The Practice of Instructional Leadership Among Headmaster in The Southern Region of Malaysia

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Research Highlights

This study aims to identify the level of instructional leadership practice among headmasters in three states in the Southern Region of Malaysia which are Negeri Sembilan, Melaka and Johor. This quantitative research uses survey research design by using instructional leadership questionnaire (ILQ). The alpha Cronbach value of the pilot study for this questionnaire is .962. 390 teachers were involved in this study and they were chosen through cluster sampling from simple random samples. Statistical analysis for this research had used the software IBM SPSS Statistics version 22. This research found that the headmasters in the Southern Region of Malaysia are practicing instructional leadership at medium high level, in which all three dimensions recorded the mean score value between 3.796 to 3.965. To conclude, instructional leadership has been practiced in the Southern Region schools in driving the school towards achieving the targeted vision and mission.

Research Objectives

This study aims to identify the level of instructional leadership practice of headmasters in three states in the Southern Region of Malaysia which are Negeri Sembilan, Melaka and Johor. Particularly, this study has three objectives which are as follow:

1. Identifying the practice level of defining school goal dimension among headmasters in the Southern Region of Malaysia.
2. Identifying the practice level of coordinating instructional program dimension among headmasters in the Southern Region of Malaysia.
3. Identifying the practice level of promoting school climate dimension among headmasters in the Southern Region of Malaysia.

Methodology

This study uses quantitative methods using a survey approach to study the level of instructional leadership practices of the headmasters in the Southern Region of Malaysia.
Quantitative design is chosen because quantitative study is best suited for research having numerical data, where these data are collected and analyzed to explain and predict a phenomenon (Chua, 2006; Gay, Mills, & Airasian, 2012; Muijs, 2011; Pallant, 2007). Survey method using questionnaire is popular in many fields, especially social science studies (Chua, 2006) and education (McMillan, 2013). According to Gay et al., (2012), surveys are best used for studies involving the evaluation of perceptions, attitudes, beliefs, practices, interests or traits for a group of respondents. This survey method was selected based on its ability to provide explanations that can be measured numerically for the variables in instructional leadership and it is also a research method that saves time, is more economical and accurate in providing information regarding the population studied (Muijs, 2011).

Results

It was found that the level of instructional leadership practice as a whole is at medium high (M=3.8850, SD=.59626). In terms of dimensions comparison, it is found that the practice of defining school goal dimension shows a mean score value (M=3.9646, SD=.6976) that is higher than the overall mean value (M=3.8550), while the dimension of organizing instructional programmes (M=3.8043, SD=6105) and promoting school climate (M=3.7961, SD=.6005) showed lower mean score values. An analysis is also carried out for each function to determine the practice level of the functions that represent the three dimensions in instructional leadership. The dimension defining school goal which consists of two functions indicates that the headmasters practiced defining school goal (M=3.9026, SD=.7275) and communicating school goal (M=4.0267, SD=.7330) at medium high and high levels respectively. For the dimension managing instructional programmes which has three functions, the headmasters were able to carry out all the functions at a medium high level, which are supervising and evaluating instructions (M = 3.8621, SD = .6554), coordinating the curriculum (M = 3.9041, SD=.6588) and monitoring students' development (M = 3.6467, SD = .6665). The third dimension is promoting the school climate and it was found that only one function was practiced by school teachers at high level, which is promoting professional development (M=4.0451, SD = .6356) among teachers. Meanwhile, the other four functions showed that the headmasters performed functions such as protecting instructional period (M = 3.7282, SD = .6447), always seen (M = 3.6892, SD = .7107), providing incentives for teachers (M = 3.6328, SD = .7656) and incentives for students' learning (M = 3.8851, SD = .7146) at medium high levels.
Findings

Overall, the headmasters in the Southern Region of Malaysia demonstrated a medium high moderate level of instructional leadership practices based on the three dimensions and the 10 functions in the leadership model. The dimension with the highest practice level is defining school goal, followed by managing instructional programmes and promoting school climate. Therefore, it can be concluded that the headmasters in the Southern Region of Malaysia have practiced instructional leadership in leading the teachers to enhance the students' academic and personal excellence.

References


