INSTRUCTIONAL LEADERSHIP OF HEADS REGARDING MANAGING CURRICULUM

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ABSTRACT- The purpose of this study was to find out, "instructional leadership of heads regarding managing curriculum". From D.I.Khan District ten public and twelve private secondary schools were selected randomly. The entire Heads teachers were observed with the help of different stake holders. From public and private secondary schools sixty seven science and one hundred and sixty nine arts teachers were selected, similarly one twenty four senior and one twelve junior teachers were selected for the purpose. The five point rating scale as a research tool was used which consisted of fifty two items in four parts. Data were collected in person; Z-Distribution was applied to analyze the data at 0.05 level of significance. On the bases of findings it was concluded that private secondary school heads perform better than public secondary school heads regarding managing curriculum. It is recommended that the public secondary school head may be provided training and guidance in the perspective of managing curriculum. Public secondary School head may be equipped with modern techniques of instructional leadership to develop the school, students and staff in the form of workshops and seminars.

Keywords: Heads teachers, secondary schools, Z-Distribution

I. INTRODUCTION

The meaning and implication of instructional leadership or of very wide dimensions a head has clear vision, defined objectives full training in the art of teaching, insightful understanding of the environments and psyche of the students. He has personal qualities of professional commitments, honest of purpose and devoting for duty. With these qualities a head is called an instructional leader.

If Principals are to take the role of Instructional leader seriously, they will have to free themselves from bureaucratic task and focus their efforts towards improving teaching and learning. Regarding the role of instructional leader well motivated heads and teachers as leader required in the field of education. Instructional leadership improves systems of any institution in the perspective of aims of curriculum, management, discipline, planning, monitoring, evaluating, assessment, measurement, and maintaining good social environment. Instructional leader has a close relation with his or her staff and also with other leaders to have the exchange of ideas to improve the system of education. Thus the head as an instruction leader play key and central role in working the process of education more effective way.

Hallinger (2005) in this era head teachers accept the responsibilities for the betterment of students learning and for so many other priorities. In school systems principals play a role of instructional leader like management of curriculum, checking of lesson plan, conveying resources and teacher's evaluation. Effective Leadership role depends on that how this role influence promotes leader and teacher learning, in the ways that improves the engagement, learning and well-being of all students.

Instructional Leadership

Keeping in view each and every aspect of school life the school heads is some time play a role of an educator some time he is a an administrator some time he is a coach or mentor. All the roles of a head has evolved over time and put impact on the teachers and students. It is the duty of a school head that he plays that type of role which is needed. A school head play some roles within the school and some role he play outside the classrooms, all are important for school, society, students and for teachers (Hallinger, 2005).

Hallinger (2005), twenty years before the school heads didn't take the responsibilities of the schools because they feel that they are too much better as a teacher not as an administrator of instructional leader. They often refuse the responsibilities other than teaching like principal, managerial, political and

instructional. Now in this era they accept these types of responsibilities for the betterment of students learning and for so many other priorities.

Timperley (2011) describes that instructional leadership does not mean that principal delegates responsibility to others and remains reserved from what is happening in students' learning environments, but it mean that just like a leader with the help of others solve the problems of each and every person of individuals and also the problems of school and society.

Reeves (2008) the head as instructional leader arrange the quality, character, attitude and pattern of entire school. The school principal as instructional head effects on classroom instruction, learning, activities and school culture rather than through the direct instructional leadership and evaluation of teaching.

Timperley (2011) opines that an instructional leadership play such type of role in which the school student learning, professional inquiry, trusting relationships and seeking evidence in action and on the shoulders of the principal. Instructional leader requires attention of the administrative body and daily management tasks involved in running an organization. Instructional leader support the persons and also help teachers and community.

Managing Curriculum
Sadker and Sadker (1995) argue that viewpoints concerning the job of the secondary school principal. The prime justification for position of head in the school is to give leadership to the teaching learning process. It the head spend the major portion of his time at the endeavor. He is placing the emphasis where it belongs. If however the spends most of her time counting lunch money, seeing that the playing field is lined and other similar housekeeping chores. He is not fulfilling the major role his profession and society expert himself to play. In curriculum guidance he has the following main duties and responsibilities.
1.   To strive to create on open environment in which teachers individually or collectively, feel free to utilize their creative talents and share them with each other to improve teaching and learning.
2.   To work with the staff within his building until in the development of instructional goal consistent with district goals for the various levels and curriculum areas.
3.   To assume leadership for providing within his building unit, a continuous program of curriculum improvement which will a same time contribute district wide curriculum improvement?
4.   To ascertain the need for instructional staff specialists and to see that most efficient use is made of their time and talents.
5.   To see that the necessary facilities, equipment, supplies, bodes and other learning resources are available when required.

