



ELSEVIER



CrossMark

Available online at [www.sciencedirect.com](http://www.sciencedirect.com)

ScienceDirect

Procedia - Social and Behavioral Sciences 191 (2015) 1848 – 1853

---

---

**Procedia**  
Social and Behavioral Sciences

---

---

WCES 2014

## Principals' Instructional Leadership And Teachers' Commitment In Three Mara Junior Science Colleges (Mjsc) In Pahang, Malaysia

Nik Mustafa Bin Mat Ail <sup>a\*</sup>, Mohd Radzi bin Taib <sup>a</sup>, Hazlina bt Jaafar <sup>a</sup> Wan Aida Rohana bt Mohamed Salleh <sup>a</sup> Mohd Nawawi bin Omar <sup>a</sup>

<sup>a</sup>*Institute Of Educational Leadership, University of Malaya, 59990 Kuala Lumpur, Malaysia*

---

### Abstract

The survey was conducted using quantitative methods to examine the instructional leadership of principals and the teachers' commitment in three MJSCs in Pahang. Simple random sampling was used to hundred and thirteen (113) teachers using a questionnaire for 'Principal Management Instruction Rating Scale' (PIMRS) and Organizational Commitment Questionnaire. Descriptive statistics and inferential statistics based on the mean, mode, median, standard deviation, T-test, One-way ANOVA and correlation Spearson were used to examine the relationship of instructional leadership in three dimensions that focus on the goals of the school, managing the instructional program and develop a positive school learning climate with the level of teachers' commitment. The results show that the relationship between instructional leadership and the level of teachers' commitment is high. There is a significant relationship between instructional leadership and the level of teachers' commitment in three MJSCs in Pahang. In terms of the implications of the study, the principal should use his own intelligence in instructional leadership skills to develop teachers' commitment.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Selection and peer-review under responsibility of the Organizing Committee of WCES 2014

*Keywords:* Principal, instructional leadership, teacher commitment, school improvement.

---

### 1. Introduction

Instructional leadership has a strong influence on the success of a school as perceived by Western scholars (Hallinger & Murphy, 1985; Debevoise, 1984; Blase, 2000; Quinn, 2002). Principals as instructional leaders ensure the learning environment is in order, serious and focused but realistic and achievable. This means that both parties respect the teachers and students attitude and achievement (Hoy & Sabo, 1998; Sweetland & Hoy, 2000). According to the survey conducted by Ashley (2010), principals should also carry out activities related to the

---

\*Nik Mustafa Bin Mat Ail. Tel.: +6-019-940-9018  
E-mail address: [nick290976@yahoo.com](mailto:nick290976@yahoo.com)

development and progress of the students who can improve their performance, build a positive school climate, and motivate the students to build their determination, monitor and evaluate teachers and students regularly for academic improvement. Therefore, instructional leadership is not an easy thing to implement, but it is not impossible to be achieved. This leadership style can mould and trigger the commitment from the teachers towards their job to the higher level

## **2. Problem Statement**

Instructional leadership is very important because it can produce effective teaching and learning among the teachers and students who can produce excellent academic performance (Hallinger and Heck, 1996; Johnson, et al., 2000). Instructional leadership influences teachers teaching approaches which in turn is directly related to the student learning outcomes, and increases the potential of the students. School environment analysis is a factor in determining how the schools administrator would react. Thus, instructional leaders should understand the problems faced by the teachers and students. Therefore, many academic figures would suggest to the educational leaders to understand and apply the concept of instructional leadership in carrying out duties and responsibilities in schools (Hallinger, 2005). The situation mentioned in the literature reviews show that teachers are less committed and possessed low motivation in carry out their duties in schools including MJSC teachers. A study to identify the influence and the impact of instructional leadership of the principal on MJSC teachers should be conducted to get a more in-depth and comprehensive view on the issue. The bond between the principal and the teachers are vital in producing students who can increase the school performance.

## **3. Objectives Of The Study**

Specifically, the objectives of this study are to:

1. Identifying the level of instructional leadership of the principals in three MJSCs in Pahang.
2. Identifying the level of commitment of teachers in three MJSCs in Pahang.
3. Examine the relationship between instructional leadership of principals and teachers' commitment in three MJSCs in Pahang.
4. To what extent the relationship between principals on instructional leadership and teachers' commitment in three MJSCs in Pahang?

