



Instructional Leadership Challenges Among School Principals: An Analysis of Curriculum Management, Resource Allocation, and Technology Integration

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Abstract

Instructional leadership plays a central role in improving teaching quality and student learning outcomes in schools. School principals are expected to guide curriculum implementation, support teachers, and ensure that resources and technology are effectively utilized to enhance instructional delivery. Despite these responsibilities, many school leaders encounter various challenges that influence their capacity to perform these roles effectively. This study examined the instructional leadership challenges experienced by school principals, focusing on three key domains: curriculum management, resource allocation, and technology integration. A quantitative research approach using a descriptive survey design was employed. Data were collected from thirty school principals who had passed the National Qualifying Examination for School Heads and were currently serving in public elementary and secondary schools. A structured questionnaire was used as the primary instrument for data collection. The instrument demonstrated strong reliability with a Cronbach's alpha coefficient of 0.91. Descriptive statistics, including mean and standard deviation, were utilized to determine the extent of leadership challenges. Inferential statistical tests such as t-test and analysis of variance were conducted to examine differences in the level of challenges when grouped according to selected profile variables, including age, sex, years of experience, educational attainment, and school size. The findings revealed that principals experienced slight challenges in curriculum management, resource allocation, and technology integration. Most demographic variables did not significantly influence the level of instructional leadership challenges encountered by principals. However, school size showed a significant relationship with technology integration challenges, indicating that principals managing larger schools experienced greater difficulty in implementing digital initiatives. The results suggest that while school leaders demonstrate resilience in managing instructional responsibilities, structural constraints such as limited resources and technological infrastructure remain key concerns. Strengthening institutional support systems, providing targeted professional development, and improving access to technological resources may enhance the effectiveness of instructional leadership in schools.

Keywords: Instructional Leadership, School Principals, Curriculum Management, Resource Allocation, Technology Integration, Educational Leadership, School Administration, Instructional Supervision



1. Introduction

Background of the Study

Instructional leadership has become a central focus in contemporary educational leadership research because of its direct influence on teaching quality and student achievement. School principals are increasingly expected to function as leaders of learning rather than solely as administrative managers. Their responsibilities include guiding curriculum implementation, supporting teacher professional development, monitoring instructional practices, and fostering a learning environment that promotes continuous improvement. Empirical studies have shown that principals who actively engage in instructional leadership contribute significantly to improved teaching effectiveness and student academic outcomes (Leithwood et al., 2020; Robinson et al., 2021).

The responsibilities of school principals have expanded considerably in recent decades. In addition to overseeing teaching and learning processes, principals must manage administrative functions such as budgeting, personnel management, policy implementation, and stakeholder engagement. These demands often create competing priorities that limit the amount of time principals can dedicate to instructional supervision and teacher support. Recent research indicates that school leaders frequently encounter difficulty balancing administrative tasks with instructional responsibilities, which can affect the overall effectiveness of instructional leadership practices (Grissom et al., 2021; Liu & Hallinger, 2023).

Curriculum management remains a fundamental component of instructional leadership. Principals are responsible for ensuring that curriculum standards are implemented consistently and that teachers are supported in adapting instructional strategies to meet diverse student needs. Educational systems frequently introduce curriculum reforms and policy adjustments, requiring school leaders to guide teachers through these changes while maintaining instructional quality. Effective curriculum leadership involves coordinating instructional planning, facilitating professional learning communities, and ensuring alignment between curriculum standards and classroom practices (Hallinger, 2020; Harris & Jones, 2022).

Another key dimension of instructional leadership is resource allocation. School leaders must manage limited financial, material, and human resources to sustain instructional programs and support teacher development. Studies have shown that insufficient funding, shortages of instructional materials, and limited access to professional development opportunities continue to challenge school leaders in many educational contexts. When resources are constrained, principals must make strategic decisions to ensure that instructional priorities are maintained despite institutional limitations (OECD, 2020; Spillane et al., 2022).

