International Journal of Latest Research in Humanities and Social Science (IJLRHSS)
Volume 02 - Issue 09, 2019
www.ijlrhss.com || PP. 12-20

Demografic Factors Assosiated with Instructional Leadership Practised by Secondary School Principals

Juliana Baharuddin,
Universiti Utara Malaysia, Malaysia

Abstract: This study was conducted to examine the level of instructional leadership of secondary school principals in Kelantan. Respondents for this study consist of 375 teachers from secondary schools in Kelantan state. Instructional leadership is a leadership style that supports the process of learning and facilitating in school. The instrument used to study instructional leadership is the Principal Instructional Management Rating Scale (PIMRS) by Hallinger and Murphy, 1985. The instrument is an original instrument in English and has been translated into Malay. All data and details collected were analyzed using Statistical Packages for the Social Sciences (SPSS) version 22.0. Data analysis was carried out using Descriptive Min Test, Tester and ANOVA One-Way. The findings show that the instructional leadership level is high. In terms of gender, the level of instructional leadership practice of male principals and female principals is almost identical. The study also found that principals aged 26 to 30 years had the highest level of instructional leadership compared to older principals. Whereas, in terms of leadership experience, principals who have served as principals for 5-7 years have the highest level of instructional leadership. This study suggests stakeholders such as the Ministry of Education, the State Education Department and the District Education Office to strengthen the instructional leadership practices of principals by implementing the principals' professional development courses that lead to an increase in instructional leadership principals.

Keywords: Instructional Leadership, Principals, Professional Development

Introduction

The field of education is a rapidly expanding through many challenges and changes. Changes in education takes place in various aspects including leadership, technology explosion, knowledge culture, curriculum content, teacher's skills and the focus of the Ministry of Education Malaysia. School leaders need to take a greater responsibility to hinder changes and to address the challenges that come with it. Fortunately, school leaders will lead their citizens to become more global, competitive, skilled, are able to communicate effectively, as well as critical and creative thinking in our own mold.

The government's aspiration is to create individuals who are globally diverse, skilled, communicative, globally competitive, critical and creative can be achieved if school leaders can lead their citizens to focus more on the importance of teaching and learning in and out of the classroom, and becoming instructional leaders that always support the teaching and learning process in schools.

This study was conducted to examine the level of instructional leadership practiced by school leaders in national secondary schools in Kelantan. This study will also examine the comparative level of instructional leadership practiced by school leaders based on gender, age of principals and experience of school principals. From the findings, the researcher will suggest several actions that can be taken by stakeholders to enhance instructional leadership practices among principals to ensure student engagement, creating intelligent, creative, critical and innovative students that will further enhance school excellence.

Background

Since the 1980s extensive research has been conducted on instructional leadership styles practiced by leaders, especially school leaders. Previous researchers have used the concept of instructional leadership as the basis for change in education, school improvement and effective schooling (Hallinger, 2003). Communities and educators see instructional leaders as the catalyst for school improvement and school improvement and excellence (Carrier, 2011).

Definition of Instructional Leadership

There are various definitions that can explain instructional leadership. According to DeBovoise (1984), instructional leadership style is the practice of school leaders distributing the powers among teachers to improve teaching quality of teaching and learning.

Instructional leadership style is a set of leader's behaviors that support the teaching and learning process. In addition, instructional leaders also involve the whole school community in the development of the

school's infrastructure, the provision of teaching and learning resources, the formation of school climate for learning and the application of school culture (Hallinger & Murphy, 1985).

Instructional leadership is also defined as a school leader that is a key source of knowledge transfer to enhance the performance and effectiveness of educational programs which in turn can generate student achievement excellence (Hallinger, 1992).

According to Calabrese (1991) instructional leadership is the ability of leaders to influence teacher's teaching skills, able to explain school's mission and the purpose of teaching and facilitating programs to create effective learning climate which will stimulate student's achievement.

Hallinger and Murphy (1985) Instructional Leadership Model

The Instructional Leadership Model developed by Hallinger and Murphy (1985) emphasizes a set of practices that school leaders need to adopt in developing teaching and learning processes in schools. It will enable students to excel and improve school performance.

