

Demographic factors in connection with instructional leadership practiced by secondary school principals

Juliana Baharuddin, Yahya Don, Farah Mohamad Zain

Universiti Utara Malaysia, Malaysia

julieborhan@yahoo.com, d.yahya@uum.edu.my, mz.farah@uum.edu.my

Abstract. The purpose of this study was to determine the level of instructional leadership among Kelantan secondary school principals. A total of 375 teachers from Kelantan's secondary schools participated in this survey. Instructional leadership is a type of leadership that promotes and facilitates learning in the classroom. The Principal Instructional Management Rating Scale (PIMRS) by Hallinger and Murphy, 1985, is the instrument used to study instructional leadership. The instrument is originally an English-language instrument which has been translated into Malay. Statistical Packages for the Social Sciences (SPSS) version 22.0 was used to examine all of the data and details gathered. Descriptive Mean Test, T-test, and One-Way ANOVA were used in the data analysis. The data exhibited a high level of instructional leadership. Male principals and female principals have nearly comparable levels of instructional leadership practise. In comparison to older principals, the survey discovered that those between the ages of 26 and 30 had the highest level of instructional leadership. Principals who have been in charge of a school for 5-7 years have the most instructional leadership skills. This study recommends that stakeholders such as the Ministry of Education, the State Education Department, and the District Education Office adopt principals' professional development courses, which will result in an increase in instructional leadership principals.

Keywords. Instructional Leadership, Principals, Professional Development

Introduction

Education is a fast evolving sector that faces numerous difficulties and developments. Leadership, technology explosion, knowledge culture, curriculum content, teacher skills, and the Ministry of Education Malaysia's focus are all examples of changes in education. School leaders must take a stronger role in preventing changes and dealing with the issues that come with them. Fortunately, school leaders will guide their students to become more global, competitive, skilled, and capable of effective communication, as well as critical and creative thinking.

The government's goal of producing individuals who are globally diverse, skilled, communicative, globally competitive, critical, and creative can be realised if school leaders can persuade their citizens to value teaching and learning both inside and outside the classroom, and to become instructional leaders who always support the teaching and learning process in schools.

The purpose of this study was to determine the level of instructional leadership applied by school leaders in Kelantan's national secondary schools. The comparative level of instructional leadership performed by school leaders will be studied based on gender, age of principals, and experience of school principals in this study. Based on the findings, the researcher will recommend a number of actions that stakeholders can take to improve instructional leadership practises among principals in order to ensure student engagement and the development of intelligent, creative, critical, and innovative students who will contribute to school excellence.

Background

Since the 1980s, a lot of research has been done on how leaders, particularly school leaders, use instructional leadership styles. Previous studies have employed instructional leadership as a foundation for educational transformation, school improvement, and effective schooling (Hallinger, 2003). Instructional leaders are seen by communities and educators as the spark for school improvement and achievement (Carrier, 2011).

Definition of Instructional Leadership

There are a variety of definitions for instructional leadership. Instructional leadership style, according to DeBovoise (1984), is the practise of school administrators delegating authority to teachers in order to improve teaching and learning quality.

A collection of behaviours used by a leader to promote the teaching and learning process is known as instructional leadership style. Furthermore, instructional leaders engage the entire school community in the building of the school's infrastructure, the provision of teaching and learning materials, the development of a school climate, and the implementation of school culture (Hallinger & Murphy, 1985).

Instructional leadership may also be characterised as a school leader who is a vital source of information transfer in order to improve the performance and efficacy of educational programmes, resulting in student accomplishment excellence (Hallinger, 1992). Instructional leadership, according to Calabrese (1991), is the ability of leaders to influence teachers' teaching skills, to explain the school's vision and purpose of teaching, and to facilitate programmes to establish an effective learning climate that will stimulate student accomplishment.

Hallinger and Murphy (1985) Instructional Leadership Model

Hallinger and Murphy (1985) established the Instructional Leadership Model, which stresses a set of behaviours that school leaders must employ in creating teaching and learning processes in schools. It will allow students to flourish in school and enhance their grades.

