A CASE STUDY:
INSTRUCTIONAL LEADERSHIP ON TEACHING QUALITY IN NEW CURRICULUM IN ONE OF MRSM IN PERAK

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ABSTRACT

This study aims to explore the practice of instructional leadership in one of MRSM in Perak Darul Ridzuan. The research is done as a case study on instructional leadership especially teaching quality in new curriculum. To this date, there is no instructional leadership done on instructional leadership focusing on new curriculum which is KSSM. The study was conducted using instructional leadership model by Hallinger & Murphy (1985) which identifies three (3) dimensions: 1. Define goal and mission of the school. 2. Planning and managing the instructional program 3. Promote a positive school learning climate. The sample was taken from the researcher of previous MRSM. The 3 respondents were selected based on their criteria of the subjects in KSSM. The instrument was built by the researcher based on Principal Instructional Management Rating Scale, PIMRS (Hallinger & Murphy, 1987). Qualitative data was gathered through interviews and document analysis. The interviews and selected documents analysis are from the criteria of subjects in new curriculum that KSSM. From the findings, the result showed that instructional has been done to improve teaching quality even in new curriculum.

ABSTRAK

Kajian ini adalah bertujuan untuk mengenalpasti amalan kepimpinan instruksional di salah satu MRSM di dalam negeri Perak Darul Ridzuan. Kajian ini diadakan sebagai kajian kes terhadap kepimpinan instruksional terutamanya pengajaran berkualiti di dalam kurikulum baru. Sehingga kini tiada kajian yang dilakukan dalam kurikulum baru iaitu KSSM. Kajian ini dilaksanakan menggunakan model Hallinger & Murphy (1985) yang mengenalpasti tiga (3) dimensi iaitu

1. Mendefinisikan matlamat dan misi di sekolah. 2. Perancangan dan mengurus kepimpinanan instruksional. 3. Mewujudkan iklim persekitaran pembelajaran sekolah. Sampel yang diperoleh adalah daripada salah satu MRSM pengkaji. Tiga (3) responden yang dipilih mempunyai kriteria subjek KSSM. Instrumen yang dibina oleh pengkaji berdasarkan "Principal Instructional Management Rating Scale, PIMRS (Hallinger & Murphy, 1987). Data kualitatif dikumpulkan melalui tembual dan analisis dokumen seperti Borang Pencerapan. Temubual dan dokumen terpilih mempunyai kriteria subjek dalam kurikulum baru dan dilaksanakan dalam KSSM. Daripada penemuan, keputusan menunjukkan intrustional telah meningkatakan kualiti pengajaran dalam kurikulum baru.

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Hak Milik MARA

LIST OF ABBREVIATIONS

MARA	Majlis Amanah Rakyat
MRSM	Maktab Rendah Sains MARA
KBSM	Kurikulum Baru Sekolah Menengah
KBSR	Kurikulum Baru Sekolah Rendah
KSSM	Kurikulum Standard Sekolah Menengah
KSSR	Kurikulum Standard Sekolah Rendah
PBS	Pentaksiran Berasaskan Sekolah
SBA	School Based Assessment
IGCSE	International General Certificate of Secondary Education
MOE	Ministry of Education
PT3	Pentaksiran Tingkatan 3
UKKM	Ujian Kecenderungan Kemasukan MRSM
KAT 1	Kemahiran Asas Tingkatan 1
KIKS	Kemahiran Insaniah Kemahiran

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CHAPTER 1

INTRODUCTION

1.0   Introduction

Malaysia will be a full developed country in year 2020 focusing largely on high-tech and industrial development. The Ministry of Education's (MOE) Blueprint is encouraging knowledge building and creating thinking culture. The Malaysian education system is developing creative and innovative students, generating new ideas to ensure the added – value industry of product and services. Moreover, the education system in Malaysia has been developed to ensure that Malaysian citizens are well-developed and there is sufficient human capital for the country. Strategic planning is crucial for educational excellence in the MARA education system and high quality leadership in schools. Principals and Vice Principals are the people to improve academic, skills and the co-curriculum. Leadership in schools positively influences professionalism and academic achievement (Sergiovanni, 2001).

In achieving excellence in education, globally, many changes have been made in Malaysia. These changes are to advance the country economically, technologically and socially (Boohene & Williams, 2002; Chase, 2009; Drzensky, Egold, & Dick, 2012 and Jainabee & Jameela, 2011).

The Ministry of Education (MOE) has a plan to implement various changes and innovations in school. The MOE also aims to improve the Malaysia education system through its Interim Strategic Plan or 'Pelan Strategik Interim 2011 – 2020'. This plan has been launched to transform the Malaysian education system. One of the strategic elements of improvement is the introduction of a new curriculum.

The new curriculum is intended to produce skillful people who are able to compete in a global world Malaysia Education Development Plan, 2013. In this plan, a holistic approach is taken. The National Examnination and School Based Assessment (SBA) or 'Pentaksiran Berasaskan Sekolah (PBS) states that the purpose is to redesign the primary and secondary curriculum to achieve international standards. Furthermore, the educators involved want to transform the way of thinking, attitudes, values and practice to improve capability and competence (Tan, 2010)

1.1   Background of the Study

Majlis Amanah Rakyat (MARA) is an agency which is responsible to the Minister of Rural and Regional Development and was formed by an act of Parliament in 1966. It was established by the British Colonial Administration in 1951 and as a result of first Bumiputera Economic Congress resolution in 1965. MARA's Corporate mission is to be an outstanding organization of entrepreneurship. MARA management operates via the operation centre found in Malaysia and overseas. Education is one of MARA's core operations as one of its objectives is producing a globalised human capital with integrity.

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MARA operates several junior colleges or boarding schools in Kuala Lumpur and all over Malaysia. Mara Junior Science College abbreviated as MRSM is referred to as junior college under the management operated by the Education Secondary Division of MARA. MRSM's mission is to produce Bumiputera students of potential in science and technology. *(Adapted from Official Portal of Majlis Amanah Rakyat, 2015)*

The establishment of MRSM as the junior institution of MARA is one of MARA academic institution , knowns as Education Institute or Institut Pendidikan MARA (IPMA). MRSM has its own programs which add value to MARA Education System such as Ulul Albab Program, KAT 1, KIKS, IGCSE Program. However MARA is also subject to the examination based on the curriculum of Ministry of Education (MOE).

The first MRSM was MRSM Seremban established in February 1972. Every year, students are admitted into MRSM with distinction through their performance in local public exams. Besides local public examination, the students enrolled have to go through MRSM Entrance Tendency or Ujian Kecenderungan Kemasukan MRSM (UKKM). The purpose of the test is to find the best students for admission. Basically, previous curriculum's, Kurikulum Bersepadu Sekolah Menengah (KBSR) and Kurikulum Bersepadu Sekolah Menengah (KBSM) managed to identify the best students. When the new curriculum takes place it means that Kurikulum Standard Sekolah Rendah (KSSR) and Kurikulum Standard Sekolah Menengah (KSSM) will be fully reformed by 2017. In 2015, MRSM will therefore be able to capture the best students in Form 4.

The holistic approach to assessment through School Based Assessment (SBA) or Pentaksiran Berasaskan Sekolah (PBS) requires the redesign of the primary and secondary curriculum to achieve international standards. MRSM students are among the applicants in 2014 who have gone through Form 3 assessment or Pentaksiran Tingkatan 3 (PT3) which is in the new curriculum and KSSM system of evaluation.

1.2   Problem Statement

"Jemaah Nazir Sekolah (2003)" or School Cabinet Inspectorate in "Standard Kualiti Pendidikan Malaysia (SKPM)" or Malaysia Quality Education Standard stated that the Principal and Vice Principals are leaders who have to teach. They have to lead in implementing high quality teaching and learning. This is important to the performance of the school and the country. In 2015, an official memo from the Director of Secondary Education dated 23 February stated that all Vice Principals are required to teach and lead as a mentor to teachers. Observations are also now required by Vice Principals and Heads of Department twice a year.

In an Institute of Aminuddin Baki report (2006), Malaysia Principalship Competency Standards stated that principals and vice principals now have to be instructional leaders in order to implement a strategy that enhances curriculum performance. They need to set targets and be responsible for school achievement. Drake & Roe (1994) stated that school leaders are seen from 2 dimensions, - administration/

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management and teaching leaders. Action taken by the principal is therefore aimed at improving the teaching and learning process (Hallinger & Murphy, 1987).

Most of the instructional leadership models and theories are basically based on researches undertaken in the United States of America and the UK. In Malaysia the idea of instructional leadership is relatively new (Hussien, 2005). In contrast in other countries there is a wide literature on instructional leadership (Ginsberg, 1988; Hussie, 1993; Johnson, 2006; King, 2002; Murphy, 1998; Packard, 2011).

Schools as organizations face many obstacles when seeking to improve the effectiveness of teaching and learning. The first step to improvement starts with the leaders in the school (Ramaiah, 1992). Secondly, the function or role of instruction leaders is critical in securing better outcomes. Thirdly, the administrative duties may distract from the task of being an instructional leader (Mohd Hasani, 1985).

In MRSM, the new curriculum is still in an unknown entity. Not all teachers have the complete information regarding the introduction of this new curriculum. So it is important that leaders direct and help the teachers in all instructional matters.

1.3   Research Objective

The purpose of the study is to identify whether instructional leadership has an influence on the teaching quality for the new curriculum in this MRSM. The study has two (2) objectives.

1. To explore changes in teaching quality for new curriculum.

2. To elicit teachers' opinion on the leadership practices that affect teaching quality for new curriculum in MRSM.

1.4   Research Questions

There are two (2) research questions:

1. What are the teachers' perspectives on instructional leadership for the new curriculum?

2. How does instructional leadership influence teaching quality for the new curriculum in Maktab Rendah Sains MARA (MRSM) ?

1.4   Research Framework

This study has two parts which inform the research framework, these are instructional leadership and teaching quality. The new curriculum will be explored as context for the study. The main purpose of the study is to explore the relationship between instructional leadership and teaching quality in MRSM. Furthermore it looks at the

implementation of the new curriculum. This study can therefore can offer some useful insights.

1.5 Significant of the Study

The significance of the study is that it explores the implementation process of instructional leadership and teaching quality in the new curriculum. It helps the teacher, students and the management understand whether and how the new curriculum affects students' achievement.