Maintaining syllabus for classroom
In teaching learning process the syllabus may be defined as the specific activities for specific students, time and class. Maintaining a syllabus in classes is a key for successful teaching-learning process and better environment of school. It clearly and concisely addresses the need and necessity of a course to students. It must be carefully written in a systematic way and include all the combined expectations like assignments, activities and grading. Heads and teacher must acquire training and skills in making a well-managed syllabus and implement in class properly. Teachers, heads, and student of any school must aware about the syllabus (Durbin, 2008).

The Teacher to go through the syllabus making process to make it a precious tools and provide them good practices in doing so. With the help of maintaining syllabus a teacher can arrange each and every activity related to students. Syllabus helps a teacher to maintain indoor and outdoor activities of the students. In this way a teacher can easily cover the course of each and every level. It is the job of a teacher to decide what to involve and what to exclude and how to digest activities of the students (Durbin, 2008).

Student's learning
Better curriculum provides better learning of the students. When we manage our curriculum according to the situation of the society we can improve better learning of our students in teaching learning process. So many times it has been observed and also the perception of different stake holders that management of curriculum improves learning of the students. Regarding the significance of syllabus we cannot ignore our teachers as well as students. Both teachers and students will give importance in the perspective of each and every activity of indoor and outdoor of the school (Leith-wood & Seashore-Louis, 2011).

All the efforts and struggle and the increase in number of schools and many resources utilized for the betterment of only and only students and to improve their skills, competency and to make able to be a practical member of the society. Heads of the institute must ensure the proper day to day learning of the students about all the subjects and topics (Adesina, 2001).

Completion of Courses:
In every school there is proper plan of courses for each class and the subjects are decided to be taught in every single term or semester or year. And it is importance to have a proper instructional leadership by the heads of the schools to a deep eye on the completion these courses with in allotted time. As mentioned above the importance of textbook there is a strong need of making sure that the book material is completely covered and teachers have taught everything to students in according to their level and understanding (Knezevich, 2005).

Knezevich (2005) pointed out that it is very necessary for teachers to cover the textbook units for students so that the students get enough information of the present level and class and to prepare the students for exams. If there are shortage of lectures and the book material is not fully covered teachers as well as students in terms of as mentioned above the importance of textbook there is a strong need of making sure that the book material is completely covered and teachers have taught everything to students in according to their level and understanding. It is very necessary for teachers to cover the textbook units for students so that the students get enough information of the present level and class and to prepare the students for exams. If there are shortage of lectures and the book material are not fully covered teachers as well as students in terms of exams, Stress, dissatisfaction and understandings.

Text Book availability
Head of the school must provide the adequate numbers of textbooks for students in every class. He/she should make sure that students are provided with textbook and they are using it in classrooms and using them in accordance to the need of the subject and instructions of subject teacher in the classrooms (Russell, 2002).

Properly Checking of Academic Calendar
In teaching learning situations the academic calendar serves as a source of information and instructional planning document for students and teacher it is also the source of information for non-teaching faculty inside and outside the institutions. The academic calendar includes registration dates, class start dates, exam dates and so many other things. With proper checking of the academic calendar the performance of teacher can be improved (Russell, 2002)

Surprise Visit
There are different strategies to check the performance of teachers, students, clerical staff and other school members. Heads can ensure the accurate work, proper discipline, completion of duties by every single person according to their status and position in the school. Surprise visits are best way to judge the quality of work and to check whether the parties are performing their assigned roles on daily basis or not. Surprise visit can help to get a true picture of the situation in class and whole school (Russell, 2002).

Heads can go for surprise visit any time they wish and take a surprise test of teacher's performance as they are doing in the class and he/she can also gauge the ongoing abilities and skills of students that is they had learnt and what they are learning. This action can be helpful for teachers to regular and sincerely perform their tasks. Similarly the students will also be attentive and conscious about any time visit of heads so they show better discipline and involvement in teaching and learning (Russell, 2002).

