



Headmaster Instructional Leadership Practices and Its Relationship with Primary School Teacher Motivations

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Abstract. This concept paper was conducted aimed at identifying the instructional leadership practices of headmaster and their relationship with primary school teacher motivation. Hallinger and Murphy's (1985) instructional leadership models and Herzberg's (1959) Two Factor Theory were used to discuss the relationships between these variables. The findings of previous studies found that the practice of instructional leadership has a relationship with the motivation of teachers who are the implementing group in determining the excellence of an educational organization. Headmasters are seen to take less role as instructional leaders who should be able to motivate teachers in improving the quality of teaching and learning. The implications of this concept paper can help the Ministry of Education Malaysia (MOE), State Education Department (JPN) and District Education Office (PPD) in strengthening the education policy formulated in terms of instructional leadership practices and training aspects to re-evaluate the strengths and weaknesses of each leadership style practiced. This study is very useful to be used as a reference for headmasters, teachers and to add to the research literature related to instructional leadership practices and its relationship with teacher motivation. In conclusion, this study shows that instructional leadership of leaders is very relevant implemented in schools and becomes one of the leadership styles that need to be given focus to administrators in schools throughout Malaysia.

Keywords: Leadership Instructional · Headmaster · Teacher Motivation

1 Introduction

The world of education is through such a transformation great globally. Malaysia does not left behind in towards education this world class. For reach goal this, according to Jeffri et al. (2019), leadership instructional seen as style relevant and necessary leadership applied in management administration school. Leadership style instructional this strive help the headmaster or principal face current wave 21st Century Education changes. Siti Nur Aaisyah and Jamalullail (2019), Hallinger and Murphy (1986) define leadership instructional as steps implementation taken by the headmaster aim for drive and improve the teaching and learning process in schools consists of teachers, students, parents, manager and school planner.

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In Malaysia, leadership instructional got place in among head teachers and principals in give birth school effective and quality (Premah, 2013; Sasali *et al.*, 2007). This parallel in statement displacement fifth Malaysia Education Development Plan (PPPM) 2013–2025, outlines that by make sure only leader accomplished height need placed in each school because of factors leadership is basic most important in development school quality. Shift this too stated leadership instructional strive increase student achievement and success. Things important that should be given attention for implement transformation this is concern leader school in practice leadership instructional order transformation education this accomplished as has been designed (KPM, 2013). According to James and Balasandran (2012), the smoothness of the teaching and learning process depends to leader instructional because of direction and execution this shouldered by the leadership instructional as determinant.

According to Shambani (2013), achievement brilliant, simple or his weakness a organization school depends to donations quality assignments by teachers. Motivated teachers will donate something to the organization so it is will more brilliant. Motivation is something necessary action given attention seriously for the sake of improving excellence and quality organization school. Teacher motivation is one construct most important because of the motivation the teacher gives impact against motivation students and effectiveness function a school, for the sake of proceed smoothness race beat travel ke direction of 21st Century Education, Evonne and Crispina (2017) and Rufini *et al.* (2012). Because of that, as a school leader, leader instructional need have abilities interpret change and apply style leadership instructional so succeeded motivate teachers, staff and students to direction change you want achieved. One leader instructional able working in conditions that can give motivation to them so duties and responsibilities can implemented in a way earnestly and voluntarily (Premah, 2013). From studies that have conducted by researchers can summarized that practice leadership instructional professor have significant relationship by teacher motivation. Therefore, the study this implemented for see the extent of practice leadership instructional principal and their relationship with primary school teacher motivation.

2 Theory and Model

2.1 Hallinger and Murphy's Instructional Leadership Model (1985)

Studies conducted this based on combined Leadership Model Instructional Hallinger and Murphy (1985). This model is a Leadership Model The most instructional used in research practice leadership education since first again (Samsiah, 2019; Azeez, Ibrahim & Mustapa, 2017; Othman & Nor, 2017; James & Balasandra, 2009; Sazali *et al.*, 2007). Statement this prove the Leadership Model Instructional by Hallinger and Murphy (1985) still permanent relevant in 21st century though be found various new leadership models. Leadership model this also proves this Hallinger and Murphy Model includes all aspect leadership in a way thorough in practice leadership school.

