



The Role of Instructional Leadership by Heads of Subjects in Relationship to Effective Teaching Practices

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Abstract. This conceptual paper is meant to be a discussion on the role of Instructional Leadership for Heads of Subjects as middle management in the planning, organizing, controlling and implementing quality educational programs in Schools. An effective teaching occurs when students do enjoy their lessons which impact their academic achievement. As a result, there is a positive relationship between the Instructional Leadership to quality Effective Teaching practices. On the other hand, a majority of the Instructional Leadership in improving the performance in schools have been done mainly on the Principals and the School Headmasters respectively. Actually, all individuals who are Teaching Leaders should be practicing Instructional Leadership. Hence, this concept paper is intended to identify the role of Instructional Leadership for Heads of Subjects in relation to Effective Teachings. The theoretical discussions are models taken from the Instructional Leadership Hallinger and Murphy (1995) and Effective Instructional Slavin (1994). Past findings have shown that the Instructional Leadership factor has a positively significant relationship with Effective Teaching Practices and generally, having Instructional leadership does have an influence to Effective Teaching practices. Thus, its implication to the Ministry of Education, State Education Department, District Education Office and Schools is to ensure that Instructional Leadership and Effective Teaching norms are being put into practice by the Heads of Subjects and their teachers. In conclusion, it is strongly asserted that Instructional Leadership can greatly influence the role of Heads of Subjects as Instructional Leaders in achieving highly quality Teaching practices.

Keywords: Instructional Leadership · Heads Of Subjects · Effective Learning Practices

1 Introduction

The Instructional Leadership is an element of leadership that focuses on the Teaching and Learning activities which prioritize the achievement for a school and the effort in making the School's vision a reality. According to Hallinger and Murphy (1985), Instructional Leadership denoted action taken by the school Principal's intention to improve the Teaching and Learning process involving the teachers, students, parents,

plannings, management of the school, infrastructures and the overall portrayal of the school. Hallinger (2017), did explain that the style of Instructional Leadership was very much synonym with teachers in producing the Learning Objectives, monitoring teaching and students achievement, arranging the teaching timetable besides running some professional development program for teachers..

Academic experts have long discussed about Instructional Leadership as it is able to influence the teacher's ability in doing the Teaching and Learning activities, teaching competencies, quality teaching, in which its leading to students fruitful achievements (Mattar 2016). An overseas research done for 6 years in the United States Of America on the Evaluation of Teachers' Effective Learning had found out that the Instructional Leadership Teacher had a very significant indicator towards an effective and added value to the teacher's teaching practices (Stronge & Grant 2013).

Besides, the Instructional Leadership was a factor found to be able to help teachers in managing effective teaching activities, supervising and evaluating teaching practices, executing changes through educational innovation towards strengthening quality Teaching and Learning practices (Yogeswaran 2020). A research by Mohd Yusri and Aziz (2014) reiterate that not only did the Instructional Leadership act as a catalyst to the organizational and management of the school's achievement but it is able to betterment the teaching methodology of a teacher in enhancing the academic performance of the students. The Instructional Leadership had contributed to effective teaching and producing highly potential teachers (Mashitah & Muhamed 2015).

The role played by a teacher who practices effective teaching teacher can improve students achievement and in fact is the main factor in developing the attitude and commitment for a student to study. Another research by Rohani Arbaa, Hazri Jamil and Nordin Abd Razak (2010), stated that an effective teaching could only occur when the students enjoyed the learning which would influence the students' academic achievement. According to Slavin (1994), an effective learning teacher had four main influential factors namely, the quality of teaching, appropriate level of teaching, incentives and teaching time.

Whenever the teaching of a teacher is ineffective, it causes a burden to students, especially those who are facing problems in doing revision studies (Sogunro 2017). In addition, ineffective teaching would also create problems to students who are not properly guided with a more effective method for them to study (Sogunro 2017) and rather, the failure on the part of a teacher to properly deliver a lesson content with the correct method may cause the students to lose interest in studying (Ceo et al. 2014). Mohammad Azmi et al. (2010) found that 65% of the students in his research admitted that their learning process became harder when they could not inter correlate their studies to real life situations; the root cause being the ineffective teaching methods by the teachers when delivering the lesson plans.