Audio visual aids
Fry et al (2000) argued that audio visual aids are very crucial for educational system in any area of the world. These devices aid the extremely necessary process of teaching and learning. These aids are needed by the teachers to make their instruction interesting, effective and efficient. Head of the school must put his attention on adequate availability of A.V aids in the schools. At least the common and most important A.V aids must be available for teachers. Teachers should use these A.V aids for improving the learning experience of students and also reduce their workload and teach in a better way.

Study tours for students and teachers

Aggarwal (1997) explained that educational tours have a great importance in the study life of students. Learning is something which is done through experience and firsthand experience provides a better and concrete learning. So the arrangement of tours is necessary for students for enhancing their inner qualities. Heads of the schools need to arrange these tours and should involve students in these things.

Availability of Laboratory

Trowbridge (2011) has discussed that extension of laboratory practices to the high /higher secondary schools are occurring with greater frequency. Facilities for effective laboratory work are being built into modern high schools and youth of this age level are beginning to experience laboratory work on a regular planned basis. High school students are enthusiastic participants in the laboratory method of teaching. Curiosity and a buoyant approach to learning make this group responsive to the laboratory approach and proper guidance by the teacher can make this method a fruitful one for these students.

Because high/higher secondary schools science leads to more rigorous and laboratory oriented science in the senior high school it is worthwhile to consider its contributions to more effective learning when the students reaches biology, chemistry or physical. It is reasonable to assume that certain attitude knowledge and skills learned in the high school contribute better and perhaps more rapid learning in senior school. Following is a suggested list of basic knowledge and skills which might be developed in fifth through 10 grade science and which are considered desirable prerequisites for senior high science by Trowbridge (1970).

Importance of Science Laboratory Work

Richardson (2007) stated that importance of science laboratory is:
- The science laboratory is a source of problems for students to solve or attempt to solve.
- The science laboratory provides for the solution of problems that students have encountered in the laboratory the class room or elsewhere.
- The science laboratory promotes the students understanding of the scientists' role in our society.
- The science laboratory provides illustration of phenomena of principle and of their application it provides the means to verify facts laws and generalization.
- The science laboratory contributes to the student's knowledge and understanding of facts principles concepts and generalization of science.
- The science laboratory contributes to the development of skill habits and attitudes.
- Provide with all necessary equipment needed for performing practical.
- Provide direct experience along with the teachers.
- Provide an opportunity to handle equipment and different chemicals.
- Provide deep understanding of the concept.
- Provide concrete learning experience.

Maintain School Hall for Different Activities

Timperley (2011) explained that school hall is also very important part of successful schools. School halls can be used for different purposes like:
- To carry out prize distribution ceremonies.
- Conducting parties.
- Arranging and conducting examination.
- For conducting speech and debates competitions.
- Meetings of board can be organized in school halls.

There should be adequate facilities in school hall like:
- Electricity
- Air conditioners
- Proper ventilation
- Flood lights.
- Speakers.
- Appropriate number of chairs.
- Projectors.
- Proper painted walls.

Parent Teacher Meeting: (PTM)

Many researches and school heads and teacher suggested that arranging parent's teachers meeting improve the performance students to a greater extent. Parents are the actual role model for their children and there is a need of involving parents in education of child. Parents usually give full responsibility to teachers for educating their child. Effective thing is that parent should visit school time to time and specially on PTM so that the child knows that you are taking care of his education then they will also try to get good grades (Bratty, 2003).

Aiyepeku (2007) stated that parents know their child better than any other. Parents know the good and wrongs of their child. Parents know the strengths and weakness of child and know how to handle them in home. So they should meet with child's teacher to help him to deal in different way with your child. Parents teacher meeting are effective communications about children among teachers and parents and involves discussion about the achievement of students in class and their social behavior. Both parties can discuss about any trouble or questions about the children. PTM is much more than just a meeting for some time but it includes creation of positive two-way relationship between parents and teachers for the betterment of child. It can be three-way relation as it also involves children and their improvement is the major purpose of arranging and organizing PTM.

Statement of the Problem
In the perspective of existing research work the instructional leadership entails managing curriculum. In public and private secondary school area it was earnestly felt to check the performance of heads regarding instructional leadership, because the setting of managing curriculum was different in this area. In this research study two different areas were selected for the purpose of instructional leadership so it was also the need of those areas to compare the instructional leadership. In this perspective the problem under study was to *"instructional leadership of heads regarding managing curriculum"*.

