The Relationship Between Headmaster's Instructional Leadership Practices and Teacher's Job Satisfaction

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Abstract. The headmaster's role as an instructional leader contributes to the teacher's job satisfaction. The practice of headmaster leadership improves not only the school's performance and excellence but also the degree of job satisfaction among teachers. The aim of this concept paper is to analyse instructional leadership strategies used by headmaster and how they relate to teacher job satisfaction. According to prior research, headmaster' instructional leadership techniques, as perceived by teachers, are high, with a mean of 3.7, and teachers' job satisfaction is similarly high, with a mean of 4.14. This demonstrates that the factors of instructional leadership practice and teacher job satisfaction have a positive relationship. This research will have repercussions for The Ministry of Education (MOE), The Malaysian Principals Council (MPSM), The State Education Department (JPN), The District Education Office (PPD) and Malaysia educational system, which emphasizes educational leadership and management.

Keywords: Instructional leadership · headmaster · teacher job satisfaction

1 Introduction

Education is an important component of the country's high-value investment in shaping individual development. Malaysia, as a developed country, should place the greatest emphasis on education. The Ministry of Education Malaysia (MOE) is always working to improve educational quality through a variety of strategies, methods, and development plans that enable the government to implement and achieve its goals. The leaders and teachers must work together, in order to achieve quality and exceptional education in the future.

Meanwhile, the 4th shift, which aims to place high-performing leaders in each school, and the 5th shift, which aims to improve the career path of teachers in terms of the role of leaders, teaching experts, and experts in specific fields that are appropriate, are benchmarks that must be met in the PPPM Education Development Plan 2013–2025. As a result, to achieve this goal, the headmasters must equip themselves with knowledge and skill.

A leader is someone who is in charge of taking his company forward. A leader is also someone who is in a position to persuade others to act and who possesses the moral,

intellectual, and social abilities to take advantage of that position. Leadership is the capacity to influence a person or a group to achieve organizational goals or objectives [1]. Policymakers have traditionally prioritized the growth of school leadership in order to increase the quality of an exceptional educational system [2]. Based on empirical data collected throughout the world, instructional leadership has proven to be one of the most effective educational leadership approaches in school [3].

Job satisfaction is as a pleasure or positive feeling as a result of the value of a job or work experience. The feeling arises from each employee's perception that reflects the true values of their work in the work situation [4]. Herzberg's Two Factor Theory, studied by Mausner and Snyderman (1959) is a theory that can be linked to teacher job satisfaction. The two main factors that drive the spirit of work and motivation are the factors of satisfaction (motivator) and dissatisfaction (hygiene). This can be seen if there is a satisfaction factor then a teacher will get an expected job satisfaction while if not the hygiene factor will cause job dissatisfaction. But on the one hand, the existence of hygiene factors does not affect the level of job satisfaction.

Continuity between leadership practice as well as theory can help to drive the organization towards excellence. Leaders who are skilled at leading will provide the maximum results for the organization. Successful and excellent schools are the result of the prowess of headmaster management in administering teachers and students. Teachers who are well governed by the headmaster will produce consistent work, have a positive atmosphere, and always want to be the best.

Therefore, headmasters who have high knowledge and skills are very necessary in order to maintain the excellence of the school. Headmasters must prepare themselves with various types of knowledge and skills and always be positive in facing all the challenges and current issues in the field of education that is constantly evolving.

2   Theory and Model

2.1   Hallinger and Murphy Instructional Leadership Model (1985)

The instructional leadership model of Hallinger and Murphy (1985) can be adapted in their leadership practice when performing responsibilities as an instructional headmaster. The Hallinger & Murphy Model (1985), based on several dimensions and roles of leadership, was successfully established by Philip Hallinger and Joseph Murphy. This model has been effectively blended by focusing on three main dimensions of leadership: defining the school's mission, managing the teaching program, and creating a learning climate in the school.