Model of Instructional Leadership by Hallinger and Murphy (1985) is widely used in the study of instructional leadership style, changes and improvements in education because it contains three dimensions that are very specific, clear and understandable to explain the practice of leaders necessary to generate student and school excellence . Hallinger (1982) developed the Principal Instructional Management Rating Scale (PIMRS) which included three main dimensions: 1) determining the mission of the school; 2) managing the teaching program; and 3) creating a school-based learning climate. These three dimensions in Hallinger and Murphy's Instructional Leadership Model are then broken down into more comprehensive subdimensions.

Dimension 1: Defining a school mission consists of two subdimensions.1) setting a school mission; and 2) explain the missions of the school. School leaders need to set and explain the mission, goals and direction of the school for compliance and to guide the implementation of all teaching and learning activities in the school. Leaders need to make sure that the mission is clear and understandable to all students. In addition, the school mission also needs to be written and presented to serve as a guide for all students (Weber, 1996).

Dimension 2: Managing a teaching program consists of three subdimensions which are: 1) supervising and evaluating teaching; 2) coordinate the curriculum; and 3) monitor student progress. This dimension is one of the practices that an instructional leader should consider. Instructional leaders need to make sure the teaching and learning process is as planned. Leaders need to conduct supervision and observation to evaluate the quality of teaching and facilitating activities in and out of the classroom. In addition, instructional leaders also need to help teachers to solve any problem and difficulties that arise during the teaching and learning processes. Instructional leaders are also responsible for monitoring student progress in various aspects through a variety of ways that they think are necessary and sufficient.

Dimension 3: Creating a school-based learning climate consists of five subdimensions, which are: 1) supervision of instructional time; 2) always be seen in school; 3) incentives for teachers; 4) promoting professional development; and 5) incentives for students. In creating an effective learning climate in schools, leaders must play a significant role not only in creating an atmosphere and culture of learning, but also creating a happy, calm, contented, conflict-free and safe environment (Curriculum Development Center, 1992).

Method

The study method discusses the study design, respondents, method of measurement and data analysis.

Design

This study uses a cross-sectional survey design using quantitative methods. The researcher chose to use the design of a survey survey based on its ability to collect a large amount of data from a large number of respondents over a shorter period of time than other study designs (Yusri, 2017). The data collection technique in this study is using questionnaire so that data collection can be done easily, quickly and effectively.

Responden

The study involved 448 national secondary school teachers in Kelantan. Questionnaire instruments were distributed to selected schools in Kelantan using randomized stratification method. The number of samples involved in the study is in accordance with the number suggested by Krejcie and Morgan (1970) taking into account the total population of teachers in Kelantan at 12,890.

Table 1 : Number of Principals by Gender

Gender of Principal	N
Male	394
Female	54

From the questionnaires distributed to the secondary school teachers in Kelantan, information of the school principals was collected and analyzed to identify the respondents of the study involved in this study. A total of 394 data for male principals and 54 data for female principals were included in this study. The total data collected regarding the principals involved was 448 people.

Table 2 : Number of Principals by Age Group

Age of Principal	N
46-50 years	271
51 years and above	153
26-30 years	24

From the total data collected, this study involved 271 principals aged 46-50 years old, 153 principals aged 51 years old and above and 24 principals aged 26- 30 years old.

Table 3 : Number of Principals Based on Experience ofPrincipal

Experience of Principal	
8-9 years	49
1 year and less	45
10 years and above	88
2-4 years	151
5-7 years	115

According to Table 3, the number of principals with 8-9 years experience is 49, 1 year or less experience is 45, 10 years and above experience is 88, 2-4 years experience is 151 and 5 -7 years experience is 115 people.

Measurement

The practice of instructional leadership practiced by principals is measured using the Principal Instructional Management Rating Scale (PIMRS) questionnaire by Hallinger and Murphy, 1985. This research instrument has high reliability and reliability.