By practising effective teaching which is in cohesion to the 21st Century Learning requirements, not only do students can increase in knowledge and skills but they would be positive minded characteristically which is part of the intentions to be achieved in the Malaysian Education Blueprint 2013–2025. Abd Rasid Jamain (2021) proposed that teachers to presently make effective teaching a culture and a teaching practice. He encouraged interesting Teaching and Learning be done either by a Face-To-Face method

or online@ “*blended learning*” (Berita Harian Online, 23 February 2021). Similarly, he said that an effective learning occur when the students enjoyed the learning encompassing the three aspect of the teacher, students and the lesson content.

As a whole, the ability of the school could be guided by the involvement of the school leadership, teachers, students and materials to achieve its school’s vision. The Heads of Subject as Middle Management play an important role in planning, organizing, controlling, and implementing high quality educational program in schools. Thus, leadership in the Heads of Subjects needs to work towards having effective students learning, disciplining students towards developing wholesome characters besides bearing the responsibilities to realize the schools’ vision as an Instructional Leadership Institution. Consequently, this concept paper intends to identify the role of Heads of Subjects as Instructional Leadership and its relationship to effective Teaching.

2 Theory and Model

2.1 The Theory and Model for Instructional Leadership Hallinger and Murphy (1985)

According to Hallinger and Murphy (1985), Instructional Leadership is defined as the actions taken by a Principal with the intention to improve and enhance the teaching and learning process involving the teachers, students, parents, planning, school management, infra structure and the overall school portrayal. Thus, Hallinger and Murphy (1985) had build an Instructional Leadership Model highlighting three main dimensions namely; (i) Determine the School Goals, (ii) managing the teaching program and (iii) providing improved Effective Teaching and Learning in Schools.

There are ten leadership elements in the dimensions as in the Instructional Leadership Hallinger and Murphy (1985) namely; determining the school mission, formulating the school goals, communicating the school goals, supervise and evaluate teachings, coordinate the curriculum, monitor students’ performance, control teaching hours, maintain visibility, provide incentives for teachers, encourage professional development and provide studying incentives. The following is a model for the Instructional Leadership Hallinger and Murphy (1985) (Table 1).

2.2 Model for Effective Instructional Slavin (1994)

Slavin (1994), explained that there were four factors contributing to an effective teaching such as the quality of the teaching, appropriate level of teaching, incentives and the teaching time. The following Fig. 1 is the model for the Effective Instruction Slavin (1994).

According to Slavin (1994), a teaching of quality was when a teacher could deliver the concept and content of a lesson that was easily understood, remembered and enjoyed by students. Therefore, a teacher needs to deliver a lesson that is arrange systematically, an easy language to understand, clear example, giving appropriate and relevant examples, focusing to the important contents, studying relating to students previous and

Table 1. Model: Instructional Leadership Hallinger and Murphy (1985)

Dimension	Dimension and functions of Instructional Leadership		
	<i>Determine School Mission</i>	<i>Manage Teaching Program</i>	<i>Provide Positive School environment</i>
Function	Formulate School Goals	Supervise and evaluate teachings	Control teaching hours
	Communicate the School Goals	Coordinate Curriculum	Encourage Professional Development
		Monitor Students' Performances	Provide Teacher' Incentives
			Provide Studying Incentives
	Maintain Visibility		

Source: Hallinger and Murphy (1985)