Technology integration has also become an essential aspect of modern instructional leadership. Digital technologies have transformed teaching practices, enabling blended learning environments, digital collaboration, and data-driven instructional strategies. School principals are expected to guide teachers in adopting educational technologies and ensure that digital resources are effectively integrated into instructional processes. However, technological infrastructure gaps, limited access to digital devices, and insufficient teacher training remain significant barriers to effective technology integration in schools (Bond et al., 2021; Scherer et al., 2021).

Rationale of the Study

Although instructional leadership has been widely studied, there remains a need to examine the specific challenges encountered by school principals in managing curriculum, resources, and technology simultaneously. Many studies focus on leadership styles or their impact on student achievement, while fewer examine the practical challenges principals face in implementing instructional leadership within complex school environments. Understanding these challenges is essential because principals operate within systems that often impose administrative demands, financial constraints, and technological limitations that may affect their leadership effectiveness.



Analyzing instructional leadership challenges can provide valuable insights for educational institutions, policymakers, and leadership development programs. Identifying the obstacles principals encounter in curriculum management, resource allocation, and technology integration can support the development of targeted interventions that strengthen leadership capacity. Such insights may also inform policy reforms aimed at improving school support systems, professional development programs, and institutional resource management strategies.

Aim of the Study

This study aimed to analyze the instructional leadership challenges experienced by school principals in relation to curriculum management, resource allocation, and technology integration. It also sought to determine whether selected demographic and professional characteristics of school principals were associated with differences in the level of challenges encountered in these areas.

Research Questions

This study addressed the following research questions:

1. What are the demographic and professional characteristics of school principals in terms of:
 - a. age
 - b. sex
 - c. years of experience as a principal
 - d. highest educational attainment
 - e. school size
2. What level of instructional leadership challenges do school principals experience in relation to:
 - a. curriculum management
 - b. resource allocation
 - c. technology integration
3. Are there significant differences in the instructional leadership challenges experienced by school principals when grouped according to their demographic and professional characteristics?

Hypotheses

Based on the objectives of the study and the variables examined, the following null hypotheses were formulated and tested at the 0.05 level of significance:

H₀₁: There is no significant difference in the level of instructional leadership challenges experienced by school principals in terms of curriculum management when grouped according to their demographic and professional characteristics (age, sex, years of experience as a principal, highest educational attainment, and school size).

H₀₂: There is no significant difference in the level of instructional leadership challenges experienced by school principals in terms of resource allocation when grouped according to their demographic and professional characteristics (age, sex, years of experience as a principal, highest educational attainment, and school size).

H₀₃: There is no significant difference in the level of instructional leadership challenges experienced by school principals in terms of technology integration when grouped according to their demographic and professional characteristics (age, sex, years of experience as a principal, highest educational attainment, and school size).

Theoretical Framework

This study was anchored on contemporary perspectives of **instructional leadership**, which emphasize the role of school principals in improving teaching and learning processes within schools. Instructional leadership focuses on



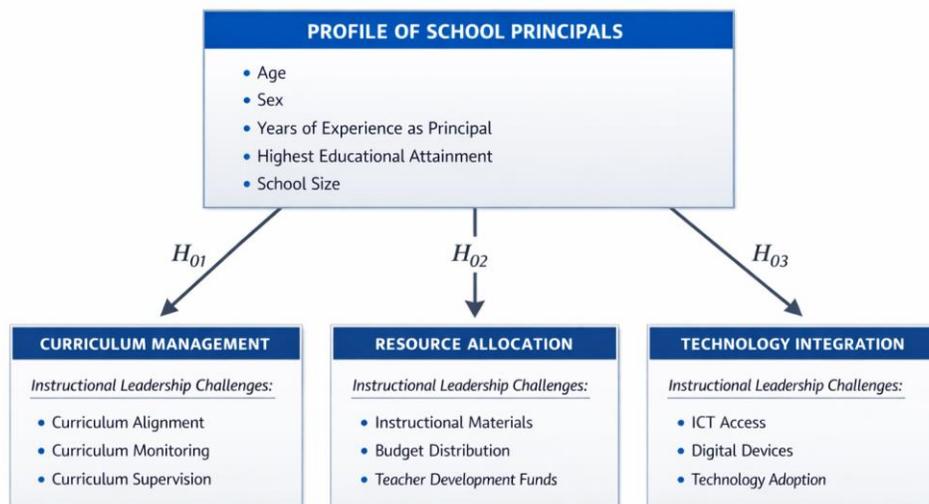
how school leaders guide curriculum implementation, monitor classroom instruction, and support teacher professional development to enhance student learning outcomes. Principals who actively engage in instructional leadership contribute to improved teaching quality and school effectiveness because their leadership directly influences instructional practices and academic performance (Hallinger, 2020).