Data Analysis

All data and details collected were analyzed using Statistical Package for the Social Sciences (SPSS) Version 22.0 software. Data analysis was performed using Descriptive Mean Test, T-test and One-way ANOVA.

Findings

The findings of this study will be analyzed and interpreted to describe the level of principals' instructional leadership practices based on the gender, age and experience of the principals.

Instructional Leadership Practices Level by Principal'sGender

Referring to Table 4, the study shows that the level of leadership practices of male and female principals is nearly equal, both of which are at a high level.

Table 4 : Principles of Practical Leadership Practices Based on Gender of Principal

Group Statistics

	Gender of Principal	N	Mean	SD	Std. Error Mean
KEPINST	Male	394	4.0794	.43569	.02195
	Female	54	4.0932	.44015	.05990

From the Variance Homogeneity Test, it was found that the value of Levene Test was not significant (p = 0.634). This shows that there is homogeneity of variance, namely, that the variance for men and women is equal. Therefore, there is no difference between the level of instructional leadership practiced by male and female principals.

Table 5 : Variance Testing of Variance Practices in Principal Instructional Leadership by Gender

		Levene's Test for Equality of Variances			
		F	Sig.	t	df
KEPINST	Equal variances assumed	.227	.634	-.218	446
	Equal variances not assumed			-.216	68.025

Level of Instructional Leadership Practices Based on the Age of Principal

From the ANOVA test results, F (2, 445) = 7.891, p = .000 (p <0.05). This indicates that there is a significant difference in the instructional leadership level scores by respondents' ages.

Table 6 : F Ratio Value of Principal Instructional Leadership Practices by Age

ANOVA

KEPINST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.907	2	1.454	7.891	.000
Within Groups	81.971	445	.184		
Total	84.878	447			

According to Table 7, it is found that mean scores are higher in those aged 26- 30 years than those aged 46 years and above. This means that principals who are 26- 30 years of age are the most instructive leaders in their leadership style.

Table 7 : Level of Instructional Leadership Practices Based on Age of Principal

	N	Mean	SD
26-30 years	24	4.2991	.35883
46-50 years	271	4.0211	.44013
51 years and above	153	4.1531	.41918
Total	448	4.0811	.43576

There is a significant difference between the level of instructional leadership practices practiced by principals between the ages of 26- 30 years and those between 46-50 years of age. It is found that principals in

the 46-50 age group are least likely to practice instructional leadership in schools. Whereas differences between principals in the age group of 26-30 years and principals in the age group of 51 years did not show significant differences.

Table 8 : Table of Tukey HSD for Principal Instructional Leadership Practices Based On Age of Principal

KEPINST
Tukey HSD[a,b]

(I) Age of Principal	(J) Age of Principal	Mean Difference (I-J)	Sig.
26-30 years	46-50 years	.27793*	.007
	51 years and above	.14599	.269
46-50 years	26-30 years	-.27793*	.007
	51 years and above	-.13194*	.007
51 years and above	26-30 years	-.14599	.269
	46-50 years	.13194*	.007

It can be deducted that the study involved 3 age groups of principals. Principals over the age of 26-30 years practice instructional leadership in their leadership style. While principals who are 46- 50 years old are less likely to practice instructional leadership in schools. However, principals who are 51 years old and more supportive of instructional leadership practices in school leadership as they show higher levels of institutional leadership practice than the 46-50 age group of principals.