Objective of the study
Following were the objectives of the study:
1.   To find out the extent of involvement of the school heads regarding Instructional leadership in public and private secondary schools of D.I.Khan.
2.   To compare the instructional leadership of public and private secondary schools heads regarding managing curriculum in District D.I.Khan.

Hypotheses of the study
Following were the hypotheses of the study:
H_{01}:   There is no significant difference between the public and private secondary schools heads regarding managing curriculum in District D.I.Khan.

Significance of the study
School head manage the curriculum for the betterment and enhancement of the students in teaching learning process and also school head monitor lesson planning for the betterment and enhancement of teachers and students in teaching learning process. Secondary school head easily know how to allocate different resources for the improvement of education and also secondary school head easily evaluate each and every activity of his/her teacher and student for better education.

II.   RESEARCH METHODOLOGY

Design of the Study
In this research work the researcher was going to analyze the existing situation of secondary schools in the form of instructional leadership of public and private secondary school heads so this research study was descriptive in nature. Jackson (2009) described that in descriptive research researcher often concerned with describing the nature or conditions and degree in detail of the present situation. Sidhu (2000) the research which is used and deals with the investigation of existing situation is called descriptive research. (P.107)

Population of the study
Regarding this research study population of the study consisted of public and private male secondary schools of District Dera Ismail Khan. District D.I.Khan population consisted of 102 male public and 121 male private secondary schools.

Population Size

No		Secondary Schools		Sub Total	Grand Total
		Public	Private		
Schools		102	121	-	223
Heads		102	121	-	223
Teachers	Science	162	514	676	2373
	Arts	1311	386	1697	
	Senior	1050	198	1248	2373
	Junior	423	702	1125	

Sample of the study:

Regarding this research work ten percent public and ten percent private male secondary schools were selected. Ten percent teachers of total population were taken for the purpose of the study.

Sample Size

No		Secondary Schools		Sub Total	Grand Total
		Public	Private		
Schools		10	12	-	22
Heads		10	12	-	22
Teachers	Science	16	51	67	236
	Arts	131	38	169	
	Senior	105	19	124	236
	Junior	42	70	112	

Sampling techniques of the study:

In this research work multi stage sampling techniques were used to collect the data. Stratified sampling technique was used for the selection of school in between the two strata i.e. Public and private this was the first stage. Simple random sampling technique was used for the selection of teacher i.e. fifty percent (50%) secondary school teachers were selected this was second stage, keeping in view L.R. Gay, Gay (2003. P: 91) in his book "Educational research" explains sample size as below:

www.napce.org/documents/research-design.../07_Sampling_4th.pdf

Mode of Data Collection:

After selecting public and private secondary schools from the Districts D.I.Khan, the researcher selected the school teachers by using simple random sampling technique and personally visited the selected schools and collects the data from the selected teachers. Data collected through rating scale by personal visit of researcher (Behram, 2001).

Research Instrument:

In the perspective of this research work questionnaire was used as an instrument of data collection. This questionnaire consisted of five point Likert scale, i.e. strongly agree to strongly disagree as indicated in table. At first stage researcher prepared research instrument with the help of relevant source and material. This research instrument comprised on four core variables i.e. management of curriculum, checking of lesson plan, assigning resources and evaluation of teachers. A five points Likert type rating scale was developed and validated. This scale was identified with the help of literature, administration personnel and experts of education department. The content validity of the instrument was checked by giving this research instrument to 37 relevant experts of education. This rating scale was improved in the light of feedback, difficulties and ambiguities pointed out by experts of relevant field. After checking content validity the scale was pilot tested. Main purpose of the pilot study was pre-testing of instrument on a small sample. After checking content validity the reliability of this research instrument was checked by using SPSS with latest version. For the purpose of reliability two public and two private secondary schools were selected and the data were collected from the teachers of these selected schools. To check the reliability of the instrument Cronbach's alpha (α) as a statistical technique were used. Cronbach alpha coefficient produced an internal consistency coefficient of 0.81 for the whole 52 questions.

Rowntree (1981) an initial study commenced earlier to some major tasks may be planned as a feasibility study, may be used to exercise the proposed methods while there is a still an opportunity to made modification. (P. 217)

Data Analysis:
Regarding this existing research work mean, variance, standard deviation and Z-statistic were used as research statistics to analyze the data. The score of Z-statistics was calculated manually and by using online calculator.