The study will be helpful for Maktab Rendah Sains MARA (MRSM) overall in Malaysia to understand ways of enhancing teaching quality in new curriculum. Research shows the quality of teaching is the main influence of student's motivation and students' achievement (Fullan, 2001). MRSM needs instructional leadership to enhance and maintain its excellence.

1.5 Limitations of the Study

The in depth case study will focus only on a small sample of respondents. Some of the limitations of the case study is the method to gain accurate information from teachers and top management through an interviewing process. The second limitation is how to conduct classroom observation during the teaching and learning process which brings up issues of access. The third limitation is the impact of the new curriculum in action. Moreover, teachers are overloaded with other job requirements so this may be another limitation of the study.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter describes literature that supports the premise of the research. The literature review would demonstrate how the present research enhances, refines or revises what is already known. There are 4 major sections in this chapter. The first section deals with the definition of leadership and theories covered to support. The second section is introducing models of instructional leadership that is used to this research. Since the purpose of this study is to identify instructional leadership in new curriculum. The third section is underlying instructional leadership in implementing new curriculum. The fourth is definition and components of teaching quality. The final section is discussing on the relation between instructional leadership to improve teaching quality.

2.1 Educational Leadership

Definition of leadership are various and found in many articles and books of leadership topics (Bass, 1981). Leadership definition can be found in Tead (1953), Greenfield (1992), Robbins (1993) and Ogawa & Bossert (1995). Tead (1953) stated that it is a process of helping a group to achieve goal and suitable to the group. Robbins (1993) clarifies that it is a process of an individual and group purposive or indirect to influence others to the group development of organization and goal achievements. Furthermore,

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Greenfield (1992) defined leadership specifically as a process and effort to identify and solving matters that obstruct group of employees and organization in achieving effective and efficient goals. Ogawa & Bossert (1995) described leadership to achieve organization excellence by influence of mind and act in the organization.

There are some of local bachelors in Malaysia defined leadership differently such as Robiah (1988), Wan Mohd Zahid (1993) and Zaidatol Akmaliah (1993). Abdullah & Ainon (1997) as the local bachelors stated that leadership is a behavior to influence others in willingly to do what is needed by the leader. The leader is the person that has the capability to help without stress and pressure. Robiah (1988) defined leadership is an effort to guide strength in a group and functioning as an action among members in their activity. Wan Mohd Zahid (1993) reviewed leadership as the ability to encourage human passionate effort in achieving goals.

Leadership is the effort to gain individual influence which directed through communication process to achieve goals (Fleishman, 1973). The process in influencing individual and group is also the effort to achieve goals through action. For this researcher study, leadership is the process of top management upholding the effectiveness of MRSM to achieve mission and vision even in new curriculum.

In terms of education, Campbell (1983) stated that leadership is a process of a principal to gain subordinate cooperation towards accomplishment of goals. Katz & Khan

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(1971) stated that there are 3 context of leadership such as post and title, individual personality and networking behavior.

Sergiovanni (1984, pg. 1 – 4) defined educational leadership as,

"Educational leaders related to the enhancement and ability to develop education program. The ability to interpret curriculum and setting teaching objective, vary teaching method, determine classroom management, preparing learning environment, teaching innovation, ability to influence and teachers' and student coordination in achieving school education mission."

Based on the definition of leadership concept or education leaders, research used is a process of cooperation or directing group to achieve mission and school objective. Furthermore, it is an activity, initiative and procedure to solve group problem. Principal as a school leader should have interest, vision and goals to lead teachers.

2.2   Instructional Leadership

Instructional leadership has been discussed by educators since 1970 which debated the real meaning of instructional leadership. Definition of instructional leadership appears when different researchers doing study about school leadership (Lunenberg & Ornstein, 2008). Instructional leadership concept has been studied worldwide in year 1980 and 1990 (Hallinger, 2003, 2012). The studies were about effective school, change implementation and improving school had been an instructional concept (Hallinger, 2003; Hallinger,

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Taraseina & Miller, 1994). It discovers the establishment of belief among policymakers and policy users in which instructional leadership is the main factor to achieve effective school.

Bevoise (1984) defined instructional leadership as a big scope when all action taken by Principal and Vice Principal for the purpose to enhance students learning. For example to set up school mission, preparing resources needed for teaching , implementing observation and teachers evaluation, planning program for staff development and encouraging staff relationship and cooperation. Glassman (1984) stated that behavior can lead to excellent teaching and learning process in school.

The activities implemented by the top management are to develop productivity and better working environment for teachers to achieve excellent learning and better achievement (Greenfield, 1985). These arguments are parallel with Hallinger and Murphy (1985) in which managing teaching is giving impact to students' achievement. This opinion is shared with Lipham, Rankin and Hoeh (1985) defined instructional leadership to improve teaching program through evaluation program objective, plan for improvement and the changing of other program.

The top management in school such as the Principal and Vice Principal should encourage teachers to achieve school academic goals work harder and prepare to take effort in making change in school. Instructional leader in this case is the main factor to change and achieve.

Instructional leadership is the role and responsibility of the top management to teaching to ensure teachers effort so the program objective is achieved and effective. It is also defined as the influence and capability teachers' effort to teaching effectiveness in school.

Through the evolution of education, the principal and Vice Principal as instructional leaders in school need to encourage teachers to accomplish academic school goals, more effort in their work and prepare to enhance more effort in school change. Instructional leadership is the main factor to the achievement and changes in school (Carrier, 2011; Sahin, 2011).

Instructional Leadership regards to teacher is in two terms which are communication to the teachers in improving self-reflection and encouraging development of teacher professionalism (Blasé & Blasé, 2002). The purpose of this leadership is to build strategy such as giving suggestions, feedback, asking questions, sharing opinion among teachers and giving appraisal and appreciation to teachers.

Murphy (1988) stated that interpretation to instructional leadership has to be divided from school management. The direct action to teaching and learning process involving observation in class. For Donmoyer and Wagstaff (1990), they defined the teaching giving significant impact to learning opportunity in class. The identification is classified in six tasks which give significant to student learning in classroom (i) planning based on education needs in giving positive impact to learning process, (ii) state policy, task and

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norms, (iii) to benefit teachers, (iv) teachers observation, (v) to coordinate students' needs, and (vi) to involve in learning process.

In the 21st millennium, definition of instructional leadership has not changed much. The description of instructional leadership as expert personnel are the implementation of curriculum (Gordon & Ross, 2001). Malaysian school principals create an effective school (Sazali, Rusmini, Abang Hut & Zamri, 2007). It is supported by Alimuddin (2010) describes instructional leadership leaders are creating a conducive school environment to gain student achievement as they are agent of a change. In justification of determination leadership towards student learning, King (2002) defined instructional leadership as action by Principal and Vice Principal in improving teaching and learning activity. Larry (2003) had a modern perception of the definition of instructional leadership. He stated that the meaning of leadership is wealthy and rich compared to the era of 1980. School has to develop information technology gadgets and get more feedbacks to improvise staff thinking and benefit data in making decision.

There are several instructional leadership models. One model the researcher proposing comes from Hallinger & Murphy (1985). This model is divided to three dimensions for instructional leadership role of the principal and Vice Principal: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate (Hallinger & Murphy). The skills shall enhance efficiency, knowledge and creativity of the school administration.

2.2.1 Instructional Leadership Element

This study implementing Hallinger and Murphy (1985) Instructional Leadership Theory which is focusing the three (3) dimensions. The dimensions are discussed as detailed in ten (10) functions in instructional leadership behavior. See Figure 1.

a. Dimension 1 : Defining And Designing School Mission

The first dimension is defining and designing school mission in which teachers have to clear with the goals of the school and know what to expect. School mission is defined differently (Johnson, 2006). For an example, Sergiovanni (1982) stated that school mission is mission of the excitement and work commitment in an organization. Schwahn & Spady (2001) defined mission as a clear and concrete pictures to extent of organization tend to achieve. Furthermore, McEwan (1998) stated that mission can energize of leaders' future based on values, trust and their experience. The most important factor is a school should be led by a visionary leader and understand the mission (Glickman, Gordon & Ross, 2009) and able to translate the mission into reality (Johnson, 2006)

After establishing the mission, it should be delivered to school community (Glickman, 2005, Hallinger & Murphy, 2007). Sharing mission can benefit all (Dufour & Eaken, 1988). The sharing can develop motivation and workforce. The task shall be meaningful. Sharing mission builds proactive work orientation.

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b. Dimensions 2 : Planning and managing instructional program

The dimension is the establishment of all members of the school. The model requires principal to be stimulate, supervise and monitoring teaching and learning in the school. Since the principal is expert in teaching and learning, it is a commitment to improve school. In Hallinger & Murphy (1987) theory, principal is to manage teaching program. Research findings (Packard, 2011; Peariso, 2011; Stiggins & Duke, 2008) showed that principal can manage and evaluate teaching in classes and develop objective teaching and learning. The findings were supported from suggestions of Leithwood & Levin (2010), Hoy & Hoy (2006) and Glickman, Gordon & Ross. Gordon (2004) suggested that principals implement their task according to teaching and learning program which can increase academic achievement.

c. Dimension 3 : Developing school learning climate program

The dimension is promoting and participating in teacher and learning development. It is encouraging expert teachers to go further their area because it is a lifelong learning. The research suggests to build teacher capacity through learning, peer coaching may get better result to change teacher practices and student learning support.

Furthermore, in this dimension, instructional leadership theory in Hallinger & Murphy (1987) is to foster learning in school. Glickman (2002) stressed in the principal function as the learning. In school, Glickman has stated that principal has to nurture a positive school

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culture in to encourage student learning. O' Donnel & White (2005) research found that teachers' perception towards principal in enhancing better culture was aprediction to academic achievement. This research has prove this dimension foster teaching is the main aspect in instructional leadership.

2.3 Instructional Leadership in Implementing New Curriculum

When there is change introduced by the education system from Ministry of Education , the principal and Vice Principal are officially the ones responsible to implement the change. Either it will be excellent or it will be a failure depends on the principal (Hussien, 2008). The principal has to be ready for the challenge to implement the change for the benefit of the school. This argument was supported by Azhari (2002). The principal and Vice Principal are responsible to guide, support and encourage towards education innovation.