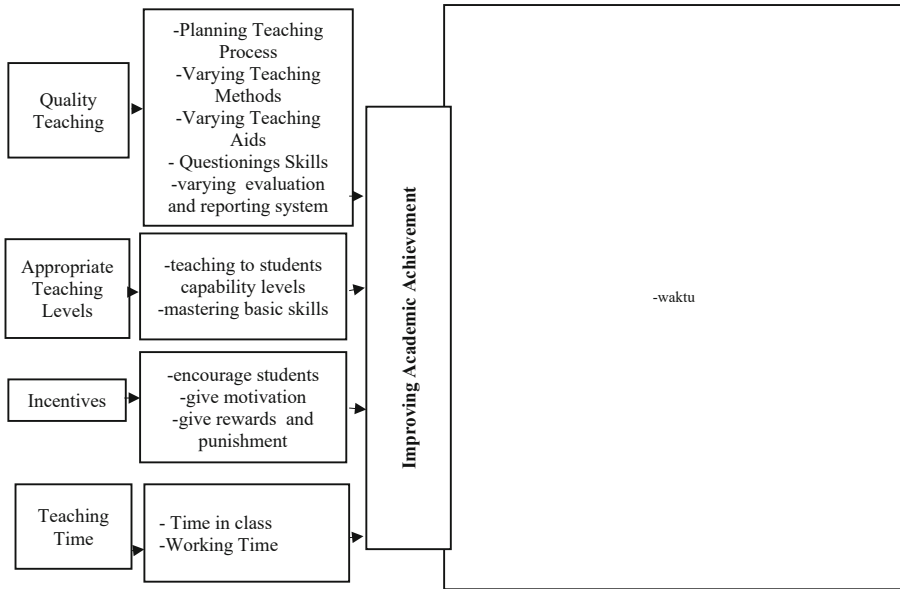


Fig. 1. Effective Instructional Slavin (1994). Source: Slavin (1994)

present knowledge and experience, the usage of varying teaching aids which are suitable, explaining concept, determining a clear learning objective, and teachers need to run evaluation and examination (Sharil@Charil 2005).

Meanwhile, appropriate teaching levels require the then lessons delivered by the teacher to match the students' capabilities and abilities. When a lesson is taught at a high level then slower learners would not be able to follow the content of the lesson

whereas teaching at a lower level tends to induce boredom to the smarter students. This means that teachers should make a practice to teach based on the appropriate students' level of capabilities and abilities (Slavin 1994).

Incentives means the need for teachers to be able to motivate students to keep on studying and finishing works given by the teachers. In addition, Slavin (1994) had put forth two ways in improving students' motivation to keep their interest to continue studying. Firstly, teachers are required to prepare teachings that are more interesting and fun with varying teaching aids. Secondly, they are able to give praises or rewards whenever students have achieved the intended learning objective.

The aspect of time as referred by Slavin (1994), is the proper amount of time needed in teaching students to master certain concepts and skill. Normally, there are two factors that affect the teachers' teaching time; (1) the time allocated by the school for the teachers to teach the subjects which include the exact time used by the teachers to teach and (2) the time used by the students to master the skills and concepts.

3 Literature Review

For a quite long time in the past and still going on into the present days, scholars from all over the world has tenaciously did researches on the Concept of Instructional Leadership, especially on Leaderships in Education. These Instructional Leadership researches were more widespread after the era of the 1980s and conducted by researchers all over the world (Hallinger 2003); and interestingly, Edmonds (1979) mentioned that the combination of Instructional Leadership and Effective Teaching had been running for the past 25 years.

Such a situation proves that Instructional Leadership is very important and more research should be done on it; actually, there are quite a number of researchers who are interested to do further research on it. As a result, those earlier researches on Instructional Leadership has become the basis when conducting research on Effective Schools, implementing changes and improvement in education (Hallinger 2003; Hallinger et al., 1994). In Malaysia, the Instructional Leadership researches are mainly focused on the leadership of the Principals and Headmasters as the findings showed a significant impact to form Effective Schools (Sazali et al. 2007).

Previous researches on Instructional Leadership within Malaysia and overseas have shown that the Instructional Leadership style as the main element that has contributed to the changes in the Schools' achievements (Dayangku Rodzianah & Mohd Izham 2021). According to Mohd Yusri (2012), a school can spike its achievements and excellence through practicing the Instructional Leadership whereby the Principal and the Headmaster are able to influence the teachers to changes which would attribute to have students become wholeness individuals. Therefore, School Leaders need to act in order to realize the Schools' goals by focusing on the Students' achievements (Hallinger 2000). Leaders who practice Instructional Leadership are more than capable in influencing the students' and schools' achievements.