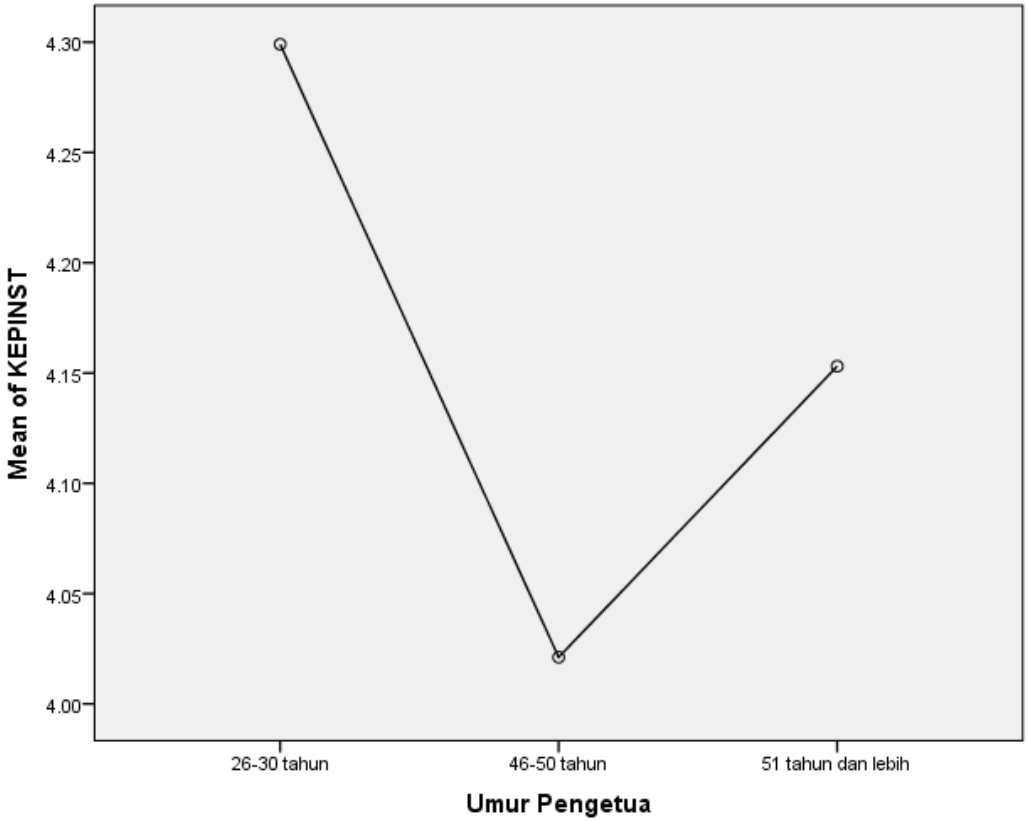


Diagram 1 : Level of Instructional Leadership Practices Based on the Principal's Age

Level of Instructional Leadership Practices Based on the Experience ofPrincipal

Referring to Table 9, it was found that the mean score among principals with 5-7 years experience was highest compared to the other groups. Meanwhile, principals with 8-9 years experience has the lowest mean scores. This shows that the level of instructional leadership practice is at least practiced by experienced principals of 8-9 years. The level of instructional leadership practice practiced by 8-9 years experienced principals is moderate while the other groups practice instructional leadership in their leadership style at a high level.

Table 9 : Level of Instructional Leadership Practices Based on the Experience of Principal

	N	Mean	SD	Max
1 year and less	45	4.0000	.47317	4.95
2-4 years	151	4.1099	.39316	4.97
5-7 years	115	4.1712	.42225	4.94
8-9 years	49	3.9704	.32445	4.73
10 years and above	88	4.0169	.52678	5.16
Total	448	4.0811	.43576	5.16

From the ANOVA test results F (4, 443) = 3.112, p = 0.015 (p <0.05) indicated that there was a difference in the mean of the principal instructional leadership practice score based on the years of principals' experience which is one of the demografic studied in thisresearch.

Table 10 : F Ratio Value of Principal Instructional Leadership Practices Based on the Principal's Experience