Green & Cypress (2009) supported the statement which several factors are considered to make change such as providing and improvising action plan based on research in school according to the school needs. The school should set mission. The teachers should know their responsibility to be in the system. According to Green & Cypress (2009) and McEwan (2002), Principal and Vice Principal have to spread about new curriculum in the meeting, briefing, assembly especially to build trust and to decrease anxiety among teachers.
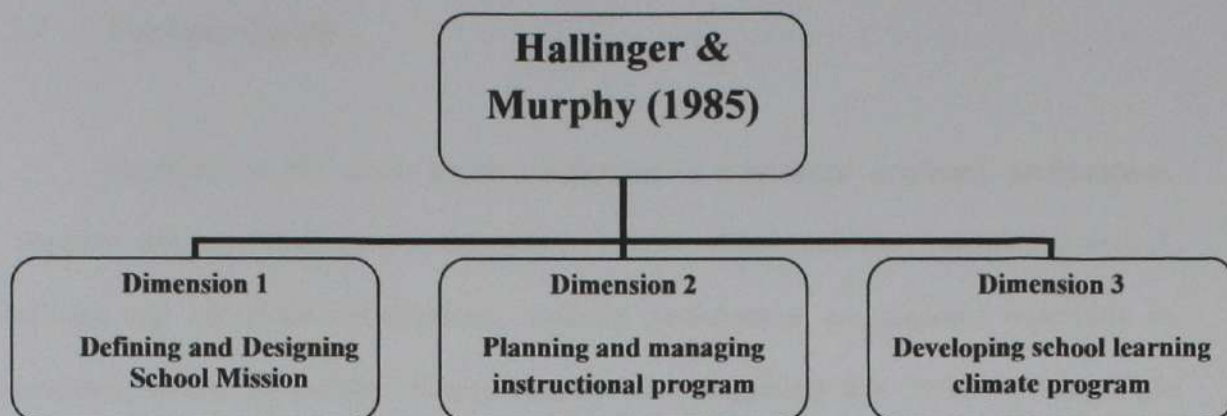
Figure 1 : Hallinger & Murphy (1985) Instructional Leadership Model

Instructional leadership manages teaching program based on new curriculum. It includes observation and teaching evaluation, coordinate curriculum and observing students development. When the principal and vice principal are observing teachers, they have to set the goals according to the new system. Mattar (2012) stated instructional leadership involves teachers in planning and teaching tools preparing, discussion about teaching and class visit for the purpose of observation. For an example, in a guidebook, Malaysia Education Quality Standard or Standard Kualiti Pendidikan Malaysia (SKPM) by Inspectorate has led the principal and Vice Principal towards curriculum implementation and teachers observation using observation form to improve teaching and learning. Principal and Vice Principal active involvement should have to evaluate teachers' tools in implementing new curriculum. It is supported by Fullan (1991) which teaching activity considers importance, building cooperative working environment, observing development and supporting each other among teachers.

2.4   Teaching Quality

Teachers are the single greatest influence in a students' academic performance. Teachers are the frontliners in education globally. After receiving qualified practical, training and education development, students performance are required especially in academic should be perfect. Some research have suggested that "schools bring little influence to bear upon a child's achievement that is independent of his background and general social context" (Coleman et al., 1996). Other evidence suggests that factors like class size (Glass et al., 1982; Mosteller, 1995), teacher qualifications (Ferguson, 1991), school size (Haller, 1993) and other school variables may play an important role in what students learn. In some cases, principals are a key element in school improvement and teaching quality.

Teachers have a direct responsibility to shape a student's achievement and in education they are important as school – based factor (e.g. Rockoff, 2004; Rivkin, Hanushek & Kain, 2005; Aaronson, Barrow & Sander, 2007). This is also referring to a study in High School of Ohio: Teacher Characteristics on Students Achievement by Rockstron, Angela H (2013). The researcher discovered teacher can influence achievement of students whether in the same school or in different location, the dissimilar levels will acknowledge help to the school administrator.

The definition of good teaching as instruction that leads to effective learning, which in turn means thorough and lasting acquisition of the knowledge, skills, and values the instructor or the institution has set out to impart. The education literature presents a variety

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of good teaching strategies and research studies that validate them (Campbell & Smith 1997; Johnson, Johnson, & Smith 1998; McKeachie, 1999).

Teaching quality consists of knowing about the content, skills and positive attitude (Good & Mulryan). In the effort to give information to students the teachers have to get specific information so that they understand well. Carrol (1963, 1989) developed a model of quality teaching which states effective teaching is influenced by 5 factors; teachers' attitude, ability to understand, teachers' diligence, opportunity and quality teaching. Teachers have teaching competency and are able teaching well, fun and understandable (Shahril, 2005).

Teaching quality has been improved which construct teaching strategies such as student-centered, which are more teaching and learning activities and included students' participation. For non-performing students can still be enhanced their holistic approach towards human development. Leadership practices contributes better implementation and develop among the students (Rahimah Haji Ahmad, 1997). It requires student participation and focuses on individual differences of students. Teaching activities are designed to especially encourage participation and verbal communication through verbal skills (aural and oral) as well as reading and understanding, experiential based writing and practical application of mathematical concepts such as additions, subtractions, multiplication and divisions (Rahimah Haji Ahmad, 1997).

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The Council of Chief State School Officer (2007:1) stated that an administrator as educational leaders which can promote success for all students by teaching quality according their standard of the school leader such as:

a. development and implementing has to facilitate and share vision and be supported by school.

b. school culture and instructional program has to sustain in improving students learning and staff profession.

c. full effective and efficient learning organization.

d. collaboration in interest and needs in communities.

e. well – act integrity and ethical.

f. well – understand, reflect and influence to politic , social, economic and legal.

Nevertheless, Leithwood et al. (2000) stated that there are six categories of approaches of school leaders but only one that can identify in the researcher study which is instructional: focus on behavior of teachers affecting students is according to the situation of the study. And it is also dissatisfied with defining instructional leadership almost entirely in terms of its impact on teaching quality. Sheppard (1996) adopts a broad definition of instructional leadership (DeBervise, 1986) and consider other indicators of school improvement such as teaching quality.

Studies in the "effective schools" research tradition during the late 1970's and early 1980's reveal that certain principal behaviors were important factors in student achievement. (e.g. Crowson & Porter Gehrie, 1980; Heck et al., 1990; Sheppard , 1996;

Venezky & Winfield, 1979). According to hundreds of researcher, high expectations for teachers and students, close supervision of classroom instruction, co-ordination of the school's curriculum and monitoring students' progress.

The study was conducted and found that quality teaching involves a directive of the teachers consisting of elements of knowledge, skill and value in teaching that will have an impact on students (Campbell and Smith 1997; Johnson, Johnson, and Smith 1998; McKeachie 1999). For this study this section is split into knowledge of teaching and learning, and domains of curriculum.

To improve the quality of teaching and learning in schools, instructional leadership role shall be the determination process (Sim, 2011). Leaders position as instructional leaders are important such as being a mentor to the teachers regarding curriculum and pedagogical which encourage teachers and student to analyze their lacking in teaching and learning. When there are sharing and engagement between all teachers to plan and prepare lesson material, collaboration to develop curriculum through discussion and observation, instructional leadership is effective (Mattar, 2010).

According to Sim (2011), instructional leadership refers to purposely related to the process in teaching, the involvement to the teachers' interactions, students and curriculum. Hence, the link in classroom instruction has to be improved. Sergiovanni (1984) stated that, instructional leadership has the ability to develop educational program which includes interpretation of the curriculum and teaching objectives, teaching methods diversification,

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classroom management determination, teachers' coordination and school goals achievement.

Furthermore, a series of behaviors that is designed to affect classroom instruction is one of instructional leadership. An impact on students coming from a strong focus on the quality of teachers and teaching is instructional leadership. There is undelivered the curriculum instruction to the students in a proper way. School leaders require extensive knowledge about instruction.

The conclusion is structured and directed to teaching which are stating clear goals, supportive environment observing and evaluation (Thoonen et al., 2011). Leaders can be the agents of change to school achievement through teaching instruction (Leithwood, 1992). Hallinger & Murphy (2013) describe leaders have to identify school mission, staff and teachers and school coordination and improving teaching and learning through classroom – based strategies which is the main influence. Nevertheless, MRSMs have demonstrated instructional leadership to facilitate students in achieving goals. From Hallinger and Murphy (1985), this framework was designed to align more clearance of instructional leadership.

2.4.1   Knowledge of Teaching and Learning

Knowledge defines the ability of teachers to assists students' learning which compromises with teachers teaching and learning practice. The old ways of teaching and learning is found to be too rigid and out dated. But now teaching learning process consists of four basic elements which assessment, planning, implementation and intervention. A principal used method for monitoring and judging overall quality of teaching and learning based on objective, data and scientific criteria.

Possessing knowledge is also important when the application also is pedagogical knowledge and leads to equation especially in the classroom (Summers et al. 2001). Knowledge of teaching and learning can be traditional or high – impact to the students. Harlen & Holroyd (1995) also stated how teachers organize, implement and deliver tasks are affected from a lack of background knowledge. Wheeler (2006, p.31) stated that "teachers need to know the science subject they teach". The teachers should improve the subject matter before delivering knowledge to others.

Learning is to be gained through a variety of experiences, such as group learning (class, small groups, or dyads) or as individuals, depending on the skills, interests and ability of the students. The teaching and learning process should, as far as possible, be improved through the use of local prototype materials and orientations to reflect a truly Malaysian curriculum (Rahimah Haji Ahmad, 1997).

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As conclusion, teaching is deliberate intervention that involves the planning and implementation of instructional leadership and experiences to meet intended learner outcomes according to a teaching plan. Learning can be defined as relatively permanent change in an individual's behavior (knowledge, skill and attitude) that can occur at any time or place as a result consciously. Teaching and learning process is the most powerful instrument of education to bring about desired changes in the students (Good & Mulryan, 1990.

