

Headmasters' Instructional Leadership and its Relationship with Teachers Performance

Liderazgo educativo de los directores y relación con el desempeño de los docentes

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ABSTRACT

The Ministry of Education's continuous effort in ensuring the success of education transformation requires the commitment of headmasters with instructional leadership qualities and high performing teachers. The role of instructional leadership is vital and can be a determinant of excellence and achievement of the desired education. There were three objectives of this study: (1) to identify the level of instructional leadership practice by the headmaster; (2) to identify the level of performance of the teachers; and (3) to identify the relationship between the level of instructional leadership practice and teacher performance. This study is a descriptive research using survey design involving 92 teachers of a National Primary School (Tamil) (SJKT) in Jasin, Melaka, Malaysia. The instrument was a questionnaire on teacher leadership instructional styles and teacher performance. The result showed that the level of instructional leadership of the headmasters and the level of performance of the teachers were high and there was a significant relationship between the headmaster instructional leadership practice and the performance of the teachers. Based on the findings of the study, several suggestions were proposed for the purpose of further improving the instructional leadership of the headmasters and the performance of the teachers in the future.

Keywords: Instructional Leadership, headmaster, teacher performance, SJKT.

RESUMEN

El esfuerzo continuo del Ministerio de Educación para garantizar el éxito de la transformación educativa requiere el compromiso de los directores con cualidades de liderazgo instructivo y maestros de alto rendimiento. El papel del liderazgo educativo es vital y puede ser un determinante de la excelencia y el logro de la educación deseada. Había tres objetivos de este estudio: (1) identificar el nivel de práctica de liderazgo instructivo por parte del director; (2) identificar el nivel de desempeño de los docentes; y (3) identificar la relación entre el nivel de práctica de liderazgo instructivo y el desempeño del maestro. Este estudio es una investigación descriptiva que utiliza el diseño de la encuesta con 92 maestros de una Escuela Primaria Nacional (Tamil) (SJKT) en Jasin, Melaka, Malasia. El instrumento era un cuestionario sobre estilos de instrucción de liderazgo docente y desempeño docente. El resultado mostró que el nivel de liderazgo de instrucción de los directores y el nivel de desempeño de los maestros eran altos y que había una relación significativa entre la práctica de liderazgo de instrucción del director y el desempeño de los maestros. Sobre la base de los resultados del estudio, se propusieron varias sugerencias con el fin de mejorar aún más el liderazgo educativo de los directores y el desempeño de los maestros en el futuro.

Palabras clave: liderazgo educativo, director, desempeño docente, SJKT.

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1. INTRODUCTION

Several changes have been made by the Ministry of Education Malaysia throughout Malaysia Educational Development Plan 2013-2025 to meet the global educational standard beyond 2020 (KPM, 2013). To accomplish it, the leadership role played by the headmasters is very important in ensuring the effective management of the schools (Buckner, 2011; Leithwood & Levin, 2010). The Malaysian Educational Development Plan 2013-2025 has been formulated to ensure the successful implementation of the education system transformation. To achieve that, it is a must for every schools to have headmasters who are equipped with instructional leadership abilities, in line with the latest educational transformation needs.

Leadership is the main factor in the transformation of an organisation to create the education community (Voululas and Sharpe, 2005). Leaders are a very important aspect in order to ensure the success of a school (Fullan, 2007; Hallinger, 2008; Mohammed Sani Ibrahim & Jamalullail Abdul Wahab, 2012). According to Hallinger & Murphy's (1985) Instructional Leadership Model, the dimensions of instructional leadership are: (1) developing school goals; (2) delivering school goals; (3) supervise and evaluate teaching; (4) supervise and evaluate teaching; (5) monitor student progress; and (6) protecting instructional time.

Muhamad & Mazlan (2013) found out that work motivation, salary, seriousness of work, knowledge, leadership and responsibilities, opportunities to pursue higher education, job satisfaction and the environment as factors that influence the performance of teachers. According to Purnama (2012), work achievement is observed from the teacher's commitment to attend duty, compliance with school rules, work spirit, compilation of work at specified time and relationship with colleagues.

The objectives of this study are: (1) to identify the level of instructional leadership of headmasters; (2) to identify the level of teachers' work performance; and (3) the relationship between the level of instructional leadership of headmasters and the level of teachers' work performance.