Because it contains three dimensions that are very specific, clear, and understandable to explain the practise of leaders necessary to generate student and school excellence, the Hallinger and Murphy (1985) Model of Instructional Leadership is widely used in the study of instructional leadership style, changes, and improvements in education. The Principal Instructional Management Rating Scale (PIMRS) was designed by Hallinger (1982) and comprised three key dimensions: 1) determining the school's mission; 2) managing the instructional programme; and 3) building a school-based learning climate. In Hallinger and Murphy's Instructional Leadership Model, these three dimensions are subsequently subdivided into more detailed subdimensions.

Dimension 1: There are two subdimensions to defining a school mission, which are

1) establish a school mission; and 2) clarify the school's missions. For compliance, school administrators must establish and explain the school's mission, goals, and direction, as well as manage the implementation of all teaching and learning activities. The mission must be obvious and understood by all students, according to the leaders. In addition, the school mission must be stated and presented so that all students can follow it (Weber, 1996).

Dimension 2: Managing a teaching programme has three subdimensions: 1) supervising and evaluating teaching; 2) curriculum coordination; and 3) student progress monitoring. One of the practises that an instructional leader should examine is this dimension. Instructional leaders must ensure that the teaching and learning process is running smoothly. Leaders must supervise and observe in order to assess the quality of teaching and facilitating activities both inside and outside the classroom. Additionally, instructional leaders must assist teachers in resolving any issues or difficulties that develop during the teaching and learning process. Instructional leaders are also in charge of keeping track of students' progress in a number of ways that they believe are necessary and sufficient.

Dimension 3: Creating a school-based learning climate has five subdimensions: 1) instructional time monitoring; 2) always be seen in school; 3) teacher rewards; 4) professional development promotion; and 5) student incentives. Leaders must play a vital role in building an effective learning climate in schools, not only in creating a learning atmosphere and culture, but also in producing a joyful, peaceful, contented, conflict-free, and safe setting (Curriculum Development Center, 1992).

Method

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

Design

This study employs quantitative methods and a cross-sectional survey approach. The researcher picked a survey survey design because it allows them to collect a significant amount of data from a large number of respondents in a shorter amount of time than other study methods (Yusri, 2017). The data gathering technique used in this study is questionnaires, which allows for easy, quick, and efficient data collection..

Respondents

In Kelantan, the survey included 448 national secondary school teachers. Using a randomised stratification method, questionnaire instruments were delivered to designated Kelantan schools. The number of samples used in the study is consistent with the number recommended by Krejcie and Morgan (1970), based on Kelantan's total teacher population of 12,890.

Table 1 : Number of Principals by Gender

Gender of Principal	N
Male	394
Female	54

The information of the school principals was collected and analysed from the questionnaires provided to secondary school teachers in Kelantan in order to identify the respondents of the study participating in this study. This study includes 394 data sets for male principals and 54 data sets for female principals. The overall number of data obtained for the principals engaged was 448.

Table 2 : Number of Principals by Age Group

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

This study included 271 principals aged 46-50 years old, 153 principals aged 51 years old and above, and 24 principals aged 26-30 years old from the total data collected.

Table 3 : Number of Principals Based on Experience of Principal

<u>Experience of Principal</u>	<u>of</u>
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, there are 49 principals with 8- 9 years of experience, 45 with 1 year or less of experience, 88 with 10 years or more of experience, 151 with 2- 4 years of experience, and 115 with 5 -7 years of experience.

Measurement

The Principal Instructional Management Rating Scale (PIMRS) questionnaire, developed by Hallinger and Murphy in 1985, is used to assess principals' instructional leadership skills. This research instrument has a high level of 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 research findings will be evaluated and interpreted to determine the level of instructional leadership practises of principals based on their gender, age, and experience.

Instructional Leadership Practices Level by Principal’s Gender

According to Table 4, the study finds that male and female principals have approximately comparable levels of leadership practises, 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
KEPINS	Male	394	4.0794	.43569	.02195
T	Female	54	4.0932	.44015	.05990

The value of the Levene Test was determined to be non-significant ($p = 0.634$) using the Variance Homogeneity Test. This indicates that the variance is homogeneous, i.e., men and women have the same variance. As a result, men and female principals adopt the same level of instructional leadership.

