

## THE ABSTRACT

In this study the emerging role of principals as instructional leaders is discussed. The objective of this study is to analyze the current practices of principals as leaders. There are many roles principals has to play in the schools as instructional leaders. Mainly the classroom visits carried out by the principal, the assessment and evaluation of teachers, and the instructional leadership role and instructional activities of the principal are assessed in this study. Student matters, time tabling, physical needs of the school, co-curricular activities, the instructions given to parents and self-updating of the principals in management and administrative tasks of the school are considered as the main aspects of instructional leadership role of the principals. The problems principals encounter as instructional leaders are stated.

The researcher employed a mixed method of data collection, which included a quantitative and a qualitative approach. The population sample of this research includes three principals, twenty four teachers and eighteen students from three different types of government schools, namely National School, 1 AB School, and a 1 C School. The researcher used questionnaires and interview schedules as means of data collection. The conclusions and recommendations are based on those data gathered from principals, teachers, and students of three different schools.

The conclusions and recommendations of the study give policy makers appropriate inputs in designing more effective training programs for school principals. The recommendations of this study suggests several aspects of the leadership of the school principal and this will enlighten the external supervisors in evaluating the instructional functions of a school principal. These recommendations may help principals to improve the efficiency and effectiveness of their tasks as instructional leaders of schools.