2. METHODOLOGY

This is a quantitative study using survey methodology. The data were collected through a questionnaire on teacher leadership instructional practices and their effect on teachers' work performance at SJKT at Jasin, Melaka.

The population of this study was teachers in 8 SJKTs located in Jasin district, Melaka, Malaysia. Based on the sample size determination of Krejcie and Morgan (1970), a total of 92 respondents were selected from the total population of 120 teachers. The sampling technique used is a simple random sampling where sample selection is done based on random number tables.

The data obtained from the questionnaire were analysed using the Statistical Package for the Social Sciences (SPSS) version 22. The use of mean value is a widely used method to describe the responses of all participants to the item in an instrument (Cresswell, 2008). Statistics used are descriptive statistics of frequency, mean and percent to identify the level of instructional leadership among the headmaster in SJKT around Jasin, to identify the level of teacher performance as well as identifying the relationship between the instructional leadership of the headmasters and the performance of teachers in SJKT.

The research instrument used in this study is a questionnaire based on the Instructional Leadership Model element by Hallinger & Murphy (1985) and Campbell's Job Performance Hierarchy Model, 1990; Campbell, McHenry & Wise, 1990; Campbell & Zook, (1990). This questionnaire consists of Part 1: general information (demographics), Part 2 (Instructional Leadership Practice): i. Creating school goals, ii. Delivering school goals, iii. Supervising and evaluating teaching, iv. Monitoring student progress, v. protecting instructional time and vi. Promoting professional development. Meanwhile Part 3 (Teacher Work Performance) is made of the following aspects: i. declaration knowledge, ii. Procedural knowledge and skills, and iii. Motivation.

3. RESULT AND DISCUSSION

The findings of the study analysis show that the level of instructional leadership of the headmaster at Jasin District SJKT is at a high level overall with mean value of 4.52 and the standard deviation is 0.35 (Table 1). For the performance level of teachers, the overall mean value was at a high level of 4.53 and the standard deviation (sd) was 0.43. The strength level of the correlation coefficient value are based on Chua (2012).

Instructional Leadership Level

Result of the first objective is summarised in the following table.

Table 1 Instructional Leadership Levels and Teacher Performance Levels

	Instructional Leadership	Teacher's Work Performance
<i>Valid</i>	92	92
<i>Missing</i>	0	0
<i>Mean</i>	4.5243	4.4312
<i>Standard Deviation</i>	.35457	.42744

The findings of the study analysis show the level of instructional leadership of the headmaster at Jasin District SJKT, in six dimensions based on Hallinger and Murphy Models (1985). Overall, all six dimensions have a very high mean value (Table 2). Among them, the dimensions of promoting professional development are very high (mean = 4.59, sd = 0.43). This shows that the headmaster plays an important role in the development of professionalism of his teachers. The dimensions devise school goals are the second highest (mean = 4.55, sd = 0.41). While delivering school goals is the third highest dimension (mean = 4.54, sd = 0.41).

Table 2 Instructional Leadership Levels by Six Dimensions

Instructional Leadership Dimension	N	Mean	Standard deviation	Mean Interpretation
Developing school goals	92	4.5500	.40829	High
Delivering school goals Supervise and evaluate teaching	92	4.5391	.41376	High
Supervise and evaluate teaching	92	4.4848	.44989	High
Monitor student progress	92	4.4522	.49514	High
Protecting instructional time	92	4.5304	.47573	High
Encourage professional development	92	4.5891	.43208	High
Total		4.5243	.35457	High

Teacher work performance

Table 3 shows the level of teacher's work performance in three elements consisting of declarative knowledge, procedural knowledge and skills, and motivation. Among them, the declarative knowledge shows a high mean (min = 4.53, sp = .46). This data explains that the knowledge on how to perform an assignment greatly influences teachers in improving their work performance. instrument.