## **4. Methodology**

This study subscribed to quantitative methods. Quantitative research is usually associated with the nature of experiments which involving numerical and statistical data (Baharrudin, 2007). It also serves as a guide to assist researchers in the process of collecting, analysing and making interpretation of the results on the research conducted. Research design serves as a model for researchers in making inference of the variables studied. This research is a descriptive study that seeks to explore and discover sources of error in measurement. For this study, method that uses descriptive quantitative survey to collect data from specific populations is used. Research questions which have been modified in accordance with the situation of education in Malaysia with advice from the expert have been used and the three main sections namely A: Respondents' Demographics, B; Principals' Instructional Leadership Practice, and C; Teachers' Commitment. Alpha Cronbach test was conducted to determine the internal consistency (Churchill, 1979; Bryman & Cramer, 1999). According to Cohen & Swerdlik, (2002) a pilot study is applied to choose a good item. A pilot study was conducted by the researchers at a boarding school in Pekan Pahang to measure the reliability of the questionnaire used. Reliability of the study refers to the ability of a study to obtain similar values when the measurement is repeated. Of the 35 questionnaires distributed, 30 were returned. Researchers used the Statistical Package for Social Science (SPSS) program version 20 to test the internal consistency of the instrument by using the Alpha Cronbach multiplier.

## **5. Findings**

The selection of study participants is based on the method of Simple Random Sampling (Kerlinger, 1973). The selection also takes into account the teaching experience in MJSC under the leadership of the existing principals. The selection of the participants also made by considering the location of the participant as it will be more convenient for the researchers to conduct the study. All participants are permanent resident and have at least a first degree respectively.

Table 1. Distribution of study participants by gender, age and qualification

	Frequency	Percentage (%)
<b>Gender</b>		
Male	47	41.6
Female	66	58.4
<b>Age</b>		
20 - 30 years	50	44.2
31 - 40 years	46	40.7
41 - 50 years	9	8.0
51 - 60 years	8	7.1
<b>Qualification</b>		
First Degree/bachelor	108	95.6
Master's Degree	5	4.4
PhD	0	0

The table above shows the distribution of 113 participants. A total of 47 respondents (41.6%) of the study participants were male and 66 respondents (58.4%) participants in the study were female teachers who participated in this study. This difference is not too great, indicating that the distribution of the participants was quite balanced between male and female teachers. The table shows the largest number of participants in the study was aged between 20 years to 30 years, represented by 50 people or 44.2%, followed by participants aged between 31 to 40 years, which covered the 40.7% of total figure. The study participants who aged between 41 to 50 years were only 9 of them, contributing to 8.0% of study participants, there were 8 participants aged between 51 to 60 years and add only 7.1%. The figures show that majority of the participants in the study are those who are lack of experience in teaching and learning represented by 50 respondents or 44.2%, which is almost equal to the number of participants who have better experience in teaching and learning which represented by 63 respondents or 55.8%, giving the difference in a merely small percentage of 11.6%. Table shows the distribution of study participants according to the highest academic qualifications which the highest percentage and number of participants in the study are those who have a minimum of a Bachelor degree of 95.6% or 108 respondents. Only 4.4% or 5 respondents who have a Master degree and no respondents have a PhD. This evidently shows that teachers in MJSC should be given more encouragement and motivation to further their studies to the higher level.

### 5.1 The level of instructional leadership of principals in three Pahang MJSC and teachers' commitment level.

Table 2 below shows data on instructional leadership dimension where the overall mean scores of principals on instructional leadership variables are at their highest at 4.04 as shown in Table 2

Table 2. Principal Instructional Leadership by Dimension and Commitment Level Teachers in three MJSCs In Pahang

	Min	Max	Mean	SD	The overall mean
<b>Dimension</b>					
Explaining the objectives of the school	2.17	5.00	4.19	.54	4.04
Managing the instructional program	2.25	5.00	3.97	.54	
Shaping positive school learning climate	2.18	5.00	3.95	.55	

The commitment of teachers in three Pahang MJSC	2.27	5.00	4.08	.48
---	------	------	------	-----

N = 113, SD = Standard Deviation

Table 2 shows the level of instructional leadership of principals in three MJSCs in Pahang is at the high level for all dimensions. Overall, the level of instructional leadership of the principals are at the highest levels of the dimensions for the goals of the school (mean value 4.19) and the standard deviation is  $SD = .54$ . While for the dimensions of managing the instructional program, the instructional leadership of the principals, the mean is 3.97 and the standard deviation is  $.54$  ( $SD = .54$ ). This was followed by the dimensions of instructional leadership in shaping a positive school learning climate, where the mean is 3.95 and standard deviation is  $.55$  ( $SD = .55$ ). This shows that principals implement instructional leadership role in all dimensions as standard deviation nearly at the equal value. Therefore, the instructional leadership of principals from the perception of teachers in the three MJSCs in Pahang is high. The analysis shows that the level of teachers' commitment in three MJSCs in Pahang is high as the mean is 4.08 ( $SD = .48$ ). There are teachers who feel that they are very committed and value themselves the highest score on the scale, which is 5 and some teachers are less committed and valued themselves at the minimum level that is 2.27.

