



Principals' Instructional Leadership Practices and Its Relationship with Teacher Work Performance

Mohd Roslan bin Abdul Rahman^{1(✉)} and Mohd Izham Mohd Hamzah²

¹ SMU (A) Azhariah, Melor, Kelantan, Malaysia
rizqinabe@gmail.com

² Faculty of Education, UKM, Bangi, Selangor, Malaysia

Abstract. The purpose of this concept paper is to identify the level of instructional leadership practice of principals and its relationship with teacher work performance. Principals are the most influential individuals in an educational organization. Apart from performing administrative duties and external assignments, the Principal also holds the main commitment to carry out teaching and learning activities (PdP) in the classroom. Based on the Malaysian Education Development Plan (PPPM) 2013–2025, the instructional leadership of principals is emphasized so that school performance can be driven holistically. The PdP approach also needs to be changed from a traditional to a 21st Century approach. The work performance of teachers is also an assessment to the principals and teachers who serve in any school. Thus, the work performance of teachers is also a key factor in identifying the level of environment in a school or maahad, curriculum strategy, implementation of PdP and adaptation to the evaluation of teacher work performance. This study revealed that the level of instructional leadership of principals and the work performance of teachers are high for instructional leadership. The implication of this study is to be able to improve the quality of leadership and development of principals as well as open space for all principals, administration and teachers to strengthen existing educational policies or programs. In conclusion, hopefully this study will be able to contribute to the education sector in Malaysia and bring benefits to the global community.

Keywords: PPPM · Principal · Instructional Leadership · Teacher Work Performance

1 Introduction

The instructional leadership of the principal is very important in the management of an organization to improve the work performance of teachers. According to Hallinger & Wang (2015) argues four leadership styles (instructional, supportive, participatory, and achievement-oriented) toward instructional leadership and teacher job expectations to assess teacher job performance are most dominant for setting and achieving objectives in organizations. All levels can be implemented in the development of objectives in the

school. Researchers group performance evaluation measures into four levels, specifically setting principles, recording genuine implementation, evaluating actual implementation of established guidelines and deciding on necessary activities.

Moreover, Hussein (2016) explains that educational researchers such as Hallinger and Murphy 1985 and Weber 1996 have put forward several models and theories of instructional leadership. The recommended models narrate the association of principals' instructional leadership actions with teacher job performance. A summary involves principal behaviors that have an impact on job performance either directly or indirectly or both obtained from the researchers. Therefore, principals need to make changes to their schools from ineffective schools to effective schools. Principals need to lead their teachers in terms of teaching and learning the 21st century will create effective and active schools.

2 Theory and Model

A. Hallinger and Murphy's Instructional Leadership Theory (1985)

Instructional Leadership Theory pioneered by Hallinger says that there are three main dimensions in this theory. These three dimensions are divided into eleven elements in instructional leadership. Among them is detailing school objectives by deciding on the achievement of annual academic objectives determined through resources accessible at the school. In addition, Yen and Abdullah (2018) stated that this theory explains school goals to teachers, guardians and students (Othman & Hussin 2013). Not only that, principals also supervise and evaluate teaching by ensuring school goals can be implemented to teaching practice.

This study is based on a combination of Hallinger and Murphy's Instructional Leadership Model. This Instructional Leadership Model has been widely used in educational leadership studies since ancient times (Azeez, Ibrahim, & Mustapa, 2017; Tanama, Bafadal, & Degeng, 2017; Othman & Nor, 2017; Maulod, 2017; Usman, 2015; James & Balasandra, 2009; Stebick, 2009; Fulton, 2009; Lim Siew Phay, 2009; Ho Yip Lean, 2008; Robinson, 2008; Sazali et al., 2007; Latip, 2006; Mielcarek, 2003). This proves that the instructional leadership model by Hallinger and Murphy (1985) is still relevant for the 21st century despite the existence of new leadership models. This also proves that the Hallinger and Murphy model looks at aspects of leadership as a whole. All three theories emphasize several key functions of instructional leadership namely goal planning, Instructional program management, and promoting a positive school climate.