Instructional leadership also requires principals to ensure that curriculum standards are properly implemented and that teachers receive adequate guidance in adapting instructional strategies to meet students' needs. Effective principals coordinate curriculum planning, support teacher collaboration, and facilitate professional development activities that strengthen instructional practices. Through these actions, instructional leadership promotes a learning-focused school environment that supports continuous improvement (Liu & Hallinger, 2023).

However, school leaders often encounter challenges in fulfilling instructional leadership responsibilities because they must also manage administrative tasks, financial resources, and organizational demands within their schools. These competing responsibilities may limit the amount of time principals can dedicate to supervising instruction and supporting teacher development. Research indicates that contextual factors such as resource availability, technological infrastructure, and institutional policies influence how principals perform their instructional leadership roles (Leithwood et al., 2020).

Guided by this theoretical perspective, the present study examined instructional leadership challenges experienced by school principals in three key domains: **curriculum management, resource allocation, and technology integration**. These areas represent essential leadership functions through which principals influence teaching quality and instructional improvement within schools.

Conceptual Framework



The conceptual framework illustrates the relationship between the profile characteristics of school principals and the instructional leadership challenges they experience in schools.

The independent variables consist of the principals' demographic and professional characteristics, which include age, sex, years of experience as a principal, highest educational attainment, and school size. These characteristics represent background factors that may influence how principals perform their leadership roles and respond to challenges in managing instructional processes.

The dependent variables represent the key domains of instructional leadership challenges, namely curriculum management, resource allocation, and technology integration. These three areas reflect critical responsibilities of school principals in guiding teaching and learning within schools. Curriculum management involves supervising instructional practices and ensuring alignment with educational standards. Resource allocation refers to managing instructional materials, financial resources, and personnel needed to support teaching activities. Technology integration focuses on the use of digital tools and information and communication technologies to enhance instruction.

The arrows connecting the profile variables to the three leadership domains represent the hypothesized relationships (H_{01} , H_{02} , and H_{03}) tested in the study. These hypotheses examine whether significant differences exist in the level of instructional leadership challenges experienced by school principals when they are grouped according to their demographic and professional characteristics.

2. Review of Related Literature

Instructional leadership has been widely recognized as a key factor influencing school effectiveness and student learning outcomes. In modern educational systems, school principals are expected to function not only as administrators but also as leaders of teaching and learning. Their responsibilities include guiding curriculum implementation, supporting teacher development, and creating a school environment that promotes instructional improvement. Research has consistently demonstrated that effective instructional leadership contributes to improved teaching practices and higher student achievement (Leithwood et al., 2020). School leaders influence the quality of instruction by establishing clear academic goals, supporting teacher collaboration, and monitoring the teaching and learning process.

One important aspect of instructional leadership is curriculum management. Principals play a crucial role in ensuring that curriculum standards are implemented consistently across classrooms and that instructional strategies align with educational objectives. Effective curriculum leadership involves supervising classroom instruction, coordinating curriculum planning, and supporting teachers in implementing new instructional approaches. Hallinger (2020) explained that instructional leadership requires principals to focus on teaching quality by actively monitoring instruction and facilitating professional learning among teachers. Through these practices, school leaders help ensure that curriculum implementation leads to meaningful learning outcomes.

However, managing curriculum implementation can also present challenges for school principals. Educational systems frequently introduce curriculum reforms and policy adjustments that require school leaders to guide teachers through instructional changes. Principals must balance these instructional responsibilities with administrative duties such as budgeting, staff management, and policy implementation. Liu and Hallinger (2023) reported that principals often experience difficulties maintaining a strong focus on instructional leadership due to competing organizational demands. When institutional support is limited, principals may struggle to provide adequate guidance to teachers during curriculum reforms.