2.4.2 Domains and Curriculum

Domain is an area of control or sphere of knowledge which ensure development from all domains such as cognitive, affective and psychomotor (MacDonald, 1982). Curriculum refers to a course of study at school, and the subjects making up a course (Gay, 1985). If domains of curriculum are put in correlation, it would be the agents of instructional leadership improvement. Domains of curriculum represents curriculum as the result of a highly complex and dynamic interaction events and acts (Macdonald, 1986). The boundaries of curriculum are the boundaries of school systems, curriculum plans, materials, personnel and pressure may come from outside the boundaries.

In Malaysia education system, implementation of new curriculum such as KSSR, KSSM, Smart School, Integration Schools and Cluster School replaced. Teaching quality should be practiced together with domains of curriculum towards student achievement. According to Chrispeels, Burke, Johnson and Daly (2008), gains in students learning have

been made but a top down approach in leadership could inhibit organizational learning. These show that leadership in teaching can achieve academic student performance. Basically, the new curriculum in Malaysia involves competence and knowledgeable teachers. Support for teacher is strengthened to ensure the curriculum is accurately translate into classroom teaching through better teaching resources and expanded School Improvement Specialist Coach (SISC+) role (Primary School Curriculum Standard Development Plan Of Malaysia Education, PPPM 2011).

As conclusion, instructional leadership requires facilitating, highly trusted and knowing the people. In which the domains of curriculum adapted six key areas – communication, spiritual attitudes and values, humanitarianism, literary of science and technology, physical and personal development to produce a better leader.

2.5   Relations of Instructional Leadership and Teaching Quality

This chapter revealed model and theory and components in instructional leaders and teaching quality which related. Instructional leadership focus on model and theory of Hallinger & Murphy (1985), Heck (1990), Robinson (2007) and Murphy (1995). While teaching quality divide into knowledge of teaching and learning, and domains of curriculum. The teaching quality and instructional leadership suggest key components instructional selected for this study and the importance of understanding these components in context.

The broad categories are potentially overlap with or had influenced one another and not necessarily demonstrate across and within each other (Sheppard, 1996). The components, domains and dimension in model and theory guide research question that aim not only to describe effort on the parts of leaders in the areas but also indicate how a leader consider these in his/her effort to improve instruction. In particular, the researcher will focus on the role of leaders and have those model and theory to help gain which the best to improve teaching quality based on instructional leadership.

Instructional leadership had seen as effective and positive leadership in providing teachers especially implementing education change (Hallinger, 2003; Hallinger & Heck, 1998; Jainabee & Jameela, 2011; Jameela & Jainabee, 2011; Kursunoglu & Tanriogen, 2009). In the transformation of Malaysia education system, Principal and Vice Principal role as instructional leaders can be more complex. They should know that they have to change first before transforming others and getting support for the system. They shall be the agent of change. The process will exterminate old practice and implement the new one with new skills.

2.6   Summary

Instructional leadership was seen as positive impact to provide teachers as the agent of change. An effective principal and vice principal has to be proactive especially in teaching and the needs of student. School leaders able to implement change in school and as a direction which differentiate excellence within school. When education system is developing instructional leadership will be more complex. The change give impact to the

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involved principal. Instructional leadership principal and vice principal dominate new efficiency which required to implement the change. The process acquire new practice rather than using previous skills and practice.

CHAPTER 3

RESEARCH METHODOLOGY

3.1   Introduction

This study is to identify instructional leadership upon teaching quality for new curriculum in one boarding school in Malaysia. This chapter discusses the research methodology used in the study that includes research approach, research design, research instrument, population and sample, ethical issues and data analysis.

This study had collected data using various data collection methods. The study is to explore untold possibilities, explanation, for what had happened and elaboration to a situation. To change attitude to a positive reaction in an organization, a qualitative method is conducted. This research looks at in instructional leadership context in new curriculum to improve teaching quality of an education practice.

3.2   Research Approach

The study has utilized qualitative methodology, which is the approach that used data in form of words to interpret teaching quality for new curriculum. The qualitative approach is an interpretive method in which try to understand and to account human experiences and actions. In interpretive, it describes phenomenology first hand experiences of any process, exploring community activities (Davidson, 2005).

According to Creswell (2003), specific approaches comes with certain types of social research problem. When selecting an approach, there were three (3) considerations needed into decision: the research problem, the personal experiences of the researcher and the respondents that participate. Quantitative approach is an approach to test a theory or explanation and is appropriate to identify the utility of an intervention, the factors that influence an outcome or understanding the best predictors of outcomes. However, the researcher need to explore and does not know the important variables to examine. The researcher's topic is new, has never been addressed with a group of people.

Holiday (2002) found theoretical perspectives rooted in interpretive and the concept of interpretive research described as symbolic interactionist, phenomenology and ethnography. The interpretive study is used in this study which focused on the full complexity of human sense making as the situation emerges. Interpretative can be done through qualitative which give opportunity to the researcher to use interview in giving open interview questions and freedom to the respondents answered with their own words forwarding to the research.

Qualitative research also requires flexibility when acquiring analysis in developing procedure to ongoing analysis. Qualitative approach is still useful as general treatment each covering range approaches (Miles & Huberman, 1994; Denzsin & Lincoln, 2000; Creswell, 1998). It also draws communication and patterns of interaction within teachers, describe and interpret of subjective meanings attributed to situations and actions (Tesch, 1990). The

details only can be established talking directly with others and giving them opportunity to tell their point of views. The study should be minimized the power relationship between researcher and participant (Cresswell, 2007).

Apparently, to do this study, the researcher made dissimilarity between quantitative and qualitative approach. If the researcher use quantitative, it only tests a theory by specifying data collected on an instrument that measure attitudes. In contrast, in qualitative the researcher seeks the views of respondents in establishing a meaning of phenomenon. It may identify the issue some of oppression individuals. The interview shall determine a personal experienced some maltreatment. Through interviewing, the researcher managed to get in-depth answer focusing to this study. Punch (2001) and Mathers et al. (1998) stated that the researcher accessed respondents' perception, meaning or understanding build by the respondent, definition of the situation and reality of the construct seen by the respondents.

This approach spending more hours and extensive data collected, consuming time in processing the data to be analyzed and writing long passages. The researcher had to write long passages because to show multiple perspective. When struggling with the complex text of the data, the task is challenging.

Qualitative is a study the area of interest deeper compare to a quantitative method. A few sample will be taken as a sample since the process of analyzing it will be time consuming. The scope of interest was studied focus on one department. As Merriam (2002)

stated in qualitative, the researcher hold the role as the primary instrument and data collection and analysis. Full descriptions of the phenomenon through the findings or product in the kind of inductive process.

3.3   Research Design

Research design used is based on research strategy to acquire information in achieving any of research information (Mohd Majid Konting, 1998). The researcher use a case study design which through an in depth single case can provide insight into events and situations. Judgmental or information-oriented sampling technique was purposively used to select a case (Burns, 1997). This case study had acquired much more detailed and immense, exploring and understanding rather than confirming and quantifying (Gilbert, 2006). The chosen research design should accommodate purpose and research problems which to be solved (Sidek Mohd, 2003).

The case study   acknowledged that findings based on the researcher experience in the population. It   refers to the teaching quality using new curriculum which is KSSM. Case study is particularly well-suited for in-depth information of contemporary phenomenon with specified boundaries and answering "how" and "why" questions (Merriam, 1998; Yin, 2002). The researcher is interested in how instructional leadership influence teaching quality for the new curriculum in MRSM.

The researcher select case study upon conducting, the researcher explored and conducted an in-depth study from any possible data received from the teachers. The

researcher got through every angle and different perspective. Cheng (1996) stated a case study involve the interactions among teachers and differently culture understudied. The background of the area giving advantage in helping the researcher with the study. The researcher details this study methods according the following case study steps. The researcher select a case which is suitable to the researcher experience, determine data collection and data analysis.

In qualitative method, semi-structure interviews were the most common data collection method used. In this method, data were collected from teachers from one of MRSM in Perak. The interview process was well-planned to encourage and allowed survey responses in giving in-depth feedback and interpretation. Interview is one of better feedback to acquire a full picture.

3.4   Instrument

The researcher obtained information by interview and through documentary analysis. The qualitative research has divided into two (2) types of data collection which are interviews and documents. The processing data for the interviews starts from interview protocol and continue with audio visual, transcription and analyzing interview with validating the transcriptions. The documents analysis included teachers' lesson plan, students' intervention and from teaching and learning process feedback and Principal and Vice Principal observation form. Observation were done twice a year formally by the Vice Principal or Head of Department to every teachers. One copy will be submitted to MARA headquarters for record and teaching analysis.

The interview was held which talked to the respondents and face-to-face. This study conducted a semi-structured interview. Instruments for qualitative study are from questions design by the researcher based on research questions. The interview questions as a guideline to implement an interview session. It is built from general questions to specific. Normally, the questions are from a few main questions and towards provoking questions. The questions shall be unexpected appear during questioning. The unexpected question is to get in-depth issues from the respondents. Taylor and Bogdan (1998) stated that in-depth interviewing is repeated face-to-face encounters understanding informants.

In the study, semi-structure interview questions are used as the instruments of the study. Designing instrument item were built after the literature review. Designing item questions based on operational variable and the dimension of Hallinger & Murphy (1985). The design item is for content validity in items of the interviews' questions. The instruments of the study were based on pilot test. The criteria which used as guideline for designing instruments were item selection to describe current situation. In the question item, double meaning should be avoided and use an easy language and sentences (Uma Sekaran, 2003; Gay et al, 2006)

3.4.1 Data Collection

The process of data collection procedures were taken in facilitating this research by:

1. Approval from Secondary Education Division or Bahagian Pendidikan Menengah (BPM) of MARA (see APPENDIX A).

2. Upon receiving permission from BPM to conduct this study, a letter of permission was approved by the principal of the MRSM that the researcher requested to do the study.

3. Arrangements were then made with the respondents to conduct an interview and collect documents from the respondents.

The respondents that had selected had sign letter of consent to let them know of the co-operation and were given formal acknowledgement for their commitment.

The semi structured interviews allowed survey responses gave in-depth interpretation and to be further analyzed (Kvale, 1996). As stated by Holstein and Gubrium (1995), it entails a creative interview which to have deep involvement in the conversational development. The survey is to back up all the interview questions were given to the respondents. The interview questions schedule (see APPENDIX B) was designed by the researcher based on Principal Instructional Management Rating Scale (PIMRS) build by Hallinger (1987). This to check validity of the research through triangulation. The literature review also supported the research questions and interview questions. This study

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also sent the instruments to be checked and verify from the educational leadership experts before conducting the interviews.