Instructional Leadership Model

An instructional leadership framework based on the study of Mohd Esa Dasim (2013) has been developed. This instructional leadership framework contains three dimensions and 11 roles as shown in Table 1.

This Hallinger & Murphy Instructional leadership model is very helpful to teachers in governance and administrative-related matters especially in schools involving principals. According to Yen and Abdullah (2018) as teaching or instructional leaders, principals play a role as mentors, supervisors, evaluators and resource providers to encourage and provide stimulation to teaching and learning (T&L) sessions in schools.

Table 1. Hallinger & Murphy Instructional Leadership Framework Model 1985, 1987**Jadual 1: Model Kerangka Kepimpinan Instruksional Hallinger & Murphy 1985, 1987**

Mendefinisikan misi sekolah	Mengurus Program Instruksional	Membentuk iklim sekolah yang positif
•Merangka matlamat sekolah yang jelas	•Menyelia dan menilai pengajaran	•Melindungi masa pengajaran
•Menyampaikan matlamat sekolah dengan jelas	•Menyelaras kurikulum	•Mempromosi pembangunan professional
	•Memantau kemajuan murid	•Mengekalkan visibiliti yang tinggi
		•Menguatkuasakan piawaian akademik
		•Menyediakan insentif kepada murid
		•Menyediakan insentif kepada guru

Sumber: Kepimpinan instruksional Hallinger & Murphy 1987

3 Literature Research

According to Yen and Abdullah (2018) literature researchers found studies with respect to principals' leadership styles towards teachers in their schools. Highlights of studies in the field of school leadership that play a role in determining the success of a school (Abdullah et al., 2019). In addition, according to Ambotang, USA, & Hamid, RH (2021) Informative administration is seen as practical and appropriate to be a determinant of ideal instructional prowess. Past examinations have shown that the key component that decides whether a leader as an innovator in a school can be structured as strong or not is through the ability to perform tasks as an informed pioneer (Hallinger, 2012; Isaac Sin, 2004; Leithwood and Levin, 2010; Simin, Mohammed Sani, Chellapan, Sukumaran, and Subramaniam, 2015).

Meanwhile, Fei and Han (2017) stated that authoritative power is a combination of management, staff improvement and educational program progress. The informative power is also a leader who resolutely organizes behaviors to make an impact, provides direction and support to educators and students to improve and enhance programs identified with PdP interactions and make instructive changes to achieve school objectives (Parker, SK, Morgeson, FP, & Johns, G., 2017).

One conclusion drawn from the study is that principals' behavior has an impact on teachers' work performance either directly or indirectly or both. Thus, principals in Maahad schools need to transform their schools from environmental and adaptive schools to effective schools. An effective Maahad school will happen if the principals or mudirs lead the teachers in terms of teaching and learning of the 21st century that is using the latest technology supported by Danielle and Abdullah@Jerry (2018).

4 Discussion

The results of the study showed that the instructional leadership of behavior change principals was closely related to teachers' attitudes or perceptions of change and internal communication between administrators and teachers had a significant relationship with change in the organization. According to James and Balasandran, (2013) Board of Inspectors and Quality Assurance report 2009, the quality of instructional leadership is at a moderate level (67.79%). This situation indicates that this is a critical issue in strengthening the accountability of a PGB. However there are several studies that examine the level of PGB instructional leadership is at a high level. Among them are Samsiah et al. (2019) and Peter & Azlin (2018).

A total of 1,572 participants were trained and to date 79.00% of school leaders have achieved an excellent level (CGPA 3.75 to 4.00). Based on the information, the development of principal leadership in the YIK education system is also at a worrying level because no YIK principal has had the opportunity to follow the NPQEL program or obtain an NPQEL certificate (YIK, 2018).