Resource allocation is another important dimension of instructional leadership. School leaders must manage available financial, material, and human resources to support teaching and learning activities. Effective principals align resources with instructional priorities to ensure that schools maintain high-quality instructional programs. According to the Organisation for Economic Co-operation and Development (OECD, 2020), successful school leadership involves strategic management of resources to strengthen instructional capacity and improve school performance. When resources are appropriately distributed, schools are better positioned to support teacher development and student learning.

Despite this, resource limitations remain a common challenge for many schools. Insufficient budgets, shortages of instructional materials, and limited access to professional development opportunities may restrict the ability of principals to implement instructional improvement initiatives. Spillane et al. (2022) emphasized that school



leadership involves coordinating organizational resources that support teaching and learning processes. When resources are scarce, principals must make strategic decisions about prioritizing programs and allocating available support to instructional activities.

Technology integration has also become a significant responsibility for school principals in contemporary education. Digital technologies have transformed teaching and learning by enabling new instructional methods, online learning platforms, and data-driven instructional practices. School leaders are expected to guide teachers in using technology effectively and ensure that digital resources support instructional goals. Scherer et al. (2019) noted that successful technology integration depends not only on technological infrastructure but also on leadership support and teacher readiness.

However, many schools continue to face challenges in integrating technology into instruction. Limited access to digital devices, unstable internet connectivity, and insufficient teacher training can hinder effective technology use in classrooms. Bond et al. (2021) explained that technology integration requires sustained leadership support and ongoing professional development to build teachers' digital competencies. Without strong leadership guidance, technology initiatives may fail to produce meaningful improvements in teaching practices.

3. Methodology

Research Design

This study employed a quantitative research approach using a descriptive survey design to examine the instructional leadership challenges experienced by school principals. A quantitative design was considered appropriate because it allowed the researcher to measure and analyze the extent of leadership challenges across specific domains using numerical data. Descriptive survey research is commonly used in educational studies to examine patterns, relationships, and differences among variables within a defined population (Creswell & Creswell, 2018). In this study, the design enabled the systematic collection of data regarding principals' experiences in curriculum management, resource allocation, and technology integration.

Participants

The participants of the study consisted of 30 school principals currently serving in public elementary and secondary schools. The respondents were selected based on specific criteria to ensure that they possessed sufficient leadership experience and familiarity with instructional supervision. The inclusion criteria required that participants must have passed the National Qualifying Examination for School Heads (NQESH) and must have been actively serving as school principals at the time of the study.

These respondents represented both elementary and secondary school settings, which allowed the study to capture a broader perspective on instructional leadership challenges within the school system. Including principals with varying years of experience, educational attainment, and school size provided a diverse set of leadership contexts for analysis.

Research Instrument

Data were collected using a structured questionnaire developed by the researcher. The questionnaire was designed to measure the instructional leadership challenges experienced by school principals in three domains: curriculum management, resource allocation, and technology integration. Each domain contained a series of indicators reflecting common leadership tasks and challenges associated with instructional supervision and school management.



The instrument utilized a four-point Likert scale to measure respondents' perceptions of the challenges they encountered. The response scale ranged from 1 (Not Challenged) to 4 (Highly Challenged). This scaling method allowed the researcher to quantify the level of difficulty experienced by principals in each domain of instructional leadership.

To ensure reliability, the questionnaire underwent pilot testing prior to the actual data collection. The reliability analysis produced a Cronbach's alpha coefficient of 0.91, indicating excellent internal consistency for the instrument. Cronbach's alpha values above 0.90 are generally interpreted as demonstrating high reliability for research instruments used in social science studies (Taber, 2018).

Data Collection Procedure

Data collection was conducted through the distribution of questionnaires to the identified school principals. The researcher coordinated with school administrators to facilitate the dissemination of the survey instrument. Questionnaires were distributed either through direct visits to schools or through online survey platforms, depending on the accessibility and availability of the respondents.