The interviewees were selected among teachers. The teachers are from Bahasa Melayu, Science and Islamic Studies subject. Each interviews session was audio-taped with the permission of the respondents. The interviewee had been asks about their socio-demographic to make the respondents to feel ease and comfortable. The interview had been in a normal interaction.

The research site is in Academic Block of MRSM where the respondents are studying. The researcher is being around when academic session is on. It is a perfect place to call upon informally during break to interview them informally. It is an easily accessed place where we do not have to go through a lot of procedures in order to just with the students, teachers and management.

In the documents analysis the documents were analyzed from two types of data. Lesson plan of every teachers were collected and copies had been made from every of it. To triangulate the data, the document from reflection of the teachers' lesson plan had been analyzed. The second documents were from the students' intervention and feedback forms from every class of the teachers (See APPENDIX C).

For the student session, the researcher called anyone free or who are voluntary to answer the questions. During their break time will be quite possible because that was only

the time they able to eat and rest before the next class. So the researcher went to classes and my appointed site is form 3 classes. When their teachers are on leave or went for courses, they are free.

The students were given feedback form of teaching and learning on their class session. 3 students were selected for each class to answer the feedback form. It only takes about 10 minutes to answer feedback form (See APPENDIX D).

Observation form were taken from teachers' observation. Teachers' observation were selected from the three (3) respondents of teachers for this study. With the consent of the principal, one of the copy of observation form each teacher were given to the researcher. It is to triangulate the prior data given from the interview of the 3 respondents. The observation were selected for Semester 1 in year 2015. In the observation, teachers have to be evaluate on 3 parts, which are:

1. Pre (Planning and Preparation), 2. Current (Class Environment and Teaching) and 3. Post (Professionalism Responsibility). The 3 parts of the observation are mainly referring to improve teaching and learning process continuously (See APPENDIX E). It was developed by the Secondary Education Division *Bahagian Pendidikan Menengah (BPM)* and was pilot tested for 3 MRSM in Malaysia.

3.4.2 Pilot Test

The purpose of doing a pilot test from other MRSM is to check that the instrument is understand by other teacher. The pilot test was held after school session. It takes about an hour to answer. Validity of the interview questions through semi-structure interview as informal with two (2) teachers in different MRSM. The teachers were not involved in the study. The teachers were asked to answer and they can understand well. They can answer and give opinion to the questions. The researcher can proceed with the sample and population after the test. It shall be as a guideline and for actual study. Nevertheless, the respondents have to check validity of the data. The respondents need to sign the transcript. Before the pilot test, the interview questions were 17 questions. After the test, only 9 questions were really answering both research question.

3.5   Population and Sample

The researcher had selected the population of 8 teachers involved in PT3 from the school. The MRSM is chosen because it is the researcher target sample. For sampling purpose, the researcher selected only 3 teachers which is based on random sampling. Suitable respondent selection for study purpose based on experience and for researchers' knowledge (Arvy et al., 2002)

This study involved three (3) respondents that were selected from 8 teachers that are teaching from 2012 - 2014 in new curriculum. Interview method can use 1 – 20 sample (Gay et al.,2006). This is because of the total of respondents are enough to gather information. The selection was based on a set of criteria stated below:

i.   Have experience

ii.   Expressive – ability to speak / share. Open – minded and care the problem.

iii.   Willingness – provide consent to participate.

iv.   Being with the teacher almost three (3) years.

v.   Experienced with the problem for the last 2 years.

vi.   They are involved in this educational system which is KSSM for 2 – 3 years.

vii.   Based on result analysis of each subject they are teaching: High Performance, Average and Below Average.

The teachers defined class concentration depends on teaching quality. There are three (3) different teaching subjects involved in. The teachers had to plan their teaching and learning properly and differently between Form 2 and Form 3 of 2012. Most of the student too afraid to understand their subject and always be prepared for their School Based Assessment (SBA) or "Penilaian Berasaskan Sekolah" (PBS).But after the assessment, the teachers realized the teaching was better understanding only if there was an assessment. Teachers needed mentoring and facilitating to differentiate between "Kurikulum Baru Sekolah Menengah" (KBSM) and "Kurikulum Standard Sekolah Menengah" (KSSM). Quality of teaching had been seen after the assessment. Documents analysis used to

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complete the case study. The researcher used an interview to collect data. Interviews can be structured, semi structured and unstructured. Semi – structured questions had been asked. The questions were flexible, adjustable – language standard depends on respondents' dialect and explained very clear.

3.6   Ethical Issues

In the progress of doing the research there were some general issues need to be thought. Ethical considerations should be taken aware. For this research, informed consent, confidentiality and anonymity was the main issues.

Informed consent implies the awareness of the subjects to seek information, why to bring out the information, what is the purpose and does it affect to the subjects. For this research, it was consider as get consent and purposively proved by the subject. The subjects had gave consent to the researcher by signing the consent letter (See APPENDIX F).

After getting the respondents' consent, the researcher wanted to hide the subjects' identity. When answering the interview questions, the answer transcriptions for each of respondent had been stated as Respondent 1 (RI), Respondent 2 (R2) and Respondent 3 (R3). The transcription had written R1, R2 and R3. However, the respondents' background is required to be told to look upon teacher characteristics appointed in the way of teaching.

The information given to the researcher was strictly confidential. It was unethical for the management to identify the group of sample. The source of respondents that had collected should be protected. The researcher had been extra careful that others cannot access the information. The three (3) respondents gave their information without fear or unsecure. They felt giving the information shall help to build better instructional leadership.

3.7   Data Analysis

Collecting data and information through interview and document analysis, the researcher need to implement triangulation. Interview and documents analysis use the same item. Triangulation techniques in analyzing data were supported by evidence and helped to valid the data that were sought out from interview and document analysis. High validity through qualitative method was focus on the whole process of the study. While, Miles and Huberman (1994) stated that no certain rules to construct validity in qualitative study.

As stated by Marshall et al. (1995) the data analyzed needs to be in a systematic manner. The researcher used a simple way to organize and understand the data very well. Data management divided into three (3) process; purging data (transcription), understanding data (coding), and categorizing (interpretation).In this study, data collection involved the teachers in the same MRSM. The limitations were the respondent honesty in answering the questions. The interview data were collected and recorded in a record player

The first step for the study was the researcher had transcribed from respondents voice recording. Transcription process was done within 2 months. Full effort took thoroughly and full attention to valid the data. Firstly, the interview recorded had been hand written and then computer typed. The process had been done by the researcher. The transcriptions were then given back to the respondents to valid checking. All respondents agreed for interview transcriptions and ensured interpreted correctly by the researcher.

The transcriptions are written in Bahasa Melayu according to the answer from the respondents. The transcriptions were translated to English. This translation has been done by two (2) teachers of another MRSM. Selection of these 2 teachers was based on their experience of teaching in English subject and their academy background which was studying abroad. They were agreed to help in translation and given some appreciation as a token. Brislin (1976) has stated that, "the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are written or oral form; whether the languages have established ortographer or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf. "

After writing, the researcher coded each transcription. It is important to get real data, for references to write and report. The coding was done manually by the researcher. The researcher had categorized information according specific theme. According to Merriam (1998) categorizing data based on analytical category were useful. For an example, document of students' intervention of each class was applying instructional

leadership in teaching and learning process. It was part of teachers' teaching quality. In the interview data, the thematic were analyzed strategically. According to each of research questions, every theme and category answered to both research questions. For documentary analysis, the data were interpreted to valid respondents teaching quality from teaching and learning process.

3.8   Summary

This chapter explains the process how the data were collected and analyzed. For triangulation of the data were also discussed from the qualitative method. Every each data collected were study to answer research questions. Nevertheless, it includes ethical issues that should considered in this chapter.

To write a case study, three (3) respondents were selected to compare between each of them. The researchers had to make comparison and analyzed each data collected. Categories were emerged to explain the case study. The interview was the primary technique used and documents analysis was to triangulate the research in which to explain more.

The documents analyzed were taken from teachers' lesson plan, students' intervention and from teaching and learning process feedback and teachers' observation form. It was to make the data more reliable and valid. Both the techniques were carried out to triangulate the data.

CHAPTER 4

RESULT AND FINDINGS

4.1 Introduction

This study set out with the aim of exploring and assessing teaching quality for the new curriculum and to relate instructional leadership to teaching quality. Another central objective of this study was to investigate teachers' perceptions of leadership practices and how far they adapted in teaching quality for the new curriculum in MRSM.

4.2 Data Gathering Process

The data gathering process for this qualitative research began with semi-structured and focused interviews with teachers. The interviews schedule was set out and conducted with three (3) teachers who were purposively selected. The research design selected was an in depth case study, where the selected sample was from one site only. Documentary analysis were also used to give more information to the data.

The findings of the study are discussed in this chapter in the following ways:

1. The description of the respondents in the study.

2. Instructional leadership and teaching quality from teachers' perception.

3. The instructional leadership influence upon teaching quality for new curriculum in MRSM.

These two ways of data collected are from semi-structured interview, observation form and teaching and learning plan. Observation form and teaching and learning plan used to support all findings in the interview. Semi-structured interview was used to see instructional leadership of teaching quality in new curriculum. Data collected from the interview were analyzed by thematic analysis method. The first step, the researcher coded using descriptive codes based on the facts regarding sub-dimension stated by Hallinger & Murphy (1987) and the facts by teaching quality in new curriculum. Second step was implementing intergrative code in listing the sub-dimension to three (3) dimensions of Hallinger & Murphy (1987) : 1. Defining and designing school mission, 2. Planning and managing instructional program, and 3. Developing school learning eliminate program. Finally, the final step was overdrawing theme which to connect Dimension in Hallinger & Murphy (1985) with the observation form and lesson plan.

4.2.1 Background Descriptions of the Respondents

The three (3) teachers that participated in this study are described in this chapter through their personal profiles. The purpose of this is to present to readers the respondents' background. Their profiles are from very different backgrounds. Collectively, they were teaching subjects and at the same time they were also a curriculum leader. The names of the respondents are changed to a pseudonym in order to protect identity and follow ethical rules of the research. The researcher used name Zara (respondent number 1 in the list), Dahlia and Amanda (numbers 2 and 3). A biographical sketch of the respondents with their relevant data is summarized in Table 4.1.