The results of the principal's observation on the teaching of teachers in schools managed by YIK in 2013 to 2017 as a whole, it was found that the work performance of teachers is at the level of 'Hope' which is 60.00%–79.00%). The percentage of teaching achievement level of YIK teachers did not increase any increase starting from 2013 until 2017 (YIK, 2018). Clearly, the percentage of teachers' work performance level decreased from 64.40% in 2014 to 62.31% in 2015, which is 2.09%. The decline in teacher work performance continued to occur from 62.31% in 2015 to 61.78% in 2016 where teacher work performance declined by 0.53%. Furthermore, teaching achievement decreased by 0.78% which is 61.78% in 2016 to 61.00% in 2017 (YIK, 2018). Table 1 shows in more detail the decline in the work performance of YIK teachers from 2013 to 2017.

In conclusion, principals' instructional leadership and its relationship to teachers' work performance have a high and positive level. The findings of this study are also supported by Chua and Piaw (2014) which is to encourage schools to learn and implement preventive measures that can prevent a decline in teacher performance.

5 Issues in Malaysia

A. Leadership Issues

According to the PPPM Report 2013–2025 clarified that 55% of the principals appointed are based on length of service and do not measure efficiency in leading. In addition, some of the appointed headmasters have never attended training or induction during their tenure as principals (PPPM 2013–2025: KPM, 2012).

Study by Danille and Abdullah@Jerry (2018) school leaders, namely principals have less opportunity to implement teaching and learning activities even if they want to do so because principals often manage official duties and have to be outside the school and shoulder various responsibilities in the actual administrative management. According to Lee and Shukri (2016) principals and head teachers are less proactive, innovative and always lose focus on achieving school organizational goals due to the complexity of administrative tasks in managing various dimensions of school management which are

increasingly challenging. According to Noor Asma I. & Mohamed Yusoff MN, (2017) supported by Haji Mohd Nor (2004) these various tasks have limited the main role of headmasters as organizers and supervisors of teaching and learning activities in schools. Headmasters as well as drivers, consultants and architects who design teaching programs are also affected and not all principals practice effective instructional leadership.

B. Work Performance

According to James and Balasandran, (2013) Board of Inspectors and Quality Assurance report 2009, the quality of instructional leadership is at a moderate level (67.79%). This situation indicates that this is a critical issue in strengthening the accountability of a PGB. However there are several studies that examine the level of PGB instructional leadership is at a high level. Among them are Samsiah et al. (2019) and Peter & Azlin (2018). In addition, KPM (2017a) targets 21st century teachers to improve teacher performance, school leadership competencies need to be strengthened through the national professional qualification program for education leaders or National Professional Qualification for Education Leaders (NPQEL) and Residential and Immersive Program-PRime. A total of 1,572 participants were trained and to date 79.00% of school leaders have achieved an excellent level (CGPA 3.75 to 4.00). Based on the information, the development of principal leadership in the YIK education system is also at a worrying level because no YIK principal has had the opportunity to follow the NPQEL program or obtain an NPQEL certificate (YIK, 2018).

6 Implications on the Malaysian Education System

This study has very important implications in education (Ahmad 2014). This study can benefit all parties including Yayasan Islam Kelantan (YIK), Kelantan Teacher Training Institution (ILPK), maahad teachers, students, schools, and the community general. This study allows teachers to understand the state of their emotional intelligence and work performance. This allows the principal to ask for help or organize self-measures to help the instructional leadership part of the principal in a positive direction.

According to Khareng et al. (2020) stated that Yayasan Islam Kelantan (YIK) is expected to use the results of this study to provide effective seminars or workshops to teachers in schools to explain the concept of work performance. teachers more effectively. In addition, Ahmad (2015) stated that the results of the study will be able to encourage YIK to improve the curriculum of teaching courses that are more balanced in terms of affective and intellectual to cultivate teachers who have high job value performance. It is hoped that this study can provide a basis and guidance to those who are interested in conducting further research to further clarify the relationship between principals 'instructional leadership and teachers' work performance in schools. The researcher was also able to extend the title of this study to other professions as well as change it to other variables to correlate with the variables in this study.