Participants were given sufficient time to complete the questionnaire, typically within a one to two week period. Follow-up reminders were sent when necessary to ensure a high response rate. Upon completion, the responses were collected, reviewed, and prepared for statistical analysis.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to summarize the characteristics of the respondents and to determine the overall level of instructional leadership challenges experienced by school principals. These included frequency counts, percentages, means, and standard deviations.

Inferential statistical methods were employed to determine whether significant differences existed in the instructional leadership challenges when respondents were grouped according to their demographic and professional characteristics. Independent samples t-tests and analysis of variance (ANOVA) were used to examine differences across groups. These statistical procedures allowed the researcher to identify whether factors such as age, sex, years of experience, educational attainment, and school size significantly influenced the level of instructional leadership challenges encountered by principals.

All statistical analyses were conducted using statistical software to ensure accuracy and reliability in the interpretation of results.

Ethical Considerations

Ethical standards were strictly observed throughout the research process. Participants were informed about the purpose and objectives of the study before participating. Informed consent was obtained from all respondents, and participation was strictly voluntary.

Confidentiality and anonymity were also maintained during the data collection and analysis process. No identifying information was included in the survey instrument or reported in the results. The data collected were used solely for academic and research purposes. Participants were also informed that they had the right to withdraw from the study at any stage without any consequences.



4. Results and Discussion

Table 1. Demographic Profile of School Principals (n = 30)

Category	Subcategory	Frequency	Percentage (%)
Age	30–39 years	6	20.00
	40–49 years	12	40.00
	50–59 years	9	30.00
	60 years and above	3	10.00
Sex	Male	11	36.67
	Female	19	63.33
Years of Experience as Principal	1–5 years	8	26.67
	6–10 years	10	33.33
	11–15 years	7	23.33
	16 years and above	5	16.67
Highest Educational Attainment	Master’s Degree	16	53.33
	Master’s Degree with Doctoral Units	9	30.00
	Doctoral Degree	5	16.67
School Size	Small School	9	30.00
	Medium School	13	43.33
	Large School	8	26.67

Table 1 presents the demographic profile of the school principals who participated in the study. The results show that the largest proportion of respondents belonged to the 40–49 age group, accounting for 40% of the participants. This suggests that most principals were in their mid-career stage, a period often associated with greater leadership experience and administrative competence.

In terms of sex, the majority of respondents were female (63.33%), while male principals represented 36.67% of the sample. This finding reflects the increasing representation of women in school leadership positions, particularly in public school systems.

Regarding years of experience as a principal, the highest percentage of respondents (33.33%) had 6–10 years of leadership experience, indicating that many participants had already developed substantial administrative and instructional leadership experience. Experience plays an important role in shaping principals’ leadership practices because experienced school leaders are more likely to develop strategies for managing instructional and organizational challenges.

With respect to educational attainment, most principals held a master’s degree (53.33%), while others had completed doctoral units or a full doctoral degree. Higher academic qualifications are often associated with stronger leadership competencies and deeper understanding of educational management practices.

Finally, in terms of school size, the majority of principals managed medium-sized schools (43.33%), followed by small and large schools. School size can influence leadership demands because principals in larger schools may face more complex administrative and instructional challenges.

These findings provide important contextual information about the participants of the study. Understanding the demographic characteristics of school principals helps interpret how leadership experiences and challenges may vary across different leadership contexts.

Table 2. Level of Instructional Leadership Challenges in Terms of Curriculum Management (n = 30)

Indicator	Mean	Standard Deviation	Interpretation
Supervising teachers' instructional practices	3.18	0.67	Moderately Challenged
Monitoring the implementation of the curriculum	3.12	0.64	Moderately Challenged
Ensuring alignment of teaching strategies with curriculum standards	3.25	0.59	Moderately Challenged
Supporting teachers in lesson planning and curriculum delivery	3.21	0.62	Moderately Challenged
Providing instructional guidance and feedback to teachers	3.27	0.58	Moderately Challenged
Overall Mean	3.21	0.62	Moderately Challenged

Table 2 presents the level of instructional leadership challenges experienced by school principals in the area of curriculum management. The overall mean score of 3.21 indicates that principals were moderately challenged in performing their curriculum leadership responsibilities.