Table 4.1: Biographical Sketch of Respondents

Name	Age	Gender	Subject	No. of Years of Teaching	Involvement in New Curriculum (KSSM)
Zara	38	Female	Science	12	3
Amanda	38	Female	Bahasa Melayu (Malay Language)	14	3
Dahlia	37	Female	Pendidikan Islam (Islamic Education)	12	3

A description of each respondent now follows:

Respondent 1 (R1) : Zara

Zara is one of the science teachers in this MRSM. She got bachelor degree major in Science . She studied in one University in Selangor, Malaysia. She was posted to this MRSM as her first posting upon her graduation. Her journey in teaching and learning was based on KBSM with the previous curriculum. This teaching was in an effective system as KBSM which had been almost 22 years from 1989. She was teaching KBSM from 2001 till 2011.

Zara is selected in conjunction with the criteria for this research study. Zara is well placed to give views on the new curriculum. The evidence from lesson plans and students' intervention showed the Zara is a committed teacher. The data collected highlighted her

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ability to improve teaching. Furthermore, Zara may not set her own targets and vision to improve learning, but the curriculum intervention showed her ability to improve learning and teaching development.

Zara as a practitioner in this study, is willing to relate the pros and cons between KSSM and KBSM. She only saw KSSM as an added value of KBSM. Zara noted that she needed more courses to gain more understanding so that teaching quality improved.

Currently, Zara is the head of science. In that term and position, she is a middle manager focused on developing better teaching and learning processes. Zara is one of the evaluators of *"Penilaian Berasaskan Sekolah"* (PBS) or School Based Assessment (SBA) for form 2 and form 3 students. The assessment is important to evaluate students which is part of the holistic approach. In this teaching and learning process, Zara will implement PBS or SBA to enhance individual learning processes.

Respondent 2 (R2) : Amanda

Amanda was born and lives in Perak. She studied and graduated from Universiti Malaya. She studied Malay Literature because of her optimism in that language in form 6. She completed her studies with flying colors. After graduated from the university, Amanda applied teaching offer from MARA and succeed to become a Bahasa Melayu teacher or Malay Language. MARA had offer a Diploma of Education contract for two years under probation. Since 2002, she succeed to be an experience teacher.

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The new curriculum is not an obstacle for her to teach. She understands it well and is obligated towards educating students in the MARA system. The interview questions that had been asked to her, reveals that she has set her goal and know what to expect. She is developing students for knowledge which are relevant to the needs and interest of quality education systems in the new curriculum.

Respondent 3 (R3) : Dahlia

Dahlia is a passionate teacher. She is very committed and feels that teaching always in her heart. She graduated from Universiti Kebangsaan Malaysia but not in an education degree. MARA had offered her a diploma in education that was for 2 years of studying in one teachers' college. The Diploma of Education is to prepare a teacher for the best pedagogical practices.

Dahlia joined MARA in 2001 as was posted to this MRSM since. In 2001, KBSM curriculum was also the MRSM curriculum. She hopes to make a difference with the new curriculum and is one coordinator of SBA evaluators in her school. When asked about her opinion about teaching in new curriculum, she said that she wants to focus on student potential and develop improvement in teaching." When asked, Do you know about new curriculum?" She said she is unsure about the term but she can define as practical teaching session. In the students' intervention, for her lesson, she was an objective person. She holds other posts as a warden and advisor to the Board of Students Representative.

4.3   Research Question

<u>Research Question 1</u>

What are the teachers' perspectives on instructional leadership for the new

curriculum?

In this qualitative study, the findings will start with each research question as displayed in

Chapter 1 through 1.4 and the evidence from the data.

4.3.1. Dimension 1: Define and Establishment School Goals.

Generally, the three (3) teachers adapted consistent practices in term of defining and school

goals. The teachers saw their principal as central in managing to involve the school

community to achieve the goals. They also acknowledged the formulating school goals as

important for academic achievement.

R2 – We use this new curriculum in as a transformation of education in conjunction with current development which basically replace KBSM. This curriculum is used from 2004 and fully implement starting 2017 for form one student. KSSM is a curriculum for developing according standard to make sure teachers were given and ensure to get relevant needs and wants of quality education system.

Both KBSM and KSSM towards to achieve or create balanced human capital in the aspects of JERIS. Nevertheless, heading to 21st Century, we need transformation of student to get global.

Teachers are faced with all kinds of tasks such as answering questions, observing students' understanding, responses to students learning and re-teaching when necessary. So, there is a lot of pressure. Nevertheless, interview question 3 and 4 revealed that the Principal and Vice principal were involved directly in the process of developing the school goals (See Table: 4.2). They deliberately worked as instructional leaders, to implement all sort of activities that supported the teachers to understand the new curriculum and its implementation.

R2 – I got my information from my Vice Principal of Academic Affairs and Head of Department. MOE explain generally. Not very clear. Then, I discussed with my colleagues and went for courses. From there, I know what to do. What is the next step? This new curriculum making more burn –out. We have burden with clerical task not even our job. And now this.

I tried to follow and I understand why we should do this. The principal and Vice Principal make me clear. We set our target. The KPI for our school especially teachers' main priority task that is teaching.

Hence, the findings about the practices of delivering the school goals also described in Table 4.2 is that the goals had to be recognized and accepted by all the school community.Respondent 2 also revealed the findings in delivering goals of the school are understood and acceptable. They need a discussion after verbally told. The Key Performance Index (KPI) that set by the Principal and Vice Principal has been posted. The target showed discussion has been made can be seen by school community.

Table 4.2: Analysis of interview: Define and Establishment School Goals.

Theme	Sub – Theme	Respondent
Designing Clarifying Goals	Academic Performance Understand Applying	2
Delivering School Goals	Adapting New Curriculum Discussion Verbally Posted/printed	1,2,3

The table describe the findings was adapting new curriculum with the school community understand and applying towards academic achievement. However, they have to make sure the goals are easily understood. Furthermore, the principal and vice principal do involve directly in the process to develop school goals. Briefing and meeting are the example to communicate verbally. Nevertheless, to gain school KPI, school community should reluctant to discussion.

4.3.2   Dimension 2: Managing The Instructional Program

(Question 6: How does the school top management resolve teaching quality?) The question had stated it refers to managing instructional program which the effort to promote a quality teaching. From the three (3) respondents' answers, only respondent 1 and 2 replied to the question. Table 4.3 reviewed the Analysis of interview: Managing the Instructional Program. The table emphasize in general 4 practices of managing the instructional program. The Principal and Vice Principal practiced the dimension by involving administration committee in collaborative way to supervise curriculum.

Table 4.3: Analysis of interview: Managing The Instructional Program

Theme	Sub – Theme	Respondent
Supervise and evaluate the instructional time	Schedule Observation of teachers Delegate supervision	1, 2
Coordinate curriculum	Coordinate program Curriculum program Teaching tools and materials	2, 3
Monitor student's progress	Briefing to teachers and students Post Mortem and reflection	1,2,3
Promote a quality teaching	Meeting Chairperson Appraisal program	1,2,3

In the instructional supervision, the study discovered the respondents' statement showed the top management delegated the task of supervision to the Head of Department and Vice Principal. Approval had been given to the Head of Department and Vice Principal to praise teachers' strength and to guide teachers' weaknesses.

"Through observation. Head of Department, Vice Principal had observe us according to the management timetable. We shall prepare lesson plan. But normally, our lesson plan had always prepared every week. But for me, I think they just want to see the process of teaching and learning." (R1)

What I know only through observation, I had prepare lesson plan. But sometimes I teach without a proper lesson plan. Only a simple one. When the top management observe me, they are reading not normal lesson plan. Observation give me an opportunity to make changes. Previously I had been observe by vice principal of academic affairs. But we do not have the chance to discuss. So, we do not know what to do for next step.

(R2 – Amanda)

Interview question 1 related to the infrastructure provided by the school. The question was referring the dimension 3 in Hallinger & Murphy Instructional Leadership Model

R3 - My plan is discussion. To help teachers is to help student. Head of Department (HOD) and colleagues can observe for the benefit of the subject. And from the students we know. They understand or not.

(1985).After preparing a lesson plan, teachers are now developing better culture in school. They are improving professionalism development. Teachers should be prepare the lesson tools to acquire better students learning and understanding.

Documentary analysis supported the respondent's data in which students' intervention showed a high understanding of the teaching and learning process with laboratory activities. This data showed that students really enjoyed the experiment. They also need charts, diagrams, tools to stimulate thinking (e.g.: stimulate senses using salt, ball, dustbin). From the data collected, resourcing teachers with proper teaching and learning process had been developing better school. (See APPENDIX C)

Furthermore, there was unexpected question that was, "What form of planning should be provided by the school management towards better teaching quality." In a science lab, every equipment was needed especially apparatus and appliance to handle an experiment. This MRSM provided full-equip lab facilities. This is important for science teachers to develop their resources.

Students' intervention was basically driven by interpersonal skills and their needs as an educator. When preparing any type of presentation, in the class session the students had become IT savvy. In the teacher's reflection of each of lesson plan, the students enjoyed class because of gadgets and equipment being used by the teachers.

In the monitoring students' progress, principal and vice principal had been briefed with new curriculum. From the students answers of the interview, principals and vice principal meeting with the student and found out problems in the learning process and students' motivation. This theme are briefing to teachers and student and teachers.

4.3.3   Dimension 3 : Promote Learning Climate

Question 1: (In every class, are you well - prepared?) and (Why do we need lesson plan and how was the lesson plan should been prepare?) These two questions had been described by the respondent as not fulfill accommodation by the management. Hence, she cannot teach in improper manner and procedure. Especially she is a Science teacher. Practical in each lab activities are important to derive understand in teaching and learning process.

She viewed technology as an important tool in the learning of generation Y, the new era. A supportive and orderly environment is one of main goal for teachers. These needs should supported the management after engagement with the management. This data was verified by interview question 6.

"We have a new principal. I think he is always trying to get the best facilities for us."