According to Ralph (1974) in Puteri et al. (2016), leadership in education is the readiness and the capabilities in leaders to influence, drive, engage, guide, move and even push the staff to action towards achieving the desired purposes.

The research findings by Michael Finley (2014) found that Instructional Leadership also showed that teachers who practice Instructional Leadership are constantly giving their full attention to the Teaching and Learning activities which with varying delivery methods, improving their teaching quality and prioritizing the wholeness development of the students.

Meanwhile Bendikson et al. (2012) stated that the school leadership who practised Instructional Leadership would be more successful in making a school with a higher students academic achievements compared to a school which practised lesser style of such leadership. The statement is further supported by a research done by Aniza and Zaidatol (2013) at a High Performance School @ *Sekolah Berprestasi Tinggi (SBT)* that has shown a high level of the Instructional Leadership being practised there compared to Low Performance Schools @ *Sekolah Berprestasi Rendah (SBR)*.

Wildy and Dimmock (1993), expressed that when the Instructional Leadership was focused to teaching, changes occurred in the teachers' teaching style of the teachers and the learning style of the students; happened when school leaders practiced the Instructional Leadership skills. Instructional Leadership Teachers are the most significant indicator as an impact to quality teachings (Stronge & Grant 2013).

A research done by Chong Shai Muat (2010) on the practice of Instructional Leadership for Heads of Units and Heads of Subjects found that there existed a high level with some significant differences between practising Instructional Leadership based on gained experiences as Head of Subjects. Another research done by Norazli (2009) showed an overall significant from a relationship point of angle between a Head of Subjects and a committed teacher.

Practising Effective Teaching in the classroom is becoming the main thrust in developing students attitude and commitment to continue studying and this calls for a specific attention by teachers to produce effective teaching (Arbaa et al., 2010; Abdul Rasid et al. 2013). Through these Effective Teaching Practices which is in tandem with the needs of the 21st Century Education, Students could increase their knowledge and skills for themselves: more so an eventual molding towards having positive outlook as and based on the Ministry Of Education Blueprint 2013–2025.

Teachers are evaluated based on their teaching practices that encourage students active participation during the Teaching and Learning process and how far is the practicality of such teaching can go (Unal 2017). Accordingly, Sowell (2017), explained that the quality in the Teaching and Learning of a teacher was influenced by the ways and methods used by the teacher when delivering the lessons.

The other findings about teaching Principle Accounting using the Slavin Model by teachers who are practising effective teaching have shown a modest level in all four aspects namely; (1) tendency to manage effective Teaching and Learning time; (2) applying positive and negative enhancement as a motivator to students; (3) ability to apply the various techniques of Teaching and Learning; and (4) applying quality Teaching and Learning that is appropriate to the Students Levels (Noor Lela & Nur Afrina 2020).

Overall, the research findings by Yogeswaran (2020) showed that the higher the practice of Instructional Leadership, then the higher would be the resultant Effective Learning by the teacher. Such findings from the research showed the existence of a strong positive significant between the Instructional Leadership to Effective Learning.

4 Past Research Findings

4.1 The Usage Level of the Instructional Leadership and Teachers' Effective Teaching Practices

Based on past findings such as the research done in the District of Beaufort, Sabah on 54 Headmasters who were implementing the style of Instructional Leadership. Generally, the usage level for the Instructional Leadership was pretty high with a mean score (4.39). The Dimension for the indirect Instructional Leadership showed a higher overall mean score (4.40) as compared to direct Instructional Leadership Dimension with an overall mean score (4.30). The lowest mean score (4.31) was the function of ensuring quality teachings as shown in Table 2.