Meanwhile, its implementation of this model focuses on 10 instructional leader functions. This leadership function is related to setting school goals, which is to determine what the organization wants to accomplish; communicating school goals through notification and information sharing; supervising and evaluating teaching by monitoring and evaluating teachers' instruction, and coordinating curriculum through the development of various academic excellence programs. Protecting instructional time by arranging an effective timetable, maintaining visibility, monitoring student success, controlling teaching time, creating rewards for teachers, promoting professional development, and

Table 1. Model of Hallinger and Murphy (1985)

Defines	Manages instructional program	Promotes school climate
• Framing school goals • Communicating school goals	• Supervising and evaluating instructions • Coordinating curriculum • Monitoring students progress	• Protecting instructional time • Promoting professional development • Maintaining high visibility • Providing incentives for teachers • Enforcing academic standards • Providing incentives for students

providing learning incentives. It can be used as a guide and a backup when putting effective leadership into practice.

Hallinger and Murphy (1985) described the three dimensions and ten functions of leadership in their instructional leadership model using Table 1. It is simple to comprehend and use in the context of school leadership, as well as being able to provide an advantage in the pursuit of the organization's excellent performance. To determine an organization's success, headmasters must emphasize the dimension of mission sets, which includes establishing clear and specific goals that will have the greatest impact on achieving organizational excellence. Members of the organization should be informed about the school's mission so that they understand the aims being communicated. The headmaster formulates and communicates school goals, which serve two purposes in determining the school's mission. This is to ensure that the headmaster will constantly collaborate with the teachers to develop a clear and achievable mission, especially in the students' academic field.

According to past research, a small number of headmasters engage in one-way communication, have little connection with teachers, and do not implement teacher autonomy [5]. This can be resolved by establishing two-way, open communication between leaders and teachers, which will inspire all members to collaborate, work diligently, and remain motivated in order to achieve organizational goals. The efficiency of conveying the aspirations and goals to be reached is based on efficient communication. Teachers and parents can communicate through meetings, discussions, information on academic boards, and student achievement, which are all valuable elements in this dimension, where every effort is made to deliver the greatest results in teaching and learning sessions.

The headmaster will collaborate with teachers to strengthen the teaching profession. Academic and student development are the main assets in the dimension of managing this teaching program, where all efforts are made to provide the best results in teaching and learning sessions. The headmaster will work with teachers to improve the field of teaching. Effective school leaders, such as principals or headmasters, are able to impact and influence students' academic achievement as well as contribute to the enhancement of quality and job satisfaction [6]. Various activities, such as assessing examination

results to gain information on students' academic development, monitoring and supervising teachers' teaching in the classroom, and upgrading teaching resource facilities, can be implemented to improve the quality of teaching.

After that, monitoring students' progress is one of the important dimensions. If this dimension is properly implemented, the student's performance will improve. Following that, the outcomes will be evaluated based on the pupils' outstanding academic performance. The country's exceptional academic accomplishments will bring it on par with the world's outstanding educational achievements. This dimension can be applied through a variety of activities. If this dimension is properly utilized, the student's achievement will be enhanced. Following that, the outcomes will be presented. Protecting instructional time, promoting professional development, providing incentives for teacher, enforcing academic standards, and providing incentives for students are all important aspects of encouraging a positive school environment that instructional leaders should consider. These five main roles should be addressed by the headmaster or instructional leaders in order to create a positive learning environment in the classroom. This dimension sets up the idea that effective schools would provide academic pressure on students to ensure that high standards and expectations are met through ongoing improvement efforts [7]. For the success of school activities and programs, headmasters should collaborate with teachers and students. In order to provide encouragement and enhance motivation, instructional leaders provide guidance and encouragement to teachers, as well as rewards to teachers and students. Providing learning rewards is also an important component to consider at this level. Its significance in motivating students to do their best in class cannot be overstated. The headmasters are also involved in organizing school standards and procedures based on the organization's mission, as well as building support for the school's teaching and learning climate in order to develop excellent schools.