Among the indicators, providing instructional guidance and feedback to teachers obtained the highest mean score (3.27). This result suggests that principals often encounter difficulties in consistently supporting teachers through instructional coaching and feedback. Effective instructional guidance requires principals to allocate time for classroom observation, mentoring, and professional dialogue with teachers.

Similarly, principals reported challenges in ensuring alignment of teaching strategies with curriculum standards (mean = 3.25) and supporting teachers in lesson planning and curriculum delivery (mean = 3.21). These findings reflect the complexity of curriculum leadership, particularly when school leaders must coordinate multiple teaching practices across grade levels and subject areas.

Another area where principals reported challenges was monitoring curriculum implementation (mean = 3.12). Monitoring instructional practices requires systematic observation, evaluation, and follow-up activities, which may be difficult when principals are responsible for numerous administrative tasks.

These findings support existing research indicating that school principals often struggle to maintain a strong instructional focus due to competing responsibilities. Hallinger (2020) explained that instructional leadership requires school leaders to devote substantial time to supervising teaching and supporting teacher learning, yet administrative demands frequently limit their ability to perform these roles effectively.

Table 3. Level of Instructional Leadership Challenges in Terms of Resource Allocation (n = 30)

Indicator	Mean	Standard Deviation	Interpretation
Managing the school budget for instructional programs	3.24	0.61	Moderately Challenged
Ensuring availability of instructional materials	3.31	0.58	Moderately Challenged
Allocating resources for teacher professional development	3.18	0.63	Moderately Challenged
Providing adequate learning facilities and equipment	3.29	0.57	Moderately Challenged
Prioritizing financial resources to support instructional activities	3.26	0.60	Moderately Challenged
Overall Mean	3.26	0.60	Moderately Challenged

Table 3 presents the level of instructional leadership challenges experienced by school principals in the area of resource allocation. The overall mean score of 3.26 indicates that principals were moderately challenged in managing and distributing school resources to support instructional activities.



Among the indicators, ensuring the availability of instructional materials recorded the highest mean score (3.31). This finding suggests that principals frequently encounter difficulties in providing sufficient teaching materials to support classroom instruction. Limited funding and delayed procurement processes often affect the availability of necessary instructional resources in schools.

Similarly, principals reported challenges in providing adequate learning facilities and equipment (mean = 3.29). Maintaining school facilities and ensuring that classrooms are equipped with appropriate learning tools require effective financial management and institutional support. However, many schools operate with limited financial resources, which restricts the ability of principals to address infrastructure needs.

Another area identified as challenging was managing the school budget for instructional programs (mean = 3.24). School leaders must carefully allocate financial resources to balance operational needs and instructional priorities. Strategic budgeting is essential for maintaining effective teaching and learning conditions within schools.

These findings support existing research that emphasizes the importance of resource management in educational leadership. The Organisation for Economic Co-operation and Development (OECD, 2020) highlighted that effective school leadership involves aligning financial and material resources with instructional goals. When resources are insufficient, principals face greater challenges in implementing instructional programs and supporting teacher development.

Table 4. Level of Instructional Leadership Challenges in Terms of Technology Integration (n = 30)

Indicator	Mean	Standard Deviation	Interpretation
Providing teachers with access to digital tools and technologies	3.28	0.60	Moderately Challenged
Supporting teachers in integrating technology into classroom instruction	3.33	0.57	Moderately Challenged
Ensuring adequate internet connectivity and technological infrastructure	3.36	0.55	Moderately Challenged
Organizing training programs on the use of educational technologies	3.30	0.58	Moderately Challenged
Monitoring teachers' use of technology in teaching and learning	3.25	0.61	Moderately Challenged
Overall Mean	3.30	0.58	Moderately Challenged

Table 4 presents the level of instructional leadership challenges experienced by school principals in the area of technology integration. The overall mean score of 3.30 indicates that principals were moderately challenged in supporting the integration of digital technologies in instructional practices.