The following was a research involving 50 Heads of Subjects as respondents in Selangor, Malaysia. 17 respondents (34%) are males and 33 (74%) are female respondents. Overall, the mean score for the Instructional Leadership is ($M = 4.58$; $SD = 0.57$), a high compliance level. Table 3 shows the dispersion for the Mean Score for the level of Instructional Leadership.

Table 2. Dispersion Mean Score for the Headmasters Usage of Instructional Leadership.

Variable	Headmasters' Instructional Leadership		
	<i>Function</i>	<i>Mean</i>	<i>Interpretation</i>
Direct Instructional Leadership	Formulate Schools' Goals	4.33	High
	Ensure Quality Teaching	4.31	High
	Encourage Professional development	4.43	High
	Develop a collective responsibilities	4.34	High
	Total	4.30	High
Indirect Instructional Leadership	Ensure a proper and safe environment	4.50	High
	Provide strategic Sources	4.41	High
	Solving Complex Problem	4.45	High
	Total	4.40	High
Overall		4.39	High

Source: Dayanku Rodzianah & Mohd Izham (2021).

Table 3. Dispersion Mean Score the Heads of Subjects

Variable	Score		
	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
Instructional Leadership	4.58	0.57	High
Determine the School Goals	4.21	0.60	High
Formulate the School Goals	4.10	0.69	High
Communicate the School Goals	4.38	0.58	High
Managing The Teaching Program	4.88	0.50	High
Supervise and evaluate Teachings	4.81	0.51	High
Coordinate curriculum	4.87	0.50	High
Monitoring students' performance	4.77	0.52	High
Provide A Learning Environment School	4.54	0.58	High
Control Teaching Time	4.69	0.56	High
Provide incentive for Teachers	4.65	0.55	High
Provide studying incentives	4.83	0.50	High
Encourage professional developement	4.53	0.57	High
Maintain Visibility	4.36	0.59	High

Source: Yogeswaran (2020)

Next is shown an overview of past researches regarding the the high level of Effective Teaching practices with a mean score (4.71). All the dimensions and functions have a high level value as shown in Table 4.

4.2 The Relationship Between the Instructional Leadership Style and the Effective Teaching Practices of Teachers

The following were research findings to identify the relationship between Instructional Leadership Style and Effective Teaching Practices of Teachers. The following Table 5 showed that $p < 0.10$, which is based on the Pearson Correlation Coefficient R with the 'two tailed' statistic procedural for the relationship between Instructional Leadership and Effective teaching. Overall, the findings showed a significantly strong positive correlation ($r = .665^{**}$).

4.3 The Influence Level of Instructional Leadership Teachers Towards Effective Learning Practices

The Regression Analysis done in previous researches to identify the influence level of Instructional Leadership on Effective Learning showed a significant of $p = 0.00$ with

Table 4. Usage Level for the Teachers' Effective Teaching Practices

Variable	Score		
	<i>Mean</i>	<i>Standard deviation</i>	<i>Interpretation</i>
Effective Teaching Practices	4.71	0.53	High
Quality Teachings	4.67	0.55	High
Planning the teaching process	4.43	0.60	High
Varying Teaching Methodology	4.89	0.51	High
Varying teaching Aids.	4.83	0.60	High
Questioning skills	4.62	0.56	High
Varying the evaluating and reporting system.	4.41	0.58	High
Appropriate Teaching Levels	4.52	0.55	High
Teaching accordingly to Students' level	4.59	0.54	High
Incentives	4.87	0.50	High
Giving hope to students	4.45	0.58	High
Giving motivation	4.59	0.55	High
Giving praises or punishment	4.10	0.63	High
Masa Pengajaran	4.32	0.59	High
Time in Classes	4.49	0.57	High
Working Time	4.67	0.58	High

Source: Yogeswaran (2020)

the value $F = 15.198$. The three Dimensions of the Instructional Leadership namely; determine School Mission ($B = 0.489$, $p < 0.05$), manage teaching program ($B = 0.765$, $p < 0.05$), and providing a school learning environment ($B = 0.591$, $p < 0.05$) had a significant influence on Effective Teaching Practices. The Instructional Leadership was a contributing factor in influencing as many as 61% of the teachers towards Effective Teaching Practices with a significant value ($p < 0.05$).