2.2 Herzberg Two Factors Theory (1959)

The application of this theory to instructional leadership should be considered in the practice of instructional leadership. Herzberg's (1959) Two-Factor Theory is an excellent theory for headmasters to use in order to improve teacher job satisfaction [8]. The external hygienic factor and the internal motivating factor are two factors that have a significant influence on enhancing motivation and job satisfaction. These two factors will assist teachers in feeling satisfied with their work and responsibilities (Table 2).

Table 2. Herzberg Two Factors Theory (1959)

Motivation Factors	Hygiene Factors
• Achievement • Recognition • Work Itself • Responsibility • Promotion • Growth	• Pay and Benefits • Relationships with Co-workers • Physical Environment • Supervision • Status • Job Security • Salary • Working Conditions • Personal life

The first factor, hygiene, is related to the work environment, which is a comfortable and conducive environment in which to perform teacher' responsibilities. The headmaster does supervision, especially in the areas of teaching and learning. Interpersonal relationships among staff are positive, and so are relationships between colleagues. A salary is a payment earned in consideration for performing a job. Indirect job satisfaction can be achieved if the salary received is reasonable and comparable to the task performed. The term "job security" refers to a job that is both permanent and stable. The policies implemented in the workplace, as well as the safety and welfare offered to them, are all factors that headmasters as instructional leaders must consider. Job satisfaction can be obtained if all of these factors are prioritized and addressed. The headmaster, as an instructional leader, should always strive to meet these needs, thereby increasing teacher job satisfaction.

The second factor is the motivation provided to them while they are at work. This motivation is made up of four parts, the first of which is an achievement. According to their headmaster, teachers should be satisfied with the results of their job. Additionally, ensuring that teachers have a high level of confidence in their ability to complete the tasks given to them is also important. Meanwhile, teachers receive proper recognition in the form of praise, rewards, and appreciation. Teachers will be more enthused and motivated to improve their performance. Within the framework of the school, the headmaster will always support and motivate members of the organization, such as teachers, staff, and students, to make the desired changes, particularly in the field of teaching. The role of a leader who never stops encouraging others can help to boost motivation and job satisfaction. Meanwhile, the headmaster's responsibilities in guiding instructional leadership, particularly the workplace education policy, are considerable. Allow instructors to make their own decisions when carrying out trust, and give us a chance to do so. Furthermore, instructional leaders should emphasize to teachers the importance of always encouraging them to strive for self-improvement, such as by encouraging them to continue their studies to a higher level, organizing various types of skill and self-confidence improvement programs, and even providing support for teachers. Their self- improvement will be aided by their involvement in any program that allows them to demonstrate their talents.

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3   Literature Review

School development and academic performance, as well as organizational achievement, are predictors of leadership techniques used by leaders, according to Mohd Ibrahim K. Azeez et al. [11]. The leadership demonstrated by the headmaster can contribute to job satisfaction, as seen by the organization's success and excellence. Both of these factors play a role in determining and contributing to job satisfaction. Educational leadership was emphasized in Meredith I. Hoing's study [12], which emphasized the importance of principals or headmasters acting as instructional leaders and providing work incentives for that work; his study also identified staff as key support providers and provided job satisfaction. The position of a leader who frequently encourages and supports members of the organization or team will contribute to job satisfaction and enjoyment. A leader who is approachable and easy to get along with will help to establish a sense of being cherished and cared for by his organization's members. The members will gladly appreciate the words of encouragement with an open heart.

Schools' ability to improve and maintain effectiveness, is not focused on principals' leadership outcomes, but on their understanding, diagnosis, and application of educational values through various combinations of layered and progressive time concentration and context-sensitive strategies embedded in schoolwork, culture, and achievement, according to Christopher Day et al. [13]. The role of the headmaster in conveying information, sharing the organization's vision and goals, and even the aspirations it strives to achieve is a valuable asset in increasing job satisfaction and achieving organizational success. Leaders who practice effective communication and are transparent will be easily contacted as a point of reference by their subordinates who seek their opinion or guidance. Leaders who create two-way communication will make it easier to deliver, understand, and implement goals. This, in turn, will make it much easier to achieve extraordinary goals.