Among the indicators, ensuring adequate internet connectivity and technological infrastructure obtained the highest mean score (3.36). This finding suggests that school principals often encounter difficulties related to technological infrastructure within schools. Reliable internet connectivity and access to digital devices are essential for supporting technology-based learning environments, yet many schools face limitations in these areas.

Similarly, principals reported challenges in supporting teachers in integrating technology into classroom instruction (mean = 3.33). Integrating digital technologies into teaching requires teachers to develop new instructional

strategies and digital competencies. School leaders therefore play an important role in guiding teachers and encouraging the use of technology to enhance learning outcomes.

Another challenge identified was organizing training programs on the use of educational technologies (mean = 3.30). Continuous professional development is necessary to ensure that teachers are prepared to utilize digital tools effectively. However, providing such training requires time, resources, and institutional support.

These findings are consistent with previous research emphasizing that technology integration depends not only on infrastructure but also on leadership support and teacher readiness. Scherer et al. (2019) explained that successful adoption of educational technologies requires strong leadership guidance, teacher training, and supportive institutional policies. Without these conditions, technology initiatives may have limited impact on instructional improvement.

Table 5. Summary of Instructional Leadership Challenges Among School Principals (n = 30)

Domain	Mean	Standard Deviation	Interpretation
Curriculum Management	3.21	0.62	Moderately Challenged
Resource Allocation	3.26	0.60	Moderately Challenged
Technology Integration	3.30	0.58	Moderately Challenged
Overall Mean	3.26	0.60	Moderately Challenged

Table 5 presents the summary of instructional leadership challenges experienced by school principals across the three domains examined in the study. The overall mean score of 3.26 indicates that principals were moderately challenged in performing their instructional leadership responsibilities.

Among the three domains, technology integration obtained the highest mean score (3.30). This result indicates that principals experienced greater challenges in facilitating the effective use of digital technologies in teaching and learning. Rapid technological developments, combined with limited digital infrastructure and insufficient training for teachers, often create difficulties for school leaders in implementing technology-based instructional practices. Studies have emphasized that school leaders play a critical role in supporting digital transformation in schools through strategic leadership and professional development initiatives (Scherer et al., 2019).

The second highest domain was resource allocation (mean = 3.26). School principals are responsible for managing financial resources, instructional materials, and personnel to support educational programs. Limited school budgets and competing institutional demands often require principals to make strategic decisions regarding the distribution of resources. Research has indicated that effective school leadership requires aligning available resources with instructional priorities to improve school performance and teaching quality (OECD, 2020).

The domain of curriculum management also recorded a moderate level of challenge (mean = 3.21). Curriculum leadership involves supervising instructional practices, monitoring curriculum implementation, and providing guidance to teachers. Although principals play an essential role in guiding instructional processes, they frequently encounter difficulties due to increasing administrative responsibilities and limited time for instructional supervision. Previous research has shown that principals often struggle to maintain a strong instructional focus because managerial tasks consume a large portion of their professional responsibilities (Hallinger, 2020).



Table 6. Test of Difference in Instructional Leadership Challenges When Grouped According to Selected Profile Variables (n = 30)

Profile Variable	Statistical Test	Computed Value	p-value	Decision	Interpretation
Age	ANOVA	1.18	0.325	Fail to Reject H_0	Not Significant
Sex	t-test	0.96	0.344	Fail to Reject H_0	Not Significant
Years of Experience as Principal	ANOVA	1.27	0.298	Fail to Reject H_0	Not Significant
Highest Educational Attainment	ANOVA	1.09	0.352	Fail to Reject H_0	Not Significant
School Size	ANOVA	1.21	0.311	Fail to Reject H_0	Not Significant

Table 6 presents the results of the inferential analysis examining whether significant differences exist in instructional leadership challenges when school principals are grouped according to selected profile variables such as age, sex, years of experience as a principal, highest educational attainment, and school size.