In addition, when referring to the value of beta (β), the dimensional for managing the teaching program was found to be the main component predictor for Instructional Leadership towards Effective Teaching among teachers, with a standard beta coefficient of 0.765 and t (5.401) at a significant level $p < 0.05$. It showed that the dimension for managing the school teaching program increased by 1 unit, thus increasing the Effective Teaching Practices among the teachers to as much as 0.765 and stated in the following Table 6 (Yogeswaran 2020).

Table 5. Relationship Between Instructinal Leadership and Effective Teaching of Teachers

Variant	Score				
	Effective Teaching Practices	Quality Teaching	Appropriate Teaching Levels	Incentives	Teaching Time
Instructional Leadership	.665**	.653**	.651**	.649**	.634**
Determine School Mission	.621**	.622**	.639**	.655**	.629**
Manage Teaching	.630**	.618**	.635**	.611**	.600**
Provide School Learning Environment	.625**	.661**	.641**	.638**	.651**

** Significant Correlation of 0.01

Source: Yogeswaran (2020)

Table 6. Regression Analysis on the Influence of Instructional Leadership towards Effective Teaching

	SS	DF	F	Sig.
Regression	37.381	2	15.198	.000
Residual	54.560	48		.000
<i>Instructional Leadership</i>	<i>B</i>	<i>Beta</i>	<i>T</i>	<i>Sig.</i>
Determine School Mission	5.812	.489	5.227	.000
Manage Teaching Program	8.640	.765	5.401	.000
Create a School Learning Environment	7.779	.591	5.368	.000

R Square = 0.610, Sig = 0.000, p, 0.05. Source: Yogeswaran (2020)

5 Discussion

This discussion is based on the past research of all 54 Headmasters who had done well in implementing the Instructional Leadership in the District of Beaufort, Sabah with a high mean scores in every dimension. The overall dimensions and functions researched also showed a high scoring level. According to the teachers as respondents, the Headmasters focused more towards Indirect Instructional Leadership compared to Direct Instructional Leadership. There were three functions showing higher mean score namely, ensuring a safe and proper surrounding, providing strategic sources and solving complex problems (Dayangku Rodzianah & Mohd Izham, 2021).

Such research findings supported the research done by Bendikson et al. (2012), which proved that School Leaders had the tendency to move more towards Indirect Instructional

Leadership. However, those findings were involving School Headmasters and Secondary School Principals only. In addition, it showed that the Principal acted as a facilitator for the Direct Instructional Leadership. Interestingly though, that research also showed the role of Instructional Leadership; such as in the dimension where the implementation for more quality teachings was ensured by those in middle management level such as the Assistant Principles, Heads Of Units and Heads Of Subjects.

The dimension with the highest mean was the fifth function and that was to ensure a proper surrounding and safe environment. This proved that the Headmasters in the District of Beaufort, Sabah had successfully made the school surrounding safe with a conducive learning environment. Furthermore, the Headmasters were shown to have a good working relationship with the parents and the surrounding community by constantly engaging them through schools' activities and program (Dayangku Rodzianah & Mohd Izham, 2021).

In the research done by Yogeswaran (2020), it is shown that the level of the teacher's usage for the Instructional Leadership got higher, then the implementation for Effective Teaching also increased to a higher level. This proved that Instructional Leadership had influenced the need for better quality Teaching and Learning, leading to effective teaching. This findings supported the research made by Zahara and Suria (2014); Mattar (2016); Mashitah and Mohammad (2015), whereby, the Instructional Leadership is a factor in helping teachers to manage teaching programs, supervise and evaluate teachings, implement changes an educational innovations in order to solidify the quality of the Teaching and Learning in Schools (Yogeswaran 2020).

The research findings also verified the significantly strong positive correlation between Instructional Leadership and Effective Teaching. In turn, this findings also supported the research done by oleh Coelli and Green (2012), Mat Rahim and Mohd Yusri (2014), Yusri and Aziz (2014) namely; Instructional Leadership having a positive relationship and a significant contribution towards the teachers' competency to teach.