(R1 – Zara)

Documentary analysis supported the respondent's data which stated that students' intervention accorded with the understanding of the teaching and learning process with laboratory activities. This data showed that students really enjoyed the experiments in teaching and learning. They also need charts, diagrams, tools to stimulate thinking (e.g.: stimulate senses using salt, ball, dustbin). From the data collected, resourcing teachers with proper teaching and learning process had been developing better school (See APPENDIX C).

Dahlia is an Islamic Education teacher. She teaches theory and practical. She felt that MRSM gave the best infrastructure from other school. The teacher should see infrastructure as useful tools.

"I feel in this MRSM giving the best facilities. Every class and laboratory are set up with LCD projector and teachers are provided with computer laptop." (R3 - Dahlia)

Table 4.4 reviewed the Analysis of interview: Promoting Learning Climate. The table emphasize in general five (5) themes of promoting learning climate. Table 4.4 shows the practices in protecting teaching hours, provide incentives for teachers, promoting professional development and safe and orderly learning environment.

The findings indicates practice of protecting teaching hours and found there are interference by internal or external school activities. The teachers have to attend courses especially regarding new curriculum. They also have to burden by school activities which MARA stated to be done in a year. When teachers were elected to be a committee, their teaching was not well used.

R2 - Time sometimes can be my constraint. Teacher were burden with clerical task. Involved with too many activity such as co-curriculum. I have to leave my class just to obey my bosses, I cannot give 100% to teaching and learning because to my interference. Science subject should involve all students when are doing practical. For example doing SEM, we manage to build independent to students. The teachers only a guide. To do research shall give them an experience before entering university. They try to manage themselves.

R3 - I am agree with teachers were given full of responsibility. Normally the same person. Me, myself as the LDP advisor, warden and head of unit. When I want to prepare a plan for my teaching, I felt so stress. Too many things to be done. Sometimes I have to leave class to attend a meeting. My students left behind.

The two (2) respondents reveals their needs and requirement to preserving teaching time. The interference made the teaching and learning will be beyond expectation. They are unable to prepare for teaching and requested for commit with too many extra curriculum. A teacher suggested to be responsible with only 3 or 4 task of committee.

The findings also explain in terms of the practice of providing incentives for teachers, they require appreciation and appraisal in the meeting or acknowledge event such as *Anugerah Perkhidmatan Cemerlang (APC)* of MARA. The three (3) different respondents reflected the appreciation with different requirement. Some of them just need a motivation and encouragement verbally and others need to be known or highlighted in a meeting or event.

R1 – Of course. I need someone to support me all the time. My Head of Department lead me very well. We know what to do. Sometimes, our department go for a department refreshment. We like to eat. Sometimes, I do bake a cake for my department.

R2 – Who, me? I love it. But if just an appraisal, it's still give me a motivation and encouragement. No need any present. Just say, "Oh! Well done.", "Good Job", "I hope you do more in the future" or just "can you tell me how you do it." So, does the student, of course they want it.

R3 – APC is one of an appraisal. It is an appreciation for MARA staff to do well. We got RM 1000 and a certificate. That is very encouraging to me. I got twice. My students appreciate my teaching. They like to be in my class.

Table 4.4: Analysis of interview: Promoting Learning Climate

Theme	Sub – Theme	Respondent
Protecting teaching hours	Policies and procedure Time allocation for teaching	1, 2
Provides incentives for teachers	Appreciation through acknowledgement and meeting	2, 3
Promotes Professional Development	Classroom support skills Department meeting Provide opportunities	1,2,3
Safe and orderly learning environment	School environment and full facilities Safety	3

The study found the professional development of teachers by share ideas and providing in-house training. Instructional leadership was seen as supportive to improving teaching quality. The school management gave their best support and commitment in ensuring and learning process will continue in a comfortable environment. In the department meeting, allocation of time for classroom management is required.

In question 1, the teacher was being asked, "What are the obstacles during teachers' planning towards enhancing quality teaching?" For Dahlia, teaching with chalk and talk is unable to attract student. Nowadays, students are homogenous and more advanced. Teachers should have more knowledge than students. Y & Z generation are more accessible to IT than adults. The students' interest is to be creative and innovative. Dahlia felt that she only has to be a moderator and try to lead. She sees herself as the lead learner as a facilitator who can demonstrate her learning.

To illustrate the teacher in creating a supportive learning environment can be answered by Amanda. She talked about learning facilities. Even though, she is a Bahasa Melayu teacher she will be a mentor and facilitator to be part of supporting team. A high achieving school, she said that not just the school itself and the management providing all the teachers but they as the teachers of the school should be beneficiary to accommodate the student. Teachers should be creative and innovative in teaching. Her subject is not a practical learning. It is more theoretical and the way to implement and process the theory. Nevertheless, provided accommodation by the school are significant to the teacher. She still needs to vary her teaching in a way of teaching through technology such as student surfing

internet to find information. If the school did not provide enough facilities, how can a teacher being able to teach.

Dahlia could not control any circumstances that happened during the teaching and learning process. When referring to observing students development, teacher are facing low quality low quality teaching and learning. Teacher are overloaded with clerical tasks, attending meeting, involve in various committee, mainly we can that they are trying to adapt to instructional leadership.

Research Question 2

How does instructional leadership influence teaching quality for the new curriculum in Maktab Rendah Sains (MRSM)?

This study looked at the practice of Instructional Leadership. Data showed that, instructional leadership in MRSM is at a higher level.

Dimension 1

All the IL functions in this study was at the highest level. In other words, MRSM is unique from the mission we see in the early year till end of the year. School mission involve the teachers as role and be responsible to achieve the mission. Previous years, academic analysis were taken from *Penilaian Menengah Rendah* (PMR) and *Sijil Pelajaran Malaysia*

(SPM). From 2012, new curriculum is implementing *Pentaksiran Berasaskan Sekolah* (PBS).

In the school, all teachers were participating to design a mission. In MRSM, we share knowledge and ideas. It shall better understanding of the mission. It can be done through meeting, briefing, assembly, internal courses etc. Mission to go through the education with better understanding is setting up school vision and mission board all over the school. They need to understand very well the reason the usage of new curriculum. One of the steps is set up banner, bunting or put in the official website of MRSM. Nevertheless parents and visitor know that the vision is serious. The parents may help to accomplish the vision and mission.

Dimension 2

There is one pattern in the data which is interesting for planning and managing instructional program in MRSM. The data shows that the management was directly involved. Planning, managing and implementing the program was done collaboratively to ensure the program is done smoothly. If teaching is applying instructional leadership, so the respondents had given their perspective and implied answer. In the interview, the three (3) respondents demonstrate themselves as learners. In this dimension, the researcher found two findings; 1. Facilitating and mentoring 2. Supervision and teachers evaluation.

In the MRSM, observation has been done. This is part of evaluating instruction and supervising. Respondent 1 (Zara) encourages and plays a role to observe and evaluate

teaching. Teachers should give encouragement and support in teaching. It is part to ensure goals and mission are translated into classroom. Observation is a powerful tool. From this way, the MRSM may know either the teacher is ready or not. This may know what is the lacking in teaching. Is it the lesson plan, the tools or the teacher himself/herself?

For Amanda, she felt unsecure to be observed when she said,

"We had a schedule for observation. But Sometimes I feel hypocrite. Only prepare better teaching before the top management observe."(R2 – Amanda)

This showed that sometimes it is burdening teacher but from the statement we know some of teachers may not encourage certain program based on PBS. But Dahlia's statement agreed with classroom practice through observation. If not teachers do not know what is right and what is wrong. She felt that she can teach without proper lesson plan. This is the planning that makes changes. If the top-management willing to discuss after each observation that is extremely better.

The new curriculum is towards holistic approach. Teachers involved in less talking but more facilitating. Teaching quality in the area of science (See APPENDIX C) is improved. Students' activity in teaching and learning is developing towards students understanding and achievement (See APPENDIX D). One of the activities is group discussion. They shall appoint a leader which in the discussion will be an explaining and examples. This approved multiple intelligent within group members.

When are referring to question 1, pedagogical is the practice of how best the teacher teach. It is reflect in the lesson plan. For example, Respondent 2 (Amanda) had to teach how to gain information for early stage and discussion about general issues. From the reflection of lesson plan and students' intervention, the researcher evaluate that students are performing better activities rather than using theoretical teaching. Amanda observed students' behavior. She saw students' understanding reflects from teaching quality. Amanda had implied teaching and learning process from class achievement.

Question 6 build better teaching when they are observed by the top management. Supervision and evaluation of teachers are parts of intervention and reflection to the teachers and the management. It can vary teaching practices. But sometimes it was not according to the real teaching practices. They had a schedule to be observed. Amanda felt differently. She was observed by the top management but she did not prepare every time. That showed Amanda is not well prepared and should always be supervised.

"I feel hypocrite. Only prepare better teaching before the top management observe".

Managing an instructional program requires the top management to be deeply engaged in stimulating, supervising and monitoring teaching and learning in MRSM. The researcher found that Dahlia did not prepare for better teaching.

"I had prepare lesson plan. But sometimes I teach without a proper lesson plan. Only a simple one. When the top management observe me, they are not reading the normal lesson plan."(R3)

When the respondents are teaching in new curriculum, they are facing obstacles and challenges. The study has discovered obstacles from inside and outside. At this moment, they need facilitating and mentoring. The respondents need support in term of guiding from a mentor.

Dimension 3

In this dimension, there were only two findings; 1. Teachers' Professionalism 2. Teacher and Student Incentive. In teaching professionalism, when the respondents asked with interview question 8, the three (3) respondents need suitable courses. The teacher knows which is suitable for new curriculum. Zara (R1) has stated that,

"The courses manage to tell the needs."(R1)

Meaning not all courses the teacher should attend. Amanda only needs skills to gain teaching quality. Teacher does not know the teaching can be quality if the learner does not understand the learning. This worries Amanda very much. For her, something has to be done. She felt that the courses should focus on the way to teach holistic approach.

Dahlia thinks a little bit different when she said,

"A teacher need preparation to focus in education in which depend on teachers'

responsibility."(R3)

Teaching can be interesting when the teaching preparation is creative and innovative. This makes students understand well.