Leadership model instructional for study treatment leadership instructional that has been built by Philip Hallinger & Joseph Murphy (1985) this collect information of leaders school and results findings research those, Hallinger and Murphy have forming framework leadership instructional covers three dimensions and 11 tasks as inside Fig. 1.

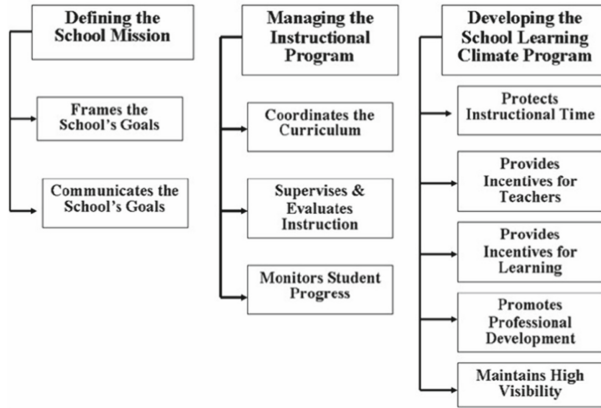


Fig. 1. Leadership Model Instructional (Source: Hallinger & Murphy, 1985)

Dimensions define mission school, headmaster as leader instructional shall understand desire curriculum national and strive for the goal schools built based the responsibilities and abilities of the teachers who implement them. For explain goal school this, professor need always discuss it formally or informal and publicity need made to all citizens school and mother father through assembly, meeting Association Mother Father (PIBG), communicate, material printing and so on.

Dimensions second is manage instructional programs that include supervision and evaluation teaching through review informal, coordination curriculum, monitor student development as well coordination practice room degrees to suit by goal school. Coordinate curriculum involving activity teaching according to the teacher’s teaching standards as well as the test standards that have been set. Duties monitor student development in turn refers to results analysis exam as a medium of effectiveness teacher teaching and getting to know for sure student progress based on targets that have been designed together.

Dimensions third that is forming climate positive school covers control session teaching and learning, maintaining visibility, cultivating progress professional teachers, realize one system rewards that give reinforcement and recognition to efforts that have been implemented by the teacher and to achievement academic students.

2.2 Theory Two the Herzberg Factor (1959)

Theory Two The Herzberg factor (1959) was introduced by Prof Frederick Herzbeg in 1959. Theory Two The Herzberg factor (1959) gives focus against properties occupations and practices organization in driving factors treatment human. Two factors that play role important for increase motivation someone individuals that is Hygiene Factors as factor (extrinsic) and Motivator Factor as factor intrinsic (internal). Theory this explain Hygiene factors become prerequisites to for motivate individuals covers dimensions extrinsic that is environment work, supervision, interpersonal relationships, status and salary as well as safety. While The Motivator Factor is driving factors to motivation includes dimensions intrinsic that is achievement, recognition, promotion rank, condition work

and responsibility answer. The elements inner this is factor inner positive individuals who push for reach satisfaction in work (Charles, 2018).

Theory Motivation Two The Herzberg factor is used in research this is because of theory this focus to stage motivation work individuals inside organization. Response Herzberg's theory according to Herzberg (1968) is feelings dissatisfaction work will increased when dimensions Factor Hygeine reach ranking maximum in a organization. While satisfaction work will increased when be found dimensions Motivator Factors in diri someone individuals in the organization. Balance both factor this contribute to satisfaction work and give success to someone individuals in area his career. This is necessary criteria there is in a organization for motivate next increase stage motivation of workers.