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

Levene's Test for Equality of Variances					
		F	Sig.	t	df
KEPINS	Equal variances assumed	.227	.634	-.218	446
T	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 implies that the instructional leadership level scores differ significantly depending on the age of the respondents.

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			

Table 7 shows that mean scores are higher in those between the ages of 26 and 30, compared to those 46 and above. This suggests that principals between the ages of 26 and 30 have the most instructional leadership styles.

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

The level of instructional leadership practises used by principals between the ages of 26 and 30 and those between 46 and 50 years is significantly different. Principals in the 46-50 age group are the least likely to practise instructional leadership in schools, according to research. While there were no significant differences between principals in the age groups of 26-30 years and 51 years, there were no significant differences between principals in the age groups of 26-30 years and 51 years.

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 of 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
	26-30 years	-.14599	.269

51 years and 46-50 years .13194* .007
above

It's safe to assume that the survey included three different age groups of principals. In their leadership style, principals between the ages of 26 and 30 practise instructional leadership. Principals between the ages of 46 and 50 are less likely to exhibit instructional leadership in schools. Principals 51 years old, on the other hand, are more supportive of instructional leadership methods in school leadership because they have higher levels of institutional leadership practise than principals 46-50 years old.

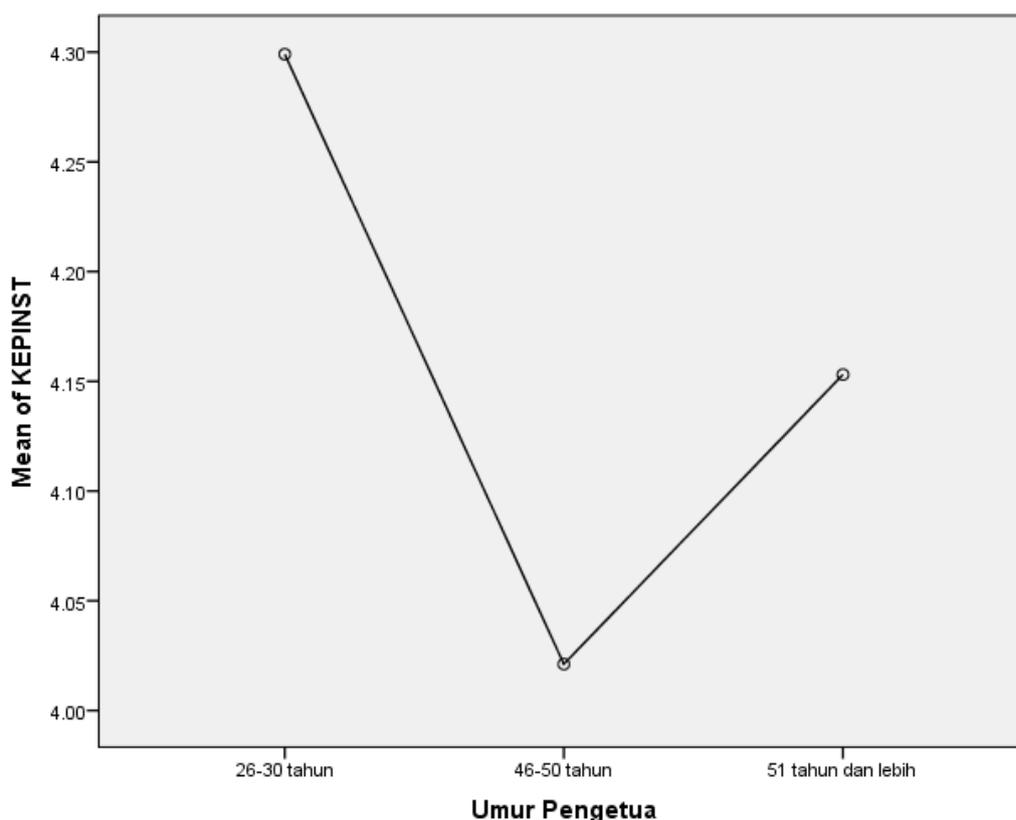


Diagram 1 : Level of Instructional Leadership Practices Based on the Principal's Age

Level of Instructional Leadership Practices Based on the Experience of Principal

Table 9 shows that principals with 5-7 years of experience had the highest mean score when compared to the other categories. Principals with 8-9 years of experience, on the other hand, had the lowest mean scores. This shows that instructional leadership is at least practised by experienced principals with 8-9 years of experience. 8-9 year experienced principals had a moderate amount of instructional leadership practise, but the other groups have a high level of instructional leadership practise in their leadership style.