ANOVA
KEPINST

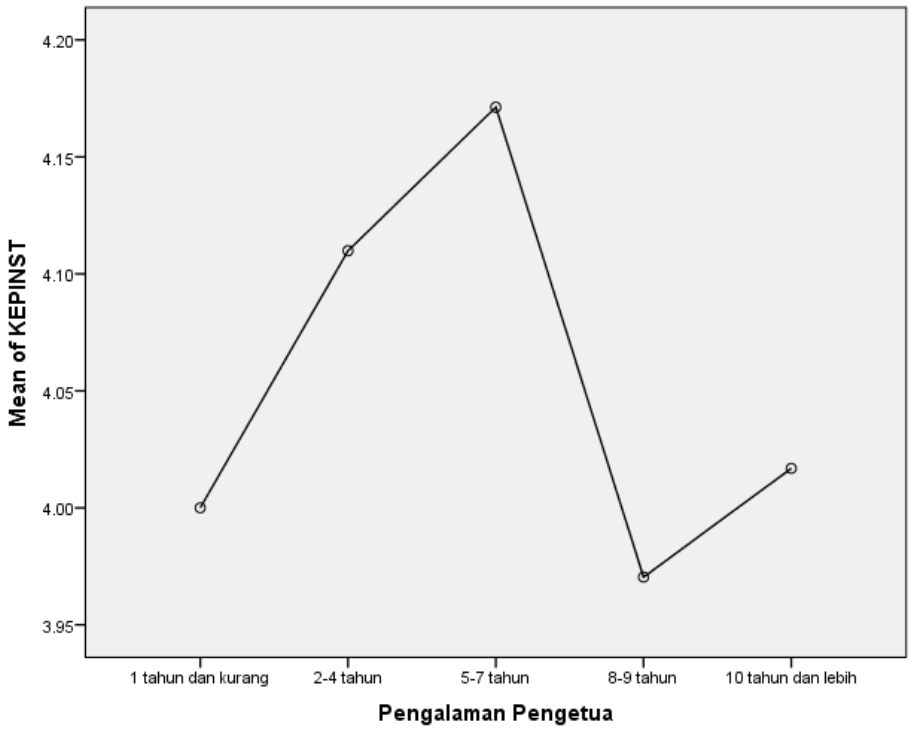
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.320	4	.580	3.112	.015
Within Groups	82.558	443	.186		
Total	84.878	447			

Based on Table 11, Tukey HSD findings indicate that the mean score of principals 5-7 years is higher than the other groups. This shows that principals with 5-7 years of experience practice instructional leadership in their leadership style. In addition, only the 5-7 year group with the 8-9 year group and the 5-7 year group with the 10 year and above group showed significant mean differences. The large mean difference between the 5-7 year old group and the 8-9 year old group shows significant differences in the level of instructional leadership practice between the two groups.

(I) Experience of Principal	(J) Experience of Principal	Mean Difference (I-J)	Std. Error	Sig.
1 year and less	2-4 years	-.10991	.07332	.564
	5-7 years	-.17125	.07591	.161
	8-9 years	.02962	.08913	.997
	10 years and above	-.01686	.07911	1.000
2-4 years	1 year and less	.10991	.07332	.564
	5-7 years	-.06134	.05343	.781
	8-9 years	.13954	.07098	.284
	10 years and above	.09305	.05790	.494
5-7 years	1 year and less	.17125	.07591	.161
	2-4 years	.06134	.05343	.781

	8-9 years	.20087	.07365	.005
	10 years and above	.15439	.06114	.007
8-9years	1 year and less	-.02962	.08913	.997
	2-4 years	-.13954	.07098	.284
	5-7 years	-.20087	.07365	.005
	10 years and above	-.04649	.07695	.974
10 tahun dan lebih	1 year and less	.01686	.07911	1.000
	2-4 years	-.09305	.05790	.494
	5-7 years	-.15439	.06114	.007
	8-9 years	.04649	.07695	.974

Referring to Figure 2, the level of principals' instructional leadership practice increases with the increase in the experience of the principals until the 7th year when the principal's instructional leadership practice level drops sharply during the 8-9 years of experience. However, the level of instructional leadership practices of principals increased again in the 10th year and more experience of principals.



Rajah 2 : Principal's Instructional Leadership Practice Level Based on the Principal's Experience

Discussion and Conclusion

Discussion of the Implications of Theoretical Studies

This study shows that secondary school leaders in Kelantan practice instructional leadership in their leadership style at a high level. The findings show that there is only a small difference between the level of instructional leadership practice between male and female principals where their level of instructional leadership practice is almost equal. Both groups practice high levels of instructional leadership.