According to Rosita Bestiana [14], the leadership practices used by headmaster or leaders are a great influence on teacher job success. This shows that job satisfaction can be achieved when individuals have the motivation to increase their commitment to completing the duties that have been assigned to them.

According to Ruhana, Venel and Natasha Nasir [15], there is a relationship between teacher levels of work satisfaction and the leadership of the headmaster and studies. The study's findings also show that job satisfaction increases based on the gender of the teacher and the number of years they have been teaching. Due to the varied workload and coverage of all fields of teaching, teacher responsibilities today require a high level of commitment and enthusiasm.

Despite the increased workload, many teachers are seen as satisfied and motivated. This is inspired by a sense of commitment to the task as well as the leader's support. In terms of motivation and job satisfaction, the leader's role will be helpful.

4   Findings

Based on the findings of a study by Poobalan and Hamzah [16], which shows the level of instructional leadership practice among headmasters and its relationship with teacher

Table 3. Instructional Leadership

No	Items	No of Cases (N)	Score means (M)	Standard Deviation (SD)
1	Providing rewards to teachers	252	4.0	0.0
2	Establishing academic standards	252	3.8	0.18
3	Providing incentives to students	252	3.8	0.18
	Instructional leadership Practices	252	3.7	0.21

Source: Poobalan and Hamzah, 2017

job satisfaction, with a mean of 3.7 and a standard deviation of 0.21, Table 3 shows that instructional leadership is at a high level generally. The overall score of head teachers' level of instructional practice based on the aspect of providing teacher rewards is 4.0, with a standard deviation of 0.00. According to these statistics, 100% of teachers strongly agree that the incentive element is the most important factor in determining teacher work satisfaction. Excellent teachers will always be encouraged and supported by the instructional headmaster to continue the school's reputation for excellence so that this positive effort may keep up the momentum of academic excellence and even job satisfaction among teachers.

When teachers are appreciated and recognized, they will be more inspired and enthusiastic. This, in consequence, makes their effort worthwhile and pays off. Meanwhile, the instructional leadership practices of principals for the elements of enforcement of academic standards and providing incentives to students have shown that teachers fully agree when principals emphasize the implementation of academic standards by setting targets or standards that teachers should achieve to ensure student academic excellence, with a mean of 3.8 and a standard deviation of 0.18. Moreover, provide appropriate incentives for students so that they are more passionate and form a good fighting force in the achievement of educational excellence.

Based on Table 4 Levels of Teacher Job Satisfaction, although Teachers' workload is considerable, with a mean of 4.21 and a standard deviation of 0.31, according to Table 4, Levels of Teacher Job Satisfaction, yet they nevertheless work with full enthusiasm and determination to fulfill the tasks allocated. Teachers place a high value on the recognition of their colleagues, with a mean of 4.22 and a standard deviation of 0.21. This balances the responsibilities and difficulties they confront at work and has been useful or appreciated in the presence of acknowledgment of their efforts' results. They will feel more needed, respected, and cared for as a result.

In addition, environmental factors such as a conducive, comfortable, and safe work environment also contributed to the level of job satisfaction of teachers, with a mean of 4.04 and a standard deviation of 0.27. Teachers believe that if these three items are given due attention by the instructional headmaster, they will contribute to the level of

Table 4. Teacher's Job Satisfaction

No	Items	No case (N)	Score means (M)	Standard deviation (SD)
1	Teacher's workload	252	4.21	0.3130
2	Recognition of teachers	252	4.22	0.2119
3	Environment	252	4.04	0.2779
	Teacher's job satisfaction	252	4.14	0.217

Source: Poobalan and Hamzah, 2017

Table 5. Relationship between Instructional Leadership and Job Satisfaction

Teacher's job	satisfaction
Instructional Leadership	.350
Practices	

Source: Poobalan and Hamzah, 2017

Table 6. T-Test Analysis Comparison of Leadership Perception

Variable	N	Mean	Standard Deviation	DF	T	Scientific value
Male	41	3.76	0.385	112	−0.392	0.696
Female	73	3.79	0.370			

* T-test value a < 0.05 Source: Koh and Yusof, 2015

job satisfaction of teachers, and the results can be seen in the achievement of excellent performance and academic excellence. Therefore, based on teachers' perceptions, the level of job satisfaction is high, with a mean score of 4.14 and a standard deviation of 0.21. This proves that teachers strongly agree with the instructional dimension practiced by headteachers in achieving job satisfaction through the elements of job satisfaction highlighted in this study.

