers are teaching according to the needs and requirements of the curriculum. All teachers assess the academic assignments of students, and they teach according to the nature of the subject. (Participant 2)

The principal also described the instructional leadership role of the principal as her availability for all staff during her duty time. She reported that if a principal can ensure that teachers teach according to the needs and requirements of the curriculum; teachers teach according to the

nature of the subject by selecting a suitable teaching method for the teaching of students, then that principal is effective in her instructional leadership role.

Most principals stated that they were visible and accessible to all. They concentrate on all elements which are concerned with their duty. Anyone could come to the principal and discuss it easily and frankly. Principals listened to the problems and tried to solve all problems. Some principals reported that they were interested in solutions to problems. Principals expressed that they tried their best to solve the problems of people in their best way. For example, a principal reported,

I think all my staff members can easily come to me. I try to concentrate on all matters and issues of my institution and give assurance of my availability in all matters of the institution. (Participant 7)

Most principals faced challenges related to maintenance of the building, finance, human resources, and public relations. They also faced financial problems and a shortage of human resources. Principals had no human powers for performing duties, and they tried to solve the problems of public relations. They tried to solve the problems of all concerned people. Some principals reported that their duties and link with maintenance, finance, human resources, and public relations were the challenges. For example, a principal reported,

I do instructional duties and also solve problems that are linked with maintenance, finance, human resources, and public relations. Maintenance is related to the bad physical condition of the building. In this connection, I have faced many problems. Finance is related to the budget. In the case of human resources, skilled and proper workers are not efficient according to their needs, but I use all the workers according to their talent. For public relations, I solve the problems concerned with parents, teachers, and students' problems. (Participant 1)

Principals stated that they faced many instructional issues and problems. They had no sufficient financial resources for the needs of the institution. Principals reported that they had no sufficient financial resources for the needs of the institution. The principal reported that they had no workers and skillful members.

Numerous challenges related to transformational leadership

Creating a shared vision was the aim of all principals. They often gave all employees equal chances to grow and progress; therefore, they believed that they shared a collective vision of their educational institutions. Some principals tried to provide equal chances of growth and development, and they tried to create a collective vision of their institutions. However, few principals narrated that providing equal chances of development and growth for their members for creating a collective vision of their institutions was a hard task for them.

Principals underscored that a shared vision is necessary for the achievement of institutional goals and objectives; however, developing a shared vision was challenging for most principals since they believed that it is very difficult to provide equal chances for development. Some principals described their challenges to develop a shared vision: "It is necessary to bring close all elements of the educational process. A close relationship is needed to developed among students, teachers, parents, and the community" (Participant 7).

Most principals also faced many challenges in creating a productive work culture. Some principals faced many challenges to create a productive work culture. A few described that they had been trying very hard to create a productive work culture in the institution, but it was not an easy task, and they had faced many problems with creating a productive work culture in their colleges.

All principals reported that they often practiced delegative leadership style since they often gave powers and freedom to their staff members, and they involved all members in the function of decision making. They believed that they always strived for delegative leadership, and their style of leadership is delegation, as they gave power to their staff members.

All principals involved their staff members in the decision-making process. They respected and valued the ideas and the opinions of their staff members as they understood the importance and value of their opinions and views. Most principals made decisions after listening to the opinions and ideas of all staff members about all important issues and challenges in college. Some principals stated that they discussed all important issues with all members of staff and the community. Few principals indicated that they involved all staff members in the decision-making process, but after listening to them about all important issues, they made decisions.

Most principals faced many challenges related to delegative leadership, but they delegated powers and listened to the opinions of members and made the decision in the light of their opinions. Some principals faced many challenges in delegating leadership when they distributed the tasks accordingly, the abilities of the staff members. Few principals explained the challenges of delegative leadership by stating that they had no skillful and able members for the attainment of the institutional objective, but they delegated powers to selected competent members of their college for the betterment of institutions and members.

It seems that principals faced many challenges of delegative leadership style. In spite of all, they delegated powers to their staff members and distributed different tasks and duties according to their abilities. They listened to their opinions, and in light of their opinions, they amended their own decisions. However, the non-availability of skillful members made them assign important duties to selected members, which sometimes created challenges for them.

Most principals always made efforts to create a new way of thinking about different things. To do different things, they often used a positive approach towards seeing things in a new style. Some principals stated that they tried to create a new style of seeing things, and they used positive thinking, and they could make all things possible.

Creating a new way of thinking was challenging for most of the principals. However, but they always tried to create a new way of thinking to see things in a positive way. All principals said that they faced some challenges related to creating a new way of thinking for seeing all things in a positive and different way, but they could solve most of the problems, and they could get solutions to most of the issues. Some principals faced huge challenges to create a new way of thinking; however, they were also able to overcome hurdles.