III.   RESULTS AND DISCUSSIONS

This portion of research consisted of analysis and presentation of data. Regarding this existing research work mean, variance, standard deviation and Z-statistic were used as research statistics to analyze the data. The score of Z-statistics was calculated by using online calculator. Since the researcher was going to evaluate the performance of head teachers (Public and private) in the perspective of instructional leadership. Instructional leadership consists of four variables i.e.

Table#1:   **Comparison of instructional leadership of heads in the perspective of public and private science secondary school teachers regarding managing curriculum**

School teachers	N	Mean	S.D	C.V	α	Z - tabulated	Z -Calculated
Public	16	37	1.41	3.81	0.05	± 1.96	2.97
Private	51	48	0.93	1.93			

Table#1 specifies that according to the stance of 16 public and 51 private male science secondary school teachers, mean performance of public and private heads were 37 and 48 respectively, similarly the S.D of secondary school heads were 1.41 and 0.93 respectively. Z-Calculated score 2.97 was greater than the tabulated value i.e. ± 1.96. On the bases of this score we reject null hypothesis and accept alternative hypothesis. So we can say that significant difference exist between the secondary schools head's (public & private) role in the perspective of managing curriculum. In the perspective of these findings the role of private secondary school heads as an instructional leader was better than the public secondary school heads regarding managing curriculum. The C.V of public & private secondary school heads were 3.81 and 1.93 respectively. Since C.V of private secondary school heads was less than the public secondary school heads so there was consistency in the role of private secondary school heads regarding managing curriculum.

Table#2:   **Comparison of instructional leadership of heads in the perspective of public and private Arts secondary school teachers regarding managing curriculum**

School teachers	N	Mean	S.D	C.V	α	Z - tabulated	Z -Calculated
Public	131	33	1.29	3.91	0.05	± 1.96	3.03
Private	38	49	0.88	1.80			

Table#2 specifies that according to the stance of 131 public and 38 private male arts secondary school teachers, mean performance of public and private heads were 33 and 49 respectively, similarly the S.D of secondary school heads were 1.29 and 0.88 respectively. Z-Calculated score 3.03 was greater than the tabulated value i.e. ± 1.96. On the bases of this score we reject null hypothesis and accept alternative hypothesis. So we can say that significant difference exist between the secondary schools head's (public & private) role in the perspective of managing curriculum. In the perspective of these findings the role of private secondary school heads as an instructional leader was better than the public secondary school heads regarding managing curriculum. The C.V of public & private secondary school heads were 3.91 and 1.80 respectively. Since C.V of private secondary school heads was less than the public secondary school heads so there was consistency in the role of private secondary school heads regarding managing curriculum.

Table#3:   **Comparison of instructional leadership of heads in the perspective of public and private senior secondary school teachers regarding managing curriculum**

School teachers	N	Mean	S.D	C.V	α	Z - tabulated	Z -Calculated
Public	85	30	2.10	7.00	0.05	± 1.96	17.17
Private	39	51	1.10	2.16			

Table#3 specifies that according to the stance of 85 public and 39 private male senior secondary school teachers, mean performance of public and private heads were 30 and 51 respectively, similarly the S.D of

secondary school heads were 2.10 and 1.10 respectively. Z-Calculated score 17.17 was greater than the tabulated value i.e. ± 1.96. On the bases of this score we reject null hypothesis and accept alternative hypothesis. So we can say that significant difference exist between the secondary schools head's (public & private) role in the perspective of managing curriculum. In the perspective of these findings the role of private secondary school heads as an instructional leader was better than the public secondary school heads regarding managing curriculum. The C.V of public & private secondary school heads were 7.00 and 2.16 respectively. Since C.V of private secondary school heads was less than the public secondary school heads so there was consistency in the role of private secondary school heads regarding managing curriculum.