Meanwhile, the correlation coefficient for the pair of variables of instructional leadership practice level and teacher job satisfaction level is moderate, which is between .350 and 1.00, which is Pearson The correlation coefficient (r) is .350, and the significance level (p) is .000. This proves that the variables of headmaster instructional leadership practice level and teacher job satisfaction level have a positive correlation of .350 and the variance value for the variable is 12.3% (.350 x .350) x 100). This relationship has both positive and significant value, meaning that when this instructional leadership is increasingly practiced by the headmaster, then teachers will get job satisfaction (Table 5).

Table 6 shows the findings of the study, which attempted to establish whether head teachers' evaluations of their level of instructional leadership differed based on their

Table 7. T-Test Analysis Teacher's Job Satisfaction

Variable	N	Mean	Standard Deviation	DF	T	Scientific value
Male	41	3.71	0.534	112	−0.535	0.443
Female	73	3.77	0.517			

* T-test value a < 0.05 Source: Koh and Yusof, 2015

gender. The null hypothesis is accepted if p = 0.696 > 0.05, which means that there is no significant difference in the perception of the quality of instructional leadership of a headmaster based on their gender. The males (Mean 3.76, Sd = 0.385) and females (Mean 3.79, Sd = 0.370) were the respondents.

Table 7 shows the results of the study, which attempts to determine whether there is a difference in teacher work satisfaction based on gender. The null hypothesis was accepted when the value of p = 0.443 > 0.05, indicating that there was no significant difference in teacher job satisfaction between male (Mean = 3.71, Sd = 0.534) and female (Mean = 3.77, Sd = 0.517) teachers.

5   Discussion

The results of this study show that the level of instructional leadership practice of headmaster in the schools studied is high with a mean score of 3.7. This is in line with the study of Maulod [17], in Negeri Sembilan who found that the level of practice of the three dimensions of instructional leadership is at a high level. This study also supports the findings of Baharin [18] who found that instructional leadership style is the most dominant leadership style practiced by headmasters in managing schools effectively.

The highest mean score for the level of instructional leadership is for three elements: providing rewards to teachers, establishing academic standards, and providing incentives to students based on teacher perceptions. If this element is considered the mainstay of instructional leadership in schools, teachers are united. As instructional headmaster, they should be knowledgeable of the leadership practices that are required of them [19]. The leader's roles and responsibilities must include the ability to ensure that teaching and learning are carried out properly. As a result, the headmaster is responsible for providing effective instructional leadership by establishing school goals in terms of curriculum, co-curricular activities, and emotional and social goals for students [20].

The element of providing rewards to teachers is highly significant in an effort to help teachers' job satisfaction levels. Teachers who are well-mannered by the instructional headmaster will contribute to the spirit of seriousness, sincerity, and satisfaction in carrying out the trust given, especially in ensuring the teaching and achievement of students are at the optimum level. Rewards to teachers can be given in various forms in an effort to maximize the motivation of teachers to perform their duties.

In addition, more serious attention should be given to the element of setting academic standards to drive the efforts and strategies that will be implemented in achieving the KPIs or targets that have been set for academic excellence.

Meanwhile, giving incentives to students is also the best practice that should be utilized to encourage students to be more motivated to achieve success in education. As a teacher, you bear a great deal of responsibility for carrying that trust. Although teachers are burdened with many tasks, due to the factor of awareness and responsibility, they still perform them as well as possible. Through the internal motivation of teachers, it contributes to their level of job satisfaction.