### 5.2 Commitment level of teachers in three MJSCs in Pahang according to gender, age and experience.

The level of teachers' commitment can also be seen through the gender difference between male and female respondents, by age group and the teaching experience group. This difference can be seen in Table 3 below.

Table 3. Commitment Level of Teachers in Three Pahang MJSC by Gender and Age

	Number	Mean	Significant
<b>Gender</b>			
Male	47	4.14	
Female	66	4.04	.56
<b>Age</b>			
20 - 30 years	50	4.08	
31 - 40 years	46	4.02	.36
41 - 50 years	9	4.30	
51 - 60 years	8	4.21	
<b>Experience</b>			
1 - 10 years	69	4.03	.38
11 - 20 years	33	4.15	
21 - 30 years	9	4.12	

Note: significant at level  $p < .05$

Based on the Table 3 above, the p value exceeds .05 which p is .56 for the level of commitment by the male and female respondents. This indicates there is no significant relationship between male and female gender. The mean value for the commitment level of the male respondents is 4.14 as for the female respondents the commitment level is marked at 4.04. Evidently there is no significant relation attained between the commitment level and the respondents' gender. One-way Anova test is used to show a significant relationship between more than two groups. Researchers assessed the significance level of  $p < .05$ , which found the significant value in the above table is .36 above the level of  $p < .05$ . This indicates there is no significant relationship between the age groups for the commitment level. The mean value for the age group between 20 years to 30 years is 4.08, for the age between 31 years to 40 years is 4.02, for the group of 41 years to 50 years the mean is 4.30 and for the age of 51 years to 60 years is 4.21. The result shows no significant difference between age groups on the commitment level. This reflects the commitment level of the respondents in three MJSCs in Pahang is at a high level and almost the identical between the age groups. Anova test is used to show a significant relationship between more than two variables. Significant level is  $p < .05$ . In the table above, it shows the significant level of teachers' commitment in three MJSCs in Pahang by teaching experience is  $p = .38$ . This indicates no significant relationship between the years of teaching

experience. The mean value of the teaching experience for 1 to 10 years is 4.03, 11 to 20 years is 4.15, and 21 to 30 years is 4.12. No significant difference between the three groups and the commitment level is high as the mean of each teaching years exceed the value of 4.0. This shows the commitment level of the teachers in three MJSCs in Pahang is high and there is no significant difference in teaching experience.

5.3 Correlation between Principals' Instructional Leadership and Teachers' Commitment in Three MJSCs in Pahang. To which extend the relationship between principals' instructional leadership and teachers' commitment in three MJSCs in Pahang. This analysis seeks to identify the relationship between the independent variable which is instructional leadership and the dependent variable which is the teachers' commitment in three MJSCs in Pahang whether the variables mutually influence each other or not. Researchers used Spearson correlation test for the relationship or correlation between independent variables and dependent variables whether they have a significant relationship or not. The value of  $p < .05$  is used to determine whether it is significant or not significant.

Table 4. Correlation between Principal Instructional Leadership and Teachers' Commitment in Three MJSCs in Pahang .

Experience	Frequency	Percentage (%)
1 - 2 years	53	46.9
3 - 4 years	43	38.1
4 years on	17	15.0
Total	113	100.0

Note: \*\* significant is  $p < .01$  (2 - end)

Table 4.16 of Spearson correlation test analysis shows that there is a moderately strong positive correlation between principals' instructional leadership and teachers' commitment ( $r = .480$  \*\*). There is a significant correlation between principals' instructional leadership and teachers' commitment to the value of  $p = .000$  where  $p < .05$ . Overall, more often principals reflect on instructional leadership practice, the higher of teachers' commitment attained in three MJSCs in Pahang.