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

According to the results of the ANOVA test, $F(4, 443) = 3.112$, $p = 0.015$ ($p < 0.05$), there was a difference in the mean of the principle instructional leadership practise score based on the years of principals' experience, which was one of the demographics analyzed in this study.

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

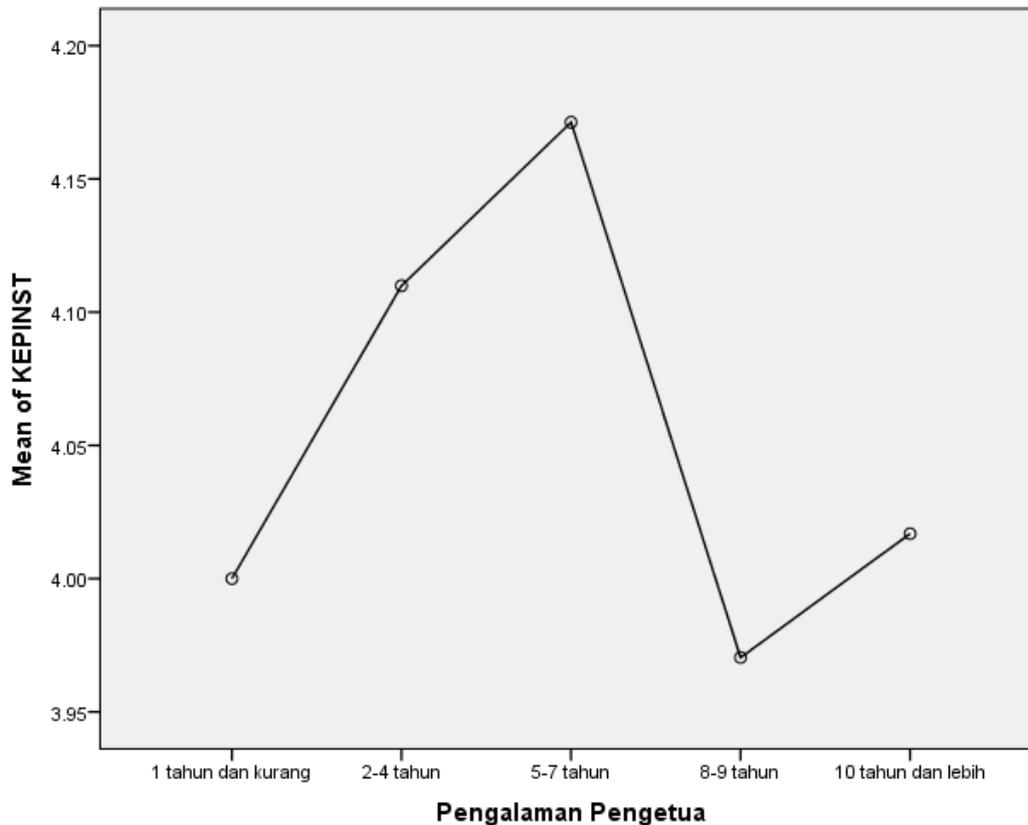
ANOVA
KEPINST

	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			

According to Table 11, the mean score of principals with 5-7 years of experience is greater than the other categories. This demonstrates that principals with 5-7 years of experience have a leadership style that includes instructional leadership. Furthermore, only the 5-7 year group compared to the 8-9 year group and the 5-7 year group compared to the 10 year and above group revealed statistically significant mean differences. The high mean difference between the 5-7 and 8-9 year old groups indicates that the two groups have quite different levels of instructional leadership practise.