Because of that, desire someone individuals through Motivator Factors or factor intrinsic as inside Theory Two Herzberg (1959) refer to motivation that comes from individuals. Stimulus to action motivation is when individuals that celebrated through recognition in his efforts, given encouragement above achievements earned, open opportunities for development career and promotion rank, responsibility as well as meaningful work seen strive influence and encourage to satisfaction positive work for increase desired achievement (Boyle, 2014). Intrinsic Motivator Factors often stimulating motivation someone individuals for move and act by effort the best that will produce quality and excellence organization. Factor this consists of recognition of chief position, decline power, praise above achievement due to effort persistent as well as opportunity to development career. Various factor motivation give effects and impulses individuals for increase performance and effectiveness positive to a institution. Thus according to views of Rasheed et al. (2010).

3 Literature Research

The study has proved that improvement to student success is from a competent headmaster by task as well as give focus to implementation activity practice leadership instructional, instead to leadership administration. Therefore for catapult and elevate quality education, style leadership instructional required so citizens educators in schools can show excellent performance inside area professionalism (Danielle & Mohd. Khairuddin, 2019).

Studies of past researchers already prove that instructional program succeeded increase quality teaching and learning. It is includes convergence against activity teaching is also a concern to planning activity curriculum that gives impact positive against success discipleship compared to activity in management administration (Ministry of Education Malaysia, 2016). According to Danille and Mohd Khairuddin (2018) and Lokman et al. (2013) add again in statement them that inside research some experts bachelor leadership instructional like Hallinger & Murphy, leadership instructional able increase the success of the teaching and learning process a institution education. Success This too can producing knowledgeable human capital knowledge. While Noor Asma and Mohamad Yusof (2017) in the reality results findings other researchers prove that practice leadership instructional seen have a positive relationship in the preparation of teachers perform changes in schools.

Until now, leadership instructional spread out broad and permanent as one pattern leadership that becomes choice because of its nature contemporary basic in leadership education (Harris et al., 2018, 2017). It is equivalent by studies by Leithwood et al. (2008) and Robinson et al. (2008), who asserted that leadership instructional still be one of the most important leadership models in leadership education. Until now, leadership instructional spread out broad and permanent as one pattern leadership that becomes choice because of its nature contemporary basic in leadership education (Harris et al., 2018, 2017). It is equivalent by studies by Leithwood et al. (2008), Robinson et al. (2008), who asserted that leadership instructional still be one of the most important leadership models in leadership education.

In the world of education now, practice leadership instructional already to be one pattern leadership that becomes options main leaders school and stay to be practice leadership best because of its nature contemporary basic in style leadership education 21st century (Harris et al., 2018, 2017). This equals by research conducted by Leithwood et al. (2008) and Robinson et al. (2008). In debate them stated that between leadership models the most basic education is leadership instructional. This is because of the increase achievement student success can be seen through practice leadership instructional. According to Noor Asma & Mohamed Yusoff (2017), based on research leadership by the Board of School Inspectors (2003), proves that leader effective schools will give focus and attention covers aspects leadership like style leadership, motivation as well as encouragement, consensus, culture knowledge and thinking, leadership curriculum and empowerment lead in school.

Report of the Ministry of Education Malaysia (MOE, 2016) that leadership instructional and its activities strive increase teacher motivation in increase quality teaching and learning as well as give more impact brilliant and superior against student success compared activity administration. This meaning, excellence an organization is depends to motivation height possessed by its subordinate. Teacher will implement responsibility when his needs met. The same is true in a organization school, the wisdom of the professor practice style authoritative leadership able trigger motivation to his teachers. This stated by Muyan and Ramli (2017), Norhannan and Jamaliah (2006). International studies according to Muyan and Ramli (2017) and Zatarumah (2004) again, leadership excellent school give convergence to leadership instructional and not leadership administration strive increase achievement student success by 20% (KPM, 2012). Improvement the success of this student for sure results of high motivation and effort solid in among teachers. Individuals who have high motivation strive build best productivity and quality. In addition that is, according to Nor Azian (2015) and Sweeney (1982) in the reality effective leaders lead school is a leader who is always motivate and give support to citizens school.