Moreover, the other supporting research by Jamelaa Bibi and Jainabee (2012), Zahara and Suria (2014), and Mashitah and Mohamed (2015), reiterated that every action in the Instructional Leadership motivated the teachers to press on in their pursuit to betterment and increasing effectiveness in teaching and learning activities. Instructional Leadership is to stimulate the processing of quality teaching and shaping the characteristics of Educational Leaders among the teachers to improve effectiveness through Effective Teaching (Yogeswaran 2020).

Consequently, it is important to have Instructional Leadership in raising up Educational Leaders who are innovative and focus on making exciting, fun filled learning activities for students; as an effort to the students wholesomeness as well as achieving the School goals.

6 Issues in Malaysia

6.1 Unpreparedness Attitude of Teachers to be Teaching Leaders

One of the major challenges in education is the existence of a certain number of teachers who are seldom prepared or posses little knowledge about being educational leaders. Most teachers assumed that their main job in school is just to teach and not as leaders. In

reality, every teacher should be aware that they are Educational Leaders (Instructional Leadership). A teacher who is in fact an instructional leader needs to work hard towards realizing the School Mission, manage the teaching and learning programs and providing or creating a conducive learning environment.

Unfortunately, most teachers take it that the Instructional Leadership is more suitable to be practised by Principals and Headmasters and to an extent the Heads of Subjects but not to the individual teachers. Teachers need to understand that the Instructional Leadership is not the special rights granted only, but the practicality of it is for every level in the school organization. Therefore, teachers need to be ready to play their part as an instructional leader as long as they are still working as a teacher.

In addition, an instructional teacher needs to work towards providing an effective, exciting and fun-filled learning environment to the students. An instructional teacher is to be constantly proactive and creative in planning effective lesson activities in order to achieve the school goals. Thus, the school is called upon to give as much room as possible plus upping the effort to increase awareness and knowledge on the practices and styles of the Instructional Leadership besides the Effective Teaching Practices.

6.2 Weak Leadership Strength

It is a common knowledge that a big influence in improving the leadership in teachers and the achievement of students are the Principals and Headmasters. However, some of these Principals and Headmasters are rather weak in their leadership role. Those Principles and Headmasters who are not clear in deciding or determining the School Mission and Vision cause the teachers to tire, working without a clear purpose and to be demotivated. To top it off, there is a lack of supervision, no monitoring and not being proactive in the workplace could easily lead to matters of accountability and integrity among the teachers.

The 21st Century Leadership Norm should be more proactive, open minded, strategic and innovative. The old and outdated style of leadership is not relevant to be practised in the 21st century and needed to be change to a futuristic in nature.

A good leader need not know everything but be smart in making needed changes, continue learning to improve leadership skills and to achieve clear goals. A leader with a vision outlook would be a catalyst to higher level thinking and the desire to find alternatives in developing the school.

6.3 Lack of Continuous Monitoring and Evaluation

The government is committed in its effort to improve the quality of teachers and school management to be good instructional leaders, advance and chances to join Global Leadership Incentives (Implementation of the Malaysia Education Blueprint (2013–2025)). The Malaysian Ministry of Education shows its being serious on the matter by implementing the Malaysia Education Standard Quality impacting the highly on effective teachings.

Yet, there is a noticeable lack of continuous monitoring and evaluation on the the curriculum program planned by the the policy makers. It is important to have the monitoring to ensure the implementation at all levels and to evaluate the effectiveness and

the outcome of the educational programs. Such monitoring should be done by the policy makers such as the Ministry of Education, The State Education Department, The District Education Office and the School Management to ensure that the planned program is implemented accordingly by the teachers to avoid discontinuity or a less proactive and effective running of the program.