Table 3 Level of Teacher Work Performance

	Declarative Knowledge	Procedure & Skills Knowledge	Motivation
<i>Valid</i>	92	92	92
<i>Missing</i>	0	0	0
Mean	4.5348	4.5283	4.5304
Standard Deviation	.46230	.48772	.51221

Relationship Between Level of Instructional Leadership and Level of Work Performance

Spearman's correlation test results show the relationship between instructional leadership practice and teacher work performance (Table 4). The results of the correlation analysis showed a strong correlation between instructional leadership and teacher work performance ($r = .76$, $p < .01$) It is found that instructional leadership element of encouraging professional development has a strong influence on the work performance of teachers. The results of this analysis suggests that the instructional leadership of the headmaster is a key factor in improving the performance of teachers in their organizations. The headmaster who encourages professional development of teachers not only guiding teachers to a high level of professionalism but directly develops the overall work performance of teachers.

Table 4 Practical Leadership Practices Leadership Practice with Teacher Work Performance

		Correlation	Instructional Leadership	Teacher's Work Performance
Spearman's rho	Instructional Leadership	Correlation Coefficient	1.000	.757**
		Sig.(2-tailed)	-	.000
		N	92	92
	Teacher's Work Performance	Correlation Coefficient	.757**	1.000
		Sig.(2-tailed)	.000	-
		N	92	92

** Correlation is significant at the 0.01 level (2-tailed)

The findings show that there is a significant relationship between the instructional leadership of headmaster and the work performance of teachers in SJKT Jasin District, Melaka. This means that the instructional leadership of the

headmaster greatly influences the work performance of the teacher without distinguishing between gender, age, teaching experience and grade of post. Based on the results of the study, it was found that the headmasters strongly encouraged the professional development of teachers. This means that teachers' achievements can be enhanced by encouraging professional development of teachers.

The finding of this study supports the instructional leadership theory which emphasizes that the practice of instructional leadership of the headmaster consists of three main dimensions which is defining the school goals, managing school curricula and teaching and also cultivating a warm teaching and learning environment (Hallinger & Murphy, 1985). Instructional leadership also includes the role of the headmaster as resource suppliers, teaching resources, and communication people and can be seen in their presence (Andrews & Soder, 1987; Mohammed Sani Ibrahim & Jamalullail Abdul Wahab, 2012). Successful leaders are leaders who have the vision and are capable of developing a solid view, in line with the goals that can bring their organization to success (Mannase, 1986). According to Mulford, Kendall, Ewington, Edmunds, Kendall and Silins (2007), successful school leadership are headmasters who act as leaders which can set the ambient for better teacher quality and performance. In addition, this study supports the findings by Blasé and Blasé (2000) that friendly communication with teachers is able to encourage teachers' thinking and development professionally thus more effective. Furthermore, Raihani (2007) states that the superior leadership of the headmaster is based on the creation of a strong vision and strategy. A visionary headmaster who has a good line of sight are more focus, make careful monitoring, assessing achievements and taking follow-up actions (Mohammed Sani Ibrahim & Jamalullail Abdul Wahab, 2012). This behaviour is in line with the study conducted by Sanzo, Sherman and Clayton (2011) who state that the headmaster who involved in various activities could enable them to set up an organizational goal, set the direction of the school and redesign the organization. Therefore, it is no surprise that the headmasters who practice instructional leadership are able to improve the performance of teachers, students and schools. In that regard, if a school wants to enhance the performance of teachers, then the headmaster should practice the instructional leadership. The instructional leadership of the headmaster is the key to determine the effectiveness of teacher performance in a three-dimensional school that defines school goals, manage curriculum and school teaching and foster a teaching and learning climate. Among them, declarative knowledge (min = 4.53) is an element that greatly influences teacher's work performance. This means that the informative knowledge on the execution of tasks and information about it is very important for teachers to perform the task effectively and as desired. Teachers with clear knowledge of the entrusted assignments can certainly perform easily and well.

4. CONCLUSION

All the three dimensions of the instructional leadership represent effective and quality leadership practices among the headmasters who wish to ensure the performance of teachers in schools. The overall findings have been successful in identifying the relationship between teacher leadership instructional practices and their effect on teacher performance in school. The instructional leadership elements of formulating school goals, delivering school goals, supervising and evaluating teaching, monitoring student progress, protecting instructional times and promoting professional development influence teacher work performance. The findings of this study serves as a reference for the headmasters on the practices of instructional leadership and ensuring effective teacher work performance.

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