The results show that no significant differences were found across all variables, as the p-values were greater than the 0.05 level of significance. This indicates that the instructional leadership challenges experienced by school principals were generally similar regardless of their demographic and professional characteristics.

The findings suggest that challenges related to curriculum management, resource allocation, and technology integration are not strongly influenced by individual characteristics of principals but may instead be shaped by broader institutional and systemic conditions within schools. Educational policies, resource limitations, technological infrastructure, and organizational demands may create similar leadership challenges across different school contexts.

These results are consistent with previous research indicating that school leadership challenges often arise from structural and contextual factors rather than personal characteristics of leaders. Leithwood et al. (2020) explained that the effectiveness of school leadership is influenced by the environment in which leaders operate, including institutional support, organizational structures, and available resources.

Furthermore, the absence of significant differences across demographic variables suggests that instructional leadership challenges are widely experienced among school principals. This implies that leadership development programs should focus on strengthening principals' capacities in curriculum leadership, strategic resource management, and digital leadership regardless of their background characteristics.

5. Conclusion

The study examined the instructional leadership challenges experienced by school principals in the areas of curriculum management, resource allocation, and technology integration. The findings revealed that school principals experienced a moderate level of challenges in performing instructional leadership responsibilities across the three domains. Among the areas examined, technology integration emerged as the most challenging, followed by resource allocation and curriculum management.

The results indicate that school principals encounter difficulties in supporting teachers in the use of digital technologies, ensuring the availability of instructional resources, and supervising curriculum implementation. These challenges reflect the expanding role of school leaders in managing both instructional and administrative responsibilities within schools. As educational systems continue to evolve, principals are expected to balance leadership in teaching and learning with institutional management tasks.

The inferential analysis also showed that there were no significant differences in instructional leadership challenges when principals were grouped according to their demographic and professional characteristics. This

finding suggests that the challenges experienced by school principals are not primarily influenced by individual characteristics such as age, sex, years of experience, educational attainment, or school size. Instead, these challenges appear to be influenced by broader organizational and systemic conditions within the education system.

Overall, the findings highlight that instructional leadership challenges are common among school principals and are closely related to institutional constraints such as limited resources, increasing administrative demands, and the rapid integration of digital technologies in education. Addressing these challenges requires strengthening leadership capacity, providing adequate institutional support, and promoting policies that support effective instructional leadership in schools.

6. Recommendations

Based on the findings of the study, several recommendations are proposed to help address the instructional leadership challenges experienced by school principals.

First, educational authorities should strengthen leadership development programs for school principals. Training programs should focus on improving principals' competencies in instructional supervision, curriculum management, strategic resource planning, and digital leadership.

Second, schools should receive adequate financial and material resources to support instructional programs. Improved allocation of instructional materials, technological tools, and professional development opportunities may help principals manage resources more effectively.

Third, professional development initiatives should be provided to support technology integration in teaching and learning. Continuous training programs can help teachers develop digital competencies and allow school leaders to implement technology-supported instructional strategies more effectively.

Fourth, educational institutions should promote collaborative leadership practices within schools. Encouraging teacher collaboration, mentoring programs, and shared leadership structures can support principals in managing instructional responsibilities.

Finally, future studies may explore instructional leadership challenges using larger samples and different educational contexts to provide a broader understanding of leadership practices across schools. Additional research may also examine other factors that influence instructional leadership effectiveness, such as organizational culture, policy environments, and professional support systems.

Credit Authorship Contribution Statement

The author contributed to the conceptualization of the study, development of the research methodology, data collection and analysis, preparation of the original manuscript draft, validation of the results, and review and editing of the final manuscript.

Ethical Statement

The study adhered to established ethical research standards. Informed consent was obtained from all participants prior to data collection. The research complied with the provisions of Republic Act No. 10173, also known as the Data Privacy Act of 2012, and followed relevant data protection and confidentiality guidelines consistent with ISO/IEC 27001 standards.

Declaration of Competing Interests

The author declares that there are no financial, personal, or professional conflicts of interest that could have influenced the conduct of this study or the preparation of the manuscript.



Data Availability Statement

The data that support the findings of this study are available from the author upon reasonable request.

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