(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
8-9 years	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 years and above	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

According to Figure 2, the level of principals' instructional leadership practise rises with their experience until the seventh year, when the level of principals' instructional leadership practise falls drastically during the eighth and ninth years of experience. However, principals' instructional leadership practises grew again in the tenth year as they gained more expertise.



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 demonstrates that secondary school leaders in Kelantan have a high level of instructional leadership in their leadership style. The findings show that there is only a minor difference in the level of instructional leadership practise between male and female principals, with their levels being nearly equal. Both groups engage in high-level instructional leadership.

This study's findings are supported by Krüger's (2008) study, which found that both male and female principals practise instructional leadership at the same level. Krüger (2008) emphasised the importance of masculine and feminine elements in leadership and proposed the formation of a group of leaders comprised of both gender groups working together in administration and leading the school to excellence. Furthermore, Walumbwa (2004) found findings that are consistent with this study on students' perceptions of instructional leadership practises. According to Walumbwa (2004), the level of instructional and transformational leadership practises practised by male and female principals is comparable.

Female principals, on the other hand, are more actively involved in instructional leadership practises in schools than male principals, according to Hallinger, Li, and Wen-Chung (2016). Female principals, according to them, are more aware of the importance of creating a school-

based learning climate, and show more appreciation as incentives for teachers and students, as well as being more serious about monitoring instructional time at school. Female principals believe it is more important to supervise and evaluate teaching outcomes than male principals when managing the teaching programme implemented in schools.

Further research reveals that there is a significant difference in the level of instructional leadership practised by principals based on their age, with principals aged 26-30 years practising instructional leadership in their leadership style. The level of practise of principals between the ages of 26 and 30 differs significantly from that of principals between the ages of 46 and 50. While there was no statistically significant difference in the level of instructional leadership practise between principals aged 26-30 and principals aged 51 and older. This study's findings are consistent with Bush's (1997) finding that younger principals value instructional leadership practises more than older principals. According to him, younger principals are more involved in the five subdivisions of the principal's instructional leadership practises, which are Supervision and Evaluation, Instructional Resource Distribution, Creating a Learning Climate, Emphasizing Performance, and Coordinating Instructional Programs. Older principals are more likely to concentrate solely on Supervising and Evaluating. According to Rogers (2009), older principals are more likely to use instructional leadership in their leadership style when they are most responsible for carrying out their leadership tasks in three subdimensions: 1) creating a school climate conducive to teaching and facilitating, 2) improving students' discipline, and 3) prioritising student achievement.

This study also investigates the differences in principals' instructional leadership practises based on their experience. According to the study's findings, principals with 5-7 years of experience practise more instructional leadership in their leadership style than experienced principals with less than five years or experienced principals with eight years or more. At the moderate level, 8-9 year old principals practise the lowest level of instructional leadership. However, principals with more than ten years of experience have a higher level of practise. This demonstrates that the level of instructional leadership practise is not proportional to experience. Rogers' (2009) findings back up this study's findings by implying that more experienced principals will be more focused, emphasising implementation of instructional programmes and spending more time coordinating planned instructional programmes. This is because they have more instructional knowledge, are more mature, and aspire to be instructional leaders.

Proposed System Improvement / Practice Based on Study Findings

Based on the study's findings, the researcher recommends some improvements to the system's or principals' leadership practises in order to improve their level of leadership as an instructional leader in schools that supports school teaching and facilitates processes for improving student performance and school excellence. Among these recommendations are: -

1. Stakeholders such as the Malaysian Ministry of Education (MOE), the State Education Department (JPN), and the District Education Office (PPD) should give school leaders the opportunity to develop a mission for their school that is more focused on their environment and culture. This includes developing instructional programmes and allowing principals to improve instructional policies for each field in the school based on the existing curriculum.

2. The Principal's Training Centre, such as Aminuddin Baki Institute (IAB), must run the Professional Development Program and the Spirit Building Program for principals to improve and increase their level of instructional leadership practise. In order to develop a credible instructional leader, the Professional Development Program should be prioritised.

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

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

Suggestions for Advanced Study

Further research can be conducted to examine the level of practise of school leaders in relation to other demographic factors such as 1) highest level of education, 2) type of school, 3) school rank, and 4) student enrollment in the school.

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