For example, the practical of Instructional Leadership would involve the school management such as the Leaderships of the Principals and Headmasters to be monitored occasionally to ensure that all dimensions and its functions are implemented albeit the evaluation on its effectiveness. A re look into a special budget is needed for these monitoring workforce for the intended purpose mention above; likewise, for the monitoring of the Effective Teaching Practices in schools.

This is an important matter as each program planned by the policy makers has its curriculum development costings and should not just got wasted without giving back a continuous high impact back to the community and the country as a whole. Each evaluation findings is to be presented and to discussed from time to time among the stakeholders and the responsible parties as a effort to the betterment in the future.

7 The Implication on the Education System of Malaysia

7.1 Theoretical Implication

From the theoretical point of view, this Conceptual Paper is a further contribution to the strings of written literature on the role played by the Instructional Leadership and the Effective Teaching Practices in the Educational Institutions. It is also meant to share the beneficial implication to the practices of instructional leadership in order to create and develop an education of a high quality. It is so because the Instruction Leadership plays a part in developing education leaders, specifically, among the Heads Of Subjects and teachers alike so as to help them improve the effectiveness in their teachings. It is important as the Instructional Leadership has been proven to give an impact to the achievement of Schools and the eventual wholesomeness of the students. Thus, every Head Of Subjects and teachers need to be an instructional leaders in order to help realize the Malaysia Education Blueprint (2013–2025) in strengthening the quality of education in the country.

7.2 Implication on Policy

Hopefully, this conceptual paper could be sharing beneficial information to the Ministry of Education (MOE) relating specifically to the role of Instructional Leadership and Effective Learning that should be practised by every level of the School Leadership such as the Heads of Subjects and teachers alike. The shared information could be used as a guideline in improving the level of present leaderships. Besides, the paper is also containing valuable input for the relevant responsible parties and stakeholders in monitoring and evaluating the outcome for the curriculum program in schools.

The Ministry of Education (MOE), State Education Department, District Education Office and the School Management could plan appropriate programs to practice Instructional Leadership that would increase the Leadership Professionalism In Education and

as such for the Principals, Headmasters, Assistant Principals, Heads Of Units, Heads Of Subjects and Teachers; besides, the Effective Teaching Courses. It is important to have a continuous effort to ensure the the education quality in the country does reach the standard set by the policy makers and a high impact Instructional Leadership as a step towards upping the quality of education in the country.

7.3 Implication on the School

The realization to be responsible should be an inward and from a personal conviction rather than from an external force such as from the top management. A weak leadership in schools such as at the Heads Of Subjects Level could be strengthen by providing more explanation and knowledge on the importance of instructional Leadership and Effective Teaching Practices. The Principal or Headmasters form the Management side should consistently explain in meetings or events organized by the schools. It is important to improve the Instructional Leadership and Effective Teaching Practices by the Heads Of Subjects and the Teachers.

On the other hand, the Head of Subjects and teachers should always be positive minded and be open to decisions and changes, viable and being proactive in the workplace. The Head Of Subjects and teachers alike have to work towards the betterment of quality teachings, fun filled and interesting teaching and learning activities and education innovation. In addition, they have to do collaboration activities with their colleagues, parents, students and the community at large as such a combination of different ideas do give a high impact on the implementation of Instructional Leadership and Effective Teaching.

8 Conclusion

In conclusion, the Instructional Leadership plays an important role and does influence the effectiveness in Effective Teaching Practices of a teacher. Instructional Leadership has been proven to have a significantly and positive strong relationship with Effective Teaching. This is so by what is shown in the inter crossing of the dimensions and the related elements within that are complementary to each other. The practices of the Instructional Leadership should be implemented by the every Education Leaders in schools, especially, the Heads Of Subjects and Teachers. Surely, those Heads Of Subjects who are practising the ways of the Instructional Leadership would definitely be able to ensure quality teachings, fun filled learning activities for the students which would improve the students academically. Thus, the policy makers need to give more chances and exposure to all the school leaders especially the Heads Of Subjects and Teachers be Instructional Leaders. It is important to manage and ensure that the program is effective, achieve the school goals while strengthening further the education quality in the country.

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