Furthermore, teachers have high job satisfaction, with a mean score of 4.14, which is similar to the research conducted by Rosmawati, Nadiah, and Azlin, Erdem, Ilgan, and Ucar [21]. However, this contradicts the findings of a study conducted by Fadhilah and Azlin [22] in government- aided religious schools (SABK), which found moderate job satisfaction. According to the conclusions of this study, teachers in the schools investigated are content with their careers as teachers and remain excited about their jobs despite their heavy workload. This is due to the fact that teachers regard teaching as a noble and meaningful profession.

There are three elements with the highest mean score based on teachers' perceptions, namely: teachers' workload, recognition of teachers, and the environment. Teachers agree that this element will contribute to their job satisfaction if the headmaster places it as a priority in their leadership practice. As for recognition, the level of job satisfaction of teachers is also high. The items seen as contributing factors to the findings are the teachers' own recognition of the career as a teacher that is willing to continue teaching as long as possible and a sense of pride in the work done.

Appropriate recognition received by teachers also increases the level of job satisfaction. This is in line with the findings by Poobalan and Hamzah [23], who stated that incentives increase teacher's job commitment and job satisfaction. Job satisfaction has a strong impact on the quality of work in an organization. That is why in organizations, different methods and techniques are used to promote employee job satisfaction [24]. Karabiyik and Korumaz. The findings from the study show that teachers' job satisfaction from the aspect of the environment is also high. Teachers in the schools surveyed expressed satisfaction with the workplace and found their work inspiring.

This study also shows that the instructional leadership of the headmaster has a significant relationship with job satisfaction. The findings show that instructional leadership has a moderately positive relationship with teacher job satisfaction, with a correlation coefficient of (r) = .350. There is a positive correlation between head teachers' instructional leadership practices and also teachers' job satisfaction. This means that several other dimensions should be emphasized by the headmaster so that the practice of instructional leadership is more strongly related to the level of job satisfaction of teachers.

The practice of instructional leadership and Herzberg's Two Factor Theory, if applied in headmaster leadership, will contribute to educational excellence and teacher job satisfaction. Both have a connection with each other to sustain the world of education. This is in line with the findings obtained by Elangkumaran Devarajoo [25], who proved that if a headmaster practices this instructional leadership, then, indirectly, teacher job satisfaction can also be increased.

According to teachers' perceptions of the level of instructional leadership of the headmaster based on the gender of the headmaster, they found that there was no significant difference in the perception of the level of instructional leadership according to

the gender of the headmaster. This is in line with a study that has been conducted by Yasser and Amal [26] studying the level of instructional leadership in American schools. These data indicate that the instructional leadership of this headmaster is not assessed by gender but based on the dimensions and credibility brought by the headmaster. However, different findings were obtained from the results of Asl ah study [27], which proved that there were significant differences in the instructional leadership of principals based on gender-based on his study in urban schools and created space to compare his study with this study.

Meanwhile, for the aspect of the difference in the level of teacher satisfaction based on gender, t-test analysis showed that there was no significant difference between male and female teachers on job satisfaction. This situation shows that the level of job satisfaction of teachers is dependent on the internal motivation of teachers, their enthusiasm, and their struggle in the world of education. These findings are in contrast to the findings of Woo Yoke Ling's study [28]. He found that there were significant differences in job satisfaction between male and female teachers in the dimensions of their jobs with colleagues, salary, and promotion opportunities.

6 Implication

6.1 Government Policy

Training is the basis of developing good leadership. The Aminuddin Baki Institute (IAB), which is part of the Malaysian Ministry of Education, is in charge of developing management training. The IAB's mandate is to build the ability of education managers and leaders at all levels of organization in order to generate world-class educational institutions (National Education Policy, 2017). These policies must be updated on a regular basis to reflect current educational needs and changes.

Implement discussions, meetings, and collaboration between KPM, Malaysian Principals Council (MPSM), State Education Department (JPN), and District Education Office (PPD) to share ideas, opinions, and views in an effort to improve the leadership system in education. Intensify the organization of workshops, programs, and seminars to provide new input and more thoughtful suggestions related to appropriate change strategies to be implemented. In addition, implementing regular monitoring of the process before, during, and after a change in the field of teaching and education is done so that any shortcomings that occur are immediately addressed.