Most principals described their ideas about a strong sense of community. They believed that they were members of the same society, and a close bond should be present among students, parents, teachers, and society. They argued that though we all face many challenges in this regard, we should try our best to solve all problems and face challenges in a positive way. Principals further argued that they knew their values, and they tried to create a relationship among students, teachers, parents, and society, but they often faced many issues in this regard. Sometimes, they tried, and they succeeded to some extent. Few principals argued that parents, teachers, and students are all elements of the educational process, and they can solve all the problems together. Therefore, they should make an effort in this regard. A participant stated,

I think we all belong to a community. We have some culture, societal needs, and values. So, we should try to create a true sense of mutual understanding, and a true relationship of love and respect can solve problems, but sometimes, we make efforts, but we cannot solve problems. In this situation, we need patience and courage. We should make an effort again and again. At last, we get success in solutions to complex issues and problems. (Participant 10)

According to the views and opinions of principals, problems can be solved by creating a strong sense of community and belongingness.

Discussions and Conclusions

The aim of this study was to explore the challenges faced by female principals of public colleges in Lahore. Three inquiry areas were the focus of this study: The challenges faced by female principals for being a woman, the challenges related to the instructional leadership role, and the challenges related to transformational leadership.

Being female, the interviewed principals faced many challenges. They believed that they had double duties as they had long working hours as well as they had to face domestic issues. After a hectic day at college, when they reach late at home, they face the disapproving behavior of family members. They attributed this to the radical changes in all fields of life and society and the inflation rate that had become very high. They believed that now, females also have to support their families financially. In a nutshell, the job requirements of principals in the twenty-first century have become more complex, and college principals are facing many challenges.

According to the views of principals, they have no efficient resources for the requirements of the institution, and they cannot use all financial resources freely. Principals in this study believe that a good principal focuses on instructional responsibilities and roles, solves problems and issues of students, parents, and teachers, helps in the curriculum, teaching methodology issues, and solves all

academic problems. In addition, they believe in solving the problems of critical parents and students. Some students create critical situations, but principals solve all academic issues and challenges in a wise way. Principals try to create a good relationship between community and institution. The interviewed principals play an important role in the progress of the institution. The principals use available resources in an effective way and ensure that teachers make a lesson plan and teach according to the curriculum. In addition, the interviewed principals try to provide good teaching, learning environment in classes. The principals assess and evaluate the performance of teachers.

The transformational role and duties of a principal are very important. All participant principals identified the transformational leadership role and duties. Female principals narrated that a transformational leader tries to boost motivation, morale, and job performance. All interviewed principals create a shared vision and a good environment in the institution. As transformational leaders, they try to provide equal chances of development and progress for all employees and members of an organizational team. The principals try to establish a good relationship among teachers, students, parents, and the community. As transformational leaders, they try to create a productive work culture in an educational institution. Principals listen to all and make decisions. They involve all members in the decision-making process. Principals have a positive approach, so they can solve all problems and challenges in a positive way. Transformational leaders prepare the team for self-management.

Principals have many tough duties and responsibilities. The most difficult responsibility area is the supervision of curriculum and instruction. Principals visit classrooms to help teachers improve instructions, strengthening the school instructional programs, advocating the use of current educational findings, and encouraging teachers to provide instructional programs to meet individual student needs (Bellibaş, Gümüş, & Liu, 2020; Rodrigues & Ávila de Lima, 2021). A principal is expected to be visible all the time, meeting students, parents, and teachers, solving and dealing with various situations personally, and representing the school. A principal is not only responsible for facilitating the interaction with parents but is also responsible for issues such as discipline among the students, academic performance, and so on. A principal is held accountable not only for the achievement of the student but also for staff achievement. Principals influence achievement by creating situations that help in improving the process of teaching and learning (Badgular & Joshi, 2013; Preetika & Priti, 2013). It seems that the interviewed principals are effectively performing various tasks related to instructional and transformational leadership. They are also facing certain challenges related to their principalship because of being female.

Female principals need high qualifications, skills, knowledge of administration, and professional development is very necessary for the better performance of a good principal. Female principals can solve college administration-related issues with courage, positive thinking, attitude, wisdom, skills, and the new vision of seeing all things in a positive way (Preetika & Priti, 2013).

Recommendations for policy and practice

This study provides the following recommendations for policy and practice:

- (1) The findings of the study suggest that the availability of sufficient financial resources is a challenge that creates obstacles in the effective performing of the transformational and instructional leadership-related duties of a principal. Therefore, it is recommended that the availability of sufficient financial resources according to the requirement of institutions should be ensured by the government.
- (2) The findings of the study suggest that the interviewed principals are facing some challenges related to their role in college. Therefore, it is necessary to organize instructional and transformational leadership theories related seminars and to conduct training programs for the professional development of principals so that they effectively manage stress related to those challenges. In addition, meeting sessions with past experienced principals can be an effective approach for the mentorship of current working principals.
- (3) It is important that principals have sound psychological literacy to establish good human relationships between principals and all elements of the educational process. In addition to the involvement of aptitude tests in selection criteria for a principal, a psychological literacy test can be helpful in the selection of a good principal. Moreover, psychological literacy can also make a part of professional development plans for college principals.

Suggestions for future research

This study provides the following recommendations for future research:

1. Though the findings of this study provide in-depth insight into the challenges of college principals, the conclusions of the present research cannot be generalized to a larger population because of the small sample and subjective nature of qualitative research. Therefore, it is suggested to conduct a survey on challenges faced by principals of public colleges in order to generalize the results.
2. A comparative study can be conducted on the challenges and problems of female principals of rural and urban areas.
3. Future research can be conducted on the performance evaluation of public and private sector principals.

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