Refers to statements by past researchers, achievements student achievement and excellence a organization school have related relationships close by practice leadership instructional professor as leader school and high teacher motivation as drive ke direction transformation in the world of education. Transformation ke direction positive change reasonable generated by motivated teachers height for make sure education in Malaysia is affordable compete and be on par be on a world level through practice leadership excellent instructional in the world of national education.

Table 1. Analysis Leadership by Level Teacher Motivation

Skill	Correlation score	P
educational leadership skills	.63	.001
skills to solve complex problems	.56	.001
communication skills	.59	.001
skills to develop yourself and others	.62	.001

Source: Norazian Ab. Razak Leadership Skills Teaching Principals And Levels Motivation Teacher's work

4 Findings of Past Studies

In Table 1 shows findings relationship leadership by teacher motivation. The test correlation prove leadership education have relationship positive simple by stage teacher motivation. While all of them analysis leadership related by teacher motivation is there a positive relationship. Results of the study this prove that practice leadership have a positive relationship by teacher motivation.

According to statement by Santisi *et al.* (2014), teachers are factor basic in motivate students through activity quality teaching and interweaving a positive relationship between teachers and students. Teachers are very motivated important because it is give impact in management room degree and environment school as well as affecting organizations and individuals. This already stated by Ebrahimi *et al.* (2014).

5 Discussion of Findings

Results of the study prove that practice leadership have a positive relationship by teacher motivation. Findings this equivalent by findings a study conducted by Anrelson and Azlin Norhaini (2021) headmaster is agent change in increase stage teacher motivation towards implementation duties and responsibilities performed. Leader instructional strive move and organize more patterns efficient against implementation mission and goals school. This for sure require high motivation in among teachers for ensure the instructional program is designed executed and given optimal impact on student success.

Findings research this is also the same by a study by Md Adam (2012) and Evonne Lai (2017) that practice leadership play a significant role by teacher motivation as well practice teacher leadership and teacher motivation are high. Results of the study hypothesis in research they are also available significant relationship between stage practice head teacher leadership by motivation teacher work.

In a way overall, can explained that be found relationship significant practice leadership instructional headmasters and their relationship with primary school motivation. Leadership instructional practiced by head teachers is one factors that give impact to next teacher motivation increase student achievement.

6 Implications

This study give description clear to the KPM about practice leadership instructional and capable to be one line guide for leadership model construction as well as reinforce basic enacted education from face practice leadership instructional as well as aspect exercise for assess again strengths and weaknesses each style practiced leadership.

Discovery in research this is also expected can give perception to State Department of Education practice style the leadership of the great teacher is expected strive spur excellence in management education. Features effective head teacher leadership able seen by the occurrence improvement academic a school. By this the JPN is capable put practice leadership instructional as one practice necessary leadership applied by the leader school.

Through research this too, the District Education Office will can take understand travel practice head teacher leadership and get to know for sure practice head teacher leadership in areas involved. Improvement service quality is also successful achieved and productivity in motivate stage leadership can implemented guided theories leadership instructional. Findings and recommendations obtained reasonable and appropriate implemented as marker aras for design and plan improvement schools below PPD control.

Information obtained of research this able increase science style leadership to the headmaster in make sure affairs administration management can implemented by good. Process to direction increase stage motivation to teachers in the teaching and learning process can arranged by more systematic. Any space discomfort between teachers and leader school can reduced in order to increase effectiveness achievement brilliant organization school.

7 Conclusion

This study shows that the instructional leadership practices of headmasters are very relevant to be implemented in schools and become one of the leadership styles that need to be given focus to administrators in schools throughout Malaysia. The achievement of student outcomes and the excellence of a school organization are closely related to the instructional leadership practices of principals as school leaders and high teacher motivation as drivers towards transformation in the world of education. Transformation direction positive change reasonable generated by motivated teachers height for make sure education in Malaysia is affordable compete and be on par be on a world level through practice leadership instructional professors who excel in the world of national education.

Therefore, it is the responsibility of a leader to have complete criteria to become a great instructional leader by deepening the knowledge of leadership that has a relationship with teacher motivation so that the productivity of an educational institution is always at a level of pride.

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