## 6. Discussion and conclusion

Overall, the mean value of the principals' instructional leadership is at the highest level of 4.04. This shows the perception of teachers in three MJSCs in Pahang is high for all dimensions. According to Leithwood (1994) and Halingger (2005), instructional leadership is needed because it is the main task of a principal at the school. This is because principal is a key pillar of the school future in terms of academic achievement, extracurricular, astounding teachers and students. In particular, the highest dimension of the principals' instructional leadership is the objective of the school with a mean value of 4:19 and the standard deviation (SD) .54. A principal is the instructional leader, who lead with the purpose (Baldoni, 2012) should not only have goals to be achieved by the organization, but to share it with his subordinates. Next, the dimensions of managing the instructional program shows the mean value obtained is 3.97 and SD = .54. The mean value of this show is the principal instructional leadership is at the highest level. The standard deviation of the dimension of managing the instructional program is the same as the dimension of the objective of the school. The dimension to form a positive school learning climate achieved a mean value of 3.95 and a standard deviation of .55. This shows the level of instructional leadership of principals is located at a high level. Overall, the level of teachers' commitment in three MJSCs in Pahang is high with the mean value of 4.08 and standard deviation of .48. In terms of gender difference, no difference on commitment level between male and female teachers. The mean value for male respondents is 4.14 and 4.04 is for female respondents. Significant value is .56 and above the significance of  $p < .05$ . This shows there is no association between teachers' commitment with gender. The finding is consistent with the finding of Gina (2002) which indicated no significant difference by gender for the study of commitment among teachers. Yahadi (1998) also found in his study that there are no significant differences by gender on teachers' commitment. However, the finding of Mohamad Nawi (2002) found a significant

relationship with the level of commitment to gender. These findings are consistent with several previous studies, where Mek Yam (1999) and Gina (2000) in their studies they found no significant correlation between teachers' commitment to the age group of teachers. The results also showed no significant association between the participants with teaching experience level and the teachers' commitment. The finding has significant value obtained of .38, higher than the level of significance of  $p < .05$ . The mean of teachers who have teaching experience from 1 to 10 years is 4.03, 11 to 20 years is 4.15 and 21 years to 30 years is 4.12. Although the mean level of teachers' commitment who have teaching experience from 1 to 10 years is the lowest among the three groups, but it is still at a high level because the value exceeds the mean value of 4.0. This is in line with the finding by Mathieu & Zajac (1990), which express high level of commitment is closely related with work experience. The finding shows a correlation between instructional leadership of principals and teachers' commitment. Instructional leadership of principals that include the three-dimensions of instructional leadership as mentioned above, describing the positive perception by 113 participants in the study. Positive correlation between relationship described instructional leadership of principals and teachers' commitment is shown by the value of the correlation  $r = .480^{**}$ . In addition, the significant level is high because the standard deviation is .000 where  $p < .05$ . Overall, the level of principals' instructional leadership practices affects the teachers' commitment level in three MJSCs in Pahang. Hallinger (2005) shows that teachers' commitment is closely related with the supervision of the teacher development, and also related with the instructional leadership of principals as a whole. A good instructional leader is responsible for carrying out the task of supervision in improving teachers' commitment to advance teaching and learning.

## References

- Ashley Ng Yoon Mooi (2010). Kepimpinan Instruksional dan Kepimpinan Transformasional Pengetua-pengetua Negeri Perak. Pembentangan Kertas, 1-2
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. Ed. Ke-6. London: RoutledgeFalmer.
- DeBevoise, W. (1984) *Synthesis of Research On The Principal As Instructional Leader*. Education Leadership.
- Hallinger, P. (2005). Instructional leadership and the school principal: a passing fancy that refuses to fade away. *Leadership & Policy in schools*, 4(3), 221-239.
- Hoy, W.K., and Sabo, D.J. (1998). *Quality Middle Schools: Open and Healthy*. Thousand Oaks, CA: Corwin Press.
- Hoy, W., & Sweetland, S. (2000). Designing better schools: The meaning and nature of enabling school structure. *Educational administration quarterly*, 37 : 296 – 321.
- Leithwood, K., Jantzi, D (1999). Transformational Leadership Effects: A Replication. *School, Effectiveness and School Improvement*, 4(10): 451-479
- Leithwood, K., Jantzi, D., & Steinbach, R. (1999). "Changing Leadership for Changing Times". Buckingham, Philadelphia, Open University Press. Dalam Wan Hamzah Wan Daud (2006).
- Mek Yam Yusof. (1990). Kesan Persekitaran kerja ke atas komitmen pekerja di organisasi, Master Tesis. Universiti Utara Malaysia.
- Yahadi Yasili (1998). Perkaitan di antara keadaan tempat kerja dengan komitmen guru. Master Tesis. Universiti Utara Malaysia, Kedah.