The findings of this study are supported by the study of Krüger (2008) who stated that both male and female principals practice instructional leadership at the same level. Krüger (2008) also emphasized the importance of the masculine and feminine elements in leadership and also suggested the formation of a group of leaders that included both gender groups working together in the administration and leading the school towards excellence. In addition, a study by Walumbwa (2004) on the perceptions of students' instructional leadership practices also shows findings that are consistent with this study. Walumbwa (2004) concludes that the level of instructional and transformational leadership practices practiced by male principals and female principals are similar.

However, Hallinger, Li & Wen-Chung (2016) stated that female principals are more actively involved in instructional leadership practices in schools than male principals. According to them, female principals are more aware towards building a school-based learning climate andshows more appreciations as incentives for teachers and students, and more serious about monitoring instructional time at school. In managing the teaching program implemented in schools, female principalsfells it is more important to supervise and evaluate the teaching outcomes compared to the male principals.

Further research also shows that there is a significant difference in the level of principals' instructional leadership based on the age of principals in which principals aged 26-30 years practice instructional leadership in their leadership style. There is a significant difference in the level of practice of principals in the age group of 26-30 years with principals in the 46-50 age group. While there was no significant difference in the level of instructional leadership practice between principals between the ages of 26-30 and principals 51 and older. The findings of this study are in line with the findings of Bush (1997) who suggested that younger principals appreciate instructional leadership practices more than older principals. According to him, the younger principals are more involved in the five subdivisions of the principal's instructional leadership practices namely Supervision and Evaluation, Instructional Resource Distribution, Creating Learning Climate, Emphasising Performance and Coordinating Instructional Programs. Older principals tend to focus only on Supervisory and Evaluating. Rogers (2009) argues that older principals are more likely to practice instructional leadership in their leadership style when they are most responsible in carrying out their leadership tasks in three subdimensions, 1) creating a school climate conducive to teaching and facilitating, 2) improving students'discipline, and 3) prioritize student's achievement.

This study also examines the differences between the principals' instructional leadership practices based on the experience of the principals. From the findings of the study it is found that principals with 5-7 years of experience practice more instructional leadership in their leadership style compared to experienced principals less than five years or experienced principals of 8 years and more. 8-9 year old principals practice the lowest level of instructional leadership at the moderate level. However, the level of practice of principals with more than 10 years experience is higher. This proves that the level of instructional leadership practice is not inversely proportional to the experience. The findings of Rogers (2009) also support the findings of this study by suggesting that more experienced principals will be more focused, emphasised on implementing instructional programs and spending more time coordinating planned instructional programs. This is because they are higher in instructional knowledge, mature and aspiring as an instructional leader.

Proposed System Improvement / Practice Based on Study Findings

Based on the findings of the study, the researcher suggests some improvements in the system or principals' leadership practices to enhance their leadership level as an instructional leader in schools that support school teaching and facilitating processes for improving student performance and school excellence. Among these suggestions are: -

1. Stakeholders such as the Ministry of Education Malaysia (MOE), the State Education Department (JPN) and the District Education Office (PPD) should provide school leaders with the opportunity to determine the school's mission whichfocusesmore on their school, in accordance with their environment and culture. This includes designing instructional programs and providing the opportunity to create instructional policies for each field in the school based on the existing curriculum.

2. The Principal's Training Centre such as Aminuddin BakiInstitute(IAB) needs to run the Professional Development Program and the Spirit Building Program for principals to increase their level of instructional leadership practice and to deteriorate. The Professional Development Program should be a priority in developing a credible instructional leader.

3. Stakeholders such as the Ministry of Education Malaysia (MOE), the State Education Department (JPN) and the District Education Office (PPD) need to involve principals more in developing new policies and school development programs to increase their motivation when they are involved in decision-making in higher rank.

4. The Ministry of Education Malaysia (MOE), State Education Department (JPN), District Education Office (PPD) and Aminuddin Baki Institute (IAB) must ensure that school leaders truly understand and appreciate the dimensions of Instructional Leadership and practice it to build educational excellence and improve student performance.