According to Halimatussaedyah Tamrin, Noraini Abdol Raop (2015) it can also help schools in planning and implementing intervention programs to improve the leadership weaknesses of principals with teacher work performance. The Kelantan Teacher Training Institute (ILPK) is an organization under the Kelantan State Government that manages training or seminars for teachers under the Kelantan Islamic Foundation in particular.

In addition, this study can also provide awareness to maahad teachers about leadership in their lives. This not only allows teachers to be more concerned in improving self-leadership, but this awareness also benefits students as teachers will also strive to improve their work performance better. In addition, Alonderiene and Majauskaite (2016) stated that school administrators, the results of this study are expected to help schools in making an assessment of the level of leadership of Instructional principals with teacher work performance. In addition, the results of the study can also encourage schools to learn and implement preventive measures that can prevent declining teacher performance (Chua & Piaw, 2014).

7 Conclusion

In conclusion, principals play an important role in improving the work performance of teachers. When there is a change in the organization, there is bound to be a change in terms of work culture, environment, and teacher behavior. The findings of the study show that there is a significant relationship between the instructional leadership of principals and its relationship with teachers' work performance. The environmental element in principals' instructional leadership is closely related to the teacher's work performance element to improve teacher quality and teacher work outcomes. Positive instructional leadership practices of principals will benefit the entire organization both in terms of employees and in terms of teacher commitment and work performance.

References

- Abdullah, A. G. K., A/P Din Chen, E., & Ling, Y. L. (2019). The influence of moderators for professional learning communities on principals' instructional leadership and teachers' collective effectiveness. *Journal of Educational Leadership, 6*(3).
- Ahmad, A. F. (2014). *Instructional leadership in the improvement of effective teaching and learning among lecturers*. [Master Thesis in Education, Johor; Tun Hussein Onn University].
- Alonderiene, R., & Majauskaite, M. (2016). Leadership style and job satisfaction in higher education institutions. *International Journal of Educational Management, 30*(1), 140–164.
- Chua, & Piaw, Y. (2014). *Research methods and statistics: Research methods, Book 1* (3rd ed.). McGraw-Hill Education (Malaysia) Sdn. Bhd.
- Danielle, F. C. Y. & Abdullah@Jerry, M. K. (2018). Instructional leadership: concepts, models, approaches and measurement scales. *Journal of Sultan Alauddin Sulaiman Shah, 146–160*
- Fei, E. L. E., & Han, C. G. K. (2017). The relationship of principal leadership with teacher motivation. *International Journal of Education, Psychology and Counseling, 2*(5), 145–159.
- Ministry of Education Malaysia. (2017). Collection of Education Policy Issues 2016. Policy Sector, Education Policy Planning and Research Division.
- Taib, M. F. M., & Nor, M. Y. M. (2017). Teachers' perceptions of the form six rebranding policy. In *Proceedings of the symposium on psychology and social health-I 2017*, 17 May 2017 (pp. 321–330). Universiti Malaysia Sabah.
- Ahmad, M. Y. (2015). Quranic Education Institute in Malaysia. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Khareng, M., Machae, R., Khaekphong, C., & Awang, J. (2020). The level of professionalism of religious teachers and its effectiveness at Maahad Muhammadiyah Perempuan, Kota Bharu, Kelantan, Malaysia. *International Journal of Islamic Thought (IJIT), 17*, 78–89. ISSN 2232-1314.

- Othman, C. (2020). The Relationship Between Headmaster Instructional Leadership With Teacher Commitment In Rural Schools, Malaysia.
- Samsiah, et al. (2019). Levels of Instructional Leadership Practice of Principals of Religious National Secondary Schools in Malaysia.
- Yen, D. F. C., Abdullah, M. K., et al. (2018). Instructional leadership: Concepts, models, approaches and measurement scales. *Journal of Sultan Alauddin Sulaiman Shah, Special Issue*.
- Kelantan Islamic Foundation (YIK). (2018). YIK Director's Message Early Year 2017. Source obtained from www.yik.edu.my
- Othman, Z., & Hussin, S. (2013). Instructional leadership of headmasters of underserved schools (SKM). *Journal of Educational Leadership and Management*, 26(2), 27–44.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