6.2 Training

Teacher professionalism involves serving as the primary leader in teacher education and ensuring that the country's goal of generating quality teachers is achieved [29]. The Teacher Education Division (BPG) is a teaching professional body that is fully responsible for improving teacher quality and ensuring that teaching and learning quality is enhanced [30]. Teachers use in-service training (LDP) to develop their teaching style in the classroom being more systematic and logical. Teachers who lack knowledge or skills in integrating new teaching resources require additional training [31].

Based on the statistics and information on teacher training, BPG needs to enhance the quantity and types of training that teachers can obtain, in addition to improving the efficiency of teaching and learning, which will have an impact on education. In-service training, seminars, and workshops are important, and they should be scheduled on a regular basis and made available to instructors so that they can develop their knowledge and skills in teaching and learning session. The development of teachers' motivation and abilities in teaching and learning, information, and communication technology competencies, emotional and stress management, and numerous other training that cover teachers' skills are among the training that should be implemented more systematically.

In order to balance the need and wants of the current education field, the training conducted should always follow the development and passage of time. In order to provide teachers with the abilities they require, innovation skill-building activities must be increased. Tutors or facilitators should be able to assist teachers.

6.3 Administrator

The role of leaders, especially headmasters, has a significant impact on fostering quality teaching in the organization, as expected by the Ministry of Education Malaysia (MOE), which aims to improve teachers' professions in terms of leadership, teaching expertise, and specialized teaching in accordance with the purpose of the PPPM Education Development Plan 2013–2025. It states that a school administrator with a vision and long-term planning can bring the school to a high level. In addition to having the awareness to contribute to the community and to be responsive to changes and developments,

Administrators, especially headmasters, must establish a greater commitment to encouraging the spirit of change and progress in teaching among teachers. Taking action and managing the environment in order to generate a more effective organizational change to develop better education among students will help in achieving the six student aspirations indicated in the Malaysian Education Development Plan 2013–2025.

If school administrators or management can enhance the effectiveness of the environment toward school change, not only will the organization be outstanding, but Malaysia's stability, security, integrity, and harmony will be at their finest. Furthermore, leaders provide support, encouragement to all school personnel in order to build confidence and trust to overcome challenges that develop during the planning and implementation of education.

6.4 Teachers

Teachers are people who play an important role in imparting knowledge to students in school. In an effort to move towards a better quality of education, teachers should place emphasis on changing the attitudes of educators and professionals to carry out their duties in line with the aims and policies of the National Philosophy of Education. Educators who truly understand FPK will be able to change personal attitudes with a positive outlook and vision for their work. Educators will change the appropriate teaching strategies and techniques, such as applying the practice of 21st Century Learning (PA 21) to produce people who are knowledgeable, skilled, and virtuous.

In addition, the teacher needs to be an individual who is concerned about his or her responsibilities. The teacher's caring attitude towards students' problems and being a good role model can be emulated by students and can increase their moral appreciation. Teachers are made idols based on their caring attitude and example, that is, teachers who have a high spirit. A teacher with good morals will easily educate his students to behave well, which is a role model for students. Always be open-minded, optimistic, and diligent in striving to advance themselves with the various alternatives available through self-improvement by deepening knowledge related to pedagogy, emotional management, technology, and ICT, and knowledge related to education. Information and communication technologies such as computers, tablets, smartphones, and interactive boards can improve the quality of teaching, increase motivation, and improve academic performance if they are integrated into teaching and learning [32].

7   Conclusion

The role of the headmaster as an instructional leader greatly contributes to the improvement of school performance and contributes to the level of job satisfaction of teachers. Teachers and students together need appreciation, incentives, and even recognition for the efforts they have put in. This element has a huge impact on the formation of motivation, determination, and enthusiasm to keep trying among teachers and students. The efforts of the headmaster in rewarding are very practical and should be done as a means to increase self-confidence and also appreciation. All parties must work together to make the school a knowledge- based institution that will produce successful human beings.

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