Suggestions for Advanced Study

Further studies can be conducted to look at the level of practice of school leaders from other demographic factors such as 1) the highest level of education, 2) the type of school, 3) the school rank, and 4) the enrollment of students in the school.

Reference

[1]. Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge.* New York, NY: Harper & Row
[2]. Bevoise, W. D. (1984). Synthesis of research on the proncipal as instructional leadership. *Educational*
[3]. *Leadership, 41(5),* 14-20
[4]. Blase, J., & Blase, J. (2000). Effective intructional leadership: Teacher's perspectives on how principals
[5]. promote teaching and learning in schools. *Journal of Education Administration, 38*(2), 130-141
[6]. Bossert, S., Dwyer, D., Rowan, B., & Lee, G. (1982). The instructional management role of the principal. *Educational Administration Quarterly, 18(3),*34-64.
[7]. Bush, J. (1997). *Instructional leadership role of theelementary school assistant principal as perceived by elementary school assistant principals.* Disertasi Ph.D, Wayne State University, Detroit, MI.
[8]. Chua Yan Piaw. (2009), *Asasstatistik penyelidikan: Analisis data skala ordinal dan skala nominal.* Shah Alam: McGraw- Hill.
[9]. Hallinger, P. (1992). The evolving role of American principals: From managerial to instructional to transformational leaders. *Journal of Educational*
[10]. Hallinger, P. (2008). *Methodologies for studying school leadership: A review of 25 years of research using the Principal Instructional Management Rating Scale.* Paper presentation at the annual meeting of the American Educational Research Assosiation , New York.
[11]. Hallinger, P. (2011). A review of three decades of doctoral studies using the Principal Instructional Management Rating Scale: A lenso n methodological progress in educational leadership. *Educational Administration Quarterly, 47*(2), 271-306
[12]. Hallinger, P., Li, D., & Wen-Chung, W. (2016). Gender differences in instructional leadership: A meta-analytic review of studies using the Principal Instructional Management Rating Scale. *SAGE Publication, 52(4).*
[13]. Hallinger, P., & Murphy, J. F. (1985). Assessing the instructional management behaviors of principals. *The Elementary School Journal, 86(2),* 217- 247.
[14]. Hallinger, P., & Murphy, J. F. (1987). Assessing and developing principal instructional leadership. *Educational Leadership, 45*(1), 54-61
[15]. Krejcie, R.V., & Morgan, D.W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement, 30(3),* 607-610
[16]. Krüger, M. L. (2008). School leadership, sex and gender: welcome to difference. *International Journal of Leadership in Education. 11(2),* 155-168.
[17]. Lambert, L. (2003). *Leadership capacity: For lasting school improvement.* Alexandria, Victoria: Association for Supervision & Curriculum Development.
[18]. Leithwood, K., Christopher, D., Pam S., Alma, H. & David, H. (2006). Successful school leadership: What it is and how it influences pupil.
[19]. Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996-2005. *Leadership and Policy* in School, *4,* 177-199.
[20]. Murphy, J. A. (1998).What's Ahead For Tomorrow's Principal. *Principal,* 13-14
[21]. Packard, D. (2011). *School size and instructional leadership of elementary school principals.* Disertasi Ph.D, University of Albany New York.
[22]. Pusat Perkembangan Kurikulum (1992) *Pengesanan iklim sekolah.* Kuala Lumpur: Kementerian Pendidikan Malaysia.
[23]. Rogers, K. (2009). *Instructional leadership role and responsibilities of middle school assistant principals in Virginia.* Disertasi Ph.D, Virginia Tech, Virginia.
[24]. Walumbwa, F. O. (2004). Gender and instructional outcomes: The mediating role of leadership style. *Emeral Group Publishing Limited, 23(2).*
[25]. Weber, J. (1996). Leading the instructional program. In *S. Smith & P. Piele (Eds.). School leadership*. (pp. 253-278). Eugene, Oregon: Clearinghouse of Educational Management.
[26]. Mohd Yusri Ibrahim (2017). *Sembang santai penyelidikan.* Bandar Ilmu. Terengganu