Table#4:   Comparison of instructional leadership of heads in the perspective of public and private junior secondary school teachers regarding managing curriculum

School teachers	N	Mean	S.D	C.V	α	Z - tabulated	Z -Calculated
Public	42	40	1.79	4.48	0.05	± 1.96	3.56
Private	70	51	1.01	1.98			

Table#4 specifies that according to the stance of 42 public and 70 private male junior secondary school teachers, mean performance of public and private heads were 40 and 51 respectively, similarly the S.D of secondary school heads were 1.79 and 1.01 respectively. Z-Calculated score 3.56 was greater than the tabulated value i.e. ± 1.96. On the bases of this score we reject null hypothesis and accept alternative hypothesis. So we can say that significant difference exist between the secondary schools head's (public & private) role in the perspective of managing curriculum. In the perspective of these findings the role of private secondary school heads as an instructional leader was better than the public secondary school heads regarding managing curriculum. The C.V of public & private secondary school heads were 4.48 and 1.98 respectively. Since C.V of private secondary school heads was less than the public secondary school heads so there was consistency in the role of private secondary school heads regarding managing curriculum.

Table#5:   Comparison of instructional leadership of heads in the perspective of public and private secondary school teachers regarding managing curriculum

School teachers	N	Mean	S.D	C.V	α	Z - tabulated	Z -Calculated
Public	147	35	1.64	4.68	0.05	± 1.96	3.37
Private	89	50	0.98	1.96			

Table#5 specifies that according to the stance of 147 public and 89 private male secondary school teachers, mean performance of public and private heads were 35 and 50 respectively, similarly the S.D of secondary school heads were 1.64 and 0.98 respectively. Z-Calculated score 3.37 was greater than the tabulated value i.e. ± 1.96. On the bases of this score we reject null hypothesis and accept alternative hypothesis. So we can say that significant difference exist between the secondary schools head's (public & private) role in the perspective of managing curriculum. In the perspective of these findings the role of private secondary school heads as an instructional leader was better than the public secondary school heads regarding managing curriculum. The C.V of public & private secondary school heads were 4.68 and 1.96 respectively. Since C.V of private secondary school heads was less than the public secondary school heads so there was consistency in the role of private secondary school heads regarding managing curriculum.

IV.   FINDINGS:

Following were the findings of the research study:

1.   Table 4.1 specifies that according to the stance of 16 public and 51 private male science secondary school teachers, the Z-Calculated score 2.97 was greater than the tabulated value i.e. ± 1.96. The C.V of public & private secondary school heads were 3.81 and 1.93 respectively. On the bases of above findings the performance of private secondary school heads was better in the perspective of managing curriculum.

2.   Table 4.5 specifies that according to the stance of 131 public and 38 private male arts secondary school teachers, the Z-Calculated score 3.03 was greater than the tabulated value i.e. ± 1.96. The C.V of public & private secondary school heads were 3.91 and 1.80 respectively. On the bases of above findings the performance of private secondary school heads was better in the perspective of managing curriculum.

3.   Table 4.9 specifies that according to the stance of 85 public and 39 private male senior secondary school teachers, the Z-Calculated score 17.17 was greater than the tabulated value i.e. ± 1.96. The C.V of public & private secondary school heads were 7.00 and 2.16 respectively. On the bases of above findings the performance of private secondary school heads was better in the perspective of managing curriculum.

4.   Table 4.13 specifies that according to the stance of 42 public and 70 private male junior secondary school teachers, the Z-Calculated score 3.56 was greater than the tabulated value i.e. ± 1.96. The C.V of public & private secondary school heads were 4.48 and 1.98 respectively. On the bases of above findings the performance of private secondary school heads was better in the perspective of managing curriculum.
5.   Table 4.17 specifies that according to the stance of 147 public and 89 private male secondary school teachers, the Z-Calculated score 3.37 was greater than the tabulated value i.e. ± 1.96. The C.V of public & private secondary school heads were 4.68 and 1.96 respectively. On the bases of above findings the performance of private secondary school heads was better in the perspective of managing curriculum.

V.   CONCLUSIONS:

In light of findings of the study, the following conclusions were drawn.
1.   The School Head as an Instructional leader play an important role in managing curriculum,
2.   Private secondary school head as an instructional leader play a very consistent role regarding managing curriculum than public secondary school head.

VI.   RECOMMENDATIONS:

In light of findings and conclusions following recommendations were made:
1.   The public secondary school head may be provided training in the perspective of managing curriculum,
2.   The public secondary school head may be evaluated in the perspective of managing curriculum.
3.   The public secondary school head may be accountable in the perspective of managing curriculum.
4.   The guidance services may be provided to the public secondary school heads in the perspective of all above main four variables.
5.   Public secondary School head may be given modern techniques of instructional leadership to develop their performances.
6.   The promotion of Public secondary School head may be linked with their performances regarding instructional leadership.

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