Furthermore, MRSM should give flexible instructional time. Too much clerical task may demotivate teachers' ability. Question 5 refers to the challenges for each teacher. KSSM create a possibilities to job satisfaction. The three (3) respondents have leave class when they are attending meeting, courses etc. The workload became a burden to the teachers. This data is supported by students' intervention through Teaching Evaluation Form. (See APPENDIX E). The teaching quality became disappointed. Zara has stated,

"Teachers were burden with clerical task. Involved with too many activity such as co –

curriculum. I have to leave my class just to obey my bosses. I cannot give 100% attention in

teaching and learning because too many interference." (R1)

4.4   Summary

In conclusion, the findings of the research show that there some of items in the three dimension of Hallinger and Murphy (1985) Instructional Leadership Model are used by this MRSM. Findings from interviews and documents related to teaching quality and the management to achieve goal and mission. In analyzing the data, one can summarize that, on the whole, the participants depend on questioning in their daily teaching.

The documentary analysis from student intervention and lesson plan are just to support the original or prior data. The research will be continued because it may emerge more data. To do so, there would be no end to the study as the researcher felt it can be best supported by quantitative study. This research can be continued with mixed method study. It also showed that it may be generalized to every MRSM if the research includes a bigger population and sample.

CHAPTER 5

DISCUSSION AND SUMMARY

5.0   Introduction

In this chapter, the researcher intends to clarify and present data with meaning to answer the research requirement. A survey was carried out and the implication of findings of the study will be discussed. The summary of the findings and conclusion are written in Section 5.1 and Section 5.2 and are discussed in detail.

5.1   Discussion of the Findings

This section discusses in detail the findings based on the research objectives. The discussion of the findings focused on instructional leadership of Hallinger & Murphy (1985). Firstly, the researcher look to an overview of teachers' understanding of instructional leadership. The researcher also try to find out if their understanding generally on instructional leadership was coherent or diverse. Data collected from the interview provided the insights to this question (See Figure 2). It explained the area of analysis and instruments of questions. It synthesize details of planning and evaluate (Question 1, 6 and 10), coordinate curriculum (question 3 and 4), supportive environment (question 6) and teachers' development (question 6, 7 and 8). Figure 2 present The Matrix of Teachers Acknowledgement on Instructional Leadership upon Teaching Quality.

These are the main acknowledgements of the three (3) teachers according to the themes and coding in the research. It also relates to their lesson plan after each class session where they put their class reflection (See APPENDIX B). The teachers explained through their interviews and reflection that they are well prepared especially for Zara, teaching Science. The competence of teaching quality include content, skills and positive actions (Good & Mulryan, 1990). Teaching quality covered teachers' ability to deliver teaching, concepts and skills to ensure students understanding.

Respondent 1 : Zara teaching science used suitable tools and apparatus. This is supported by King & Menke (1992) to explain teaching content are preferable by learning aid and evaluation after each class session. Therefore, Shahril (2005) stated that the implementation of observation in class relates to instructional which develop and improve teaching.

The researcher went through questions 3 and 4 in the interview. This item referred to explanation and to inform teachers' about the task, teaching according to standards and school curriculum objectives. The teachers evaluate the student through their observation and write in the reflection (See APPENDIX C). Southworth (2002) noted that involving preparing curriculum policy, review practices and overview learning data through one community is as the catalyst in developing idea. From these 2 interview, it was clear that teachers knew about their task according new curriculum. The findings showed that the Principal and Vice Principal responded clearly and emphasized a coordinated curriculum for teaching /curriculum processes.

In the data, respondents 1 and 2 mentioned that they discuss and evaluate among members of the department. Therefore, their comments focus explicitly on coordinating the curriculum.

"We evaluate our own teaching. We can see the mistake and added – value"
(Respondent 1).

"I can inform the management to help me if do need help. We need trust each other."
(Respondent 2)

Hence, supervising teaching in the classroom ensures teaching is parallel and covering the school curriculum is imperative. In addition, it covers to look upon the emphasize that evaluation of the school curriculum and is important. Factors of knowledge, interpersonal and technical skills described as the quality of supervision (Nurahiman & Rafisah, 2010)

A supportive environment and teacher development is important from teachers' responses. For example, the teachers replied to question 6. They described principal and vice principal support and motivation in terms of academic achievement. Hoy & Miskel (2002) defined the purpose of support and motivation about enhancing academic achievement. The teachers comments were supported by Harris & Lowery (2002), where the principal and vice principal said that it should be easy to meet and give appraisal, to other teachers and to ensure that the school is a safe place to attend. Teacher development requires teachers gain

skills according to the current situation. Principal encourage teacher development to increase opportunities teaching skills.

The following diagram is a synthesis of the literature review and how the questions were grounded and derived.

Matrix Of Teachers Acknowledgement On Instructional Leadership Upon Teaching Quality.			
Code	Details	Interview Question No.	Relevant Author from Literature Reviews and others
PC	Planning and Evaluate	1, 6 & 10	Shahril, 2005 Good & Mulryan,1990
CC	Coordinate Curriculum	3 & 4	Southworth, 2002
SE	Supportive Environment	6	Hoy & Miskel, 2001
TD	Teacher Development	6, 7 & 8	Fullan, 2002 Harris & Lowery, 2002

Figure 2 : Synthesis of Literature Review, Area of Analysis and Instruments Questions

5.2 Instructional Leadership Practices

Teaching quality in the new curriculum shows and elaborates through practice in instructional leadership. In general, the MRSM is implementing instructional leadership effectively. Findings from the study from interviews and document analysis indicates

relevant patterns for instructional leadership. It is obvious from the semi-structure interview that 10 of instructional practices in each of dimension are fully realized at the school. Strong evidences on documentary analysis validates the findings.

a.   Dimension 1 Aspect : Defining The School Mission

The data indicates the functions of practices in the dimensions. Teaching quality is still relevant in new curriculum. In other words, instructional leadership for dimension 1 was effectively implemented. In fact, in Chapter 4, the objective to develop a MRSM is to acquire better achievement such as in academic, co- curriculum and behavior. The study shows MRSM has planned improvement through planning in every aspect of the school. The planning has been done each end of year before the next year. It has been discussed thoroughly and detail in the planning and strategic committee meeting. It is giving opportunity to school leaders even the students and teachers to see their school performance to build positive impact.

The statement showed that the Principal and Vice Principal felt that they had to deliver information and understand the curriculum. The new curriculum is part of the school mission. The Principal and Vice Principal abilities in explaining he school mission as part of instructional leadership is critical (Owen, 2011). The change in curriculum still has to be deliverd to teachers and school community according the school framework (Kurg, 1992).

Teaching quality in the new curriculum involved all teachers. They take the main role and are responsible to achieve the goal. Some of the program was the PT3 program. Parents and teachers need PT3 and PBS briefing so that they gain better understanding. From 2011 – 2013, the results and analysis indicates students achievement as holistic. School mission and goal are continuously focused on improvement from year to year. The respondents were the teachers. They involve in the system.

The findings also showed the three (3) teachers in developing school goal and mission in which MRSM leadership require idea sharing around culture and opinion. As indirectly, the teachers understand school needs and they teach perfectly. This can be done through meeting, discussion, briefing and assembly. The understanding based on the interview questions 3 and 4. The 3 teachers described the goals as embedded and understood. Respondent 3 answered question 10 and showed that teaching and learning shall developed well thoroughly from time to time (Harun, 2002). The teachers set their own goal establishment through the school needs. They need better understanding on their role on how to develop school goal and mission. They understood that in a school, the workforce are important towards excellence education center. To gain the best practice of teaching quality, teachers must be prepared. The management and teachers have to share mission to set up excellence environment.

"In the perspective of teaching, the teachers give more rather than the students but in KSSM we want more from students, we encourage student to set their role in class which teachers as a guide to show their own creativity." (Respondent 1)

The statement showed respondent 1 understands about the school mission and goals in respect of the new curriculum. She had been briefed thoroughly to teach students according to new curriculum. The management successful delivered the information about new curriculum when respondents 2 and 3 explained about new curriculum.

"We use this new curriculum in as a transformation of education conjunction with the current development which basically replace KBSM.....KSSM is a curriculum for developing according standard to make sure teachers were relevant needs and wants of quality education system." (Respondent 2)

Based on interview question no 8, a school has to provide courses to prepare teachers in their understanding of new curriculum. The teachers' requirements are to gain quality teaching. In sharing the same needs, they find suitable courses or new courses. Respondent 1 enquired for a new courses instead of suitable course. The research have to refer back to the teacher background and her own opinion and perspective.

"KBSM was focusing and more do exam oriented. There was big changes in subject syllabus. But only the process and implementation. There be will be less exam. It was a transformation of secondary school continued from primary school. MRSM was designed based on emotionally, spiritual and physically. I think in MRSM, teachers shall see student potential." (Respondent 3)

In their perspective they do not need new courses because it is enough for them. Respondent 2 and 3 had their own point of views. The felt the teaching should include intervention and gain more information on the process of teaching. The curriculum intervention is implemented after each session of class. But she felt how to get the best intervention to improve teaching.

"The courses also have to be intervention. Yes, it is the teacher needs skills to gain quality teaching. But it is still not enough. How does a teacher know the teaching can be a quality teaching if the learner does not understand what they had learn." (Respondent 2)

"A lot of courses held but still teaching quality is the same for certain teacher. A teacher need preparation to focus in education in which depend on teachers' responsibilities. Early preparation certifies teaching quality before, current and after." (Respondent 3)

Respondent 3 reflected upon courses that were not improving teaching. The process before, within and after should cover teaching quality. Responsibilities among teachers are required in improving teaching quality.

The following diagram is a matrix of findings that related to the literature review and how the theme were grounded and derived.

Matrix Of Findings of Dimension 1			
Code	Details	Interview Question No.	Relevant Author from Literature Reviews and others
GEM	Goal Establishment and Mission	6 & 8	Robinson, Llyod & Rowe (2000)
SM	Sharing Mission	10	Hallinger & Murphy (1993)

Figure 3: Matrix of Findings of Dimension 1

b.   **Dimension 2 Aspect : Managing the Instructional Program**

This section discusses how MRSM has implemented teachers' observation during teaching and learning. In addition, it highlights how the curriculum and observation improve students' development and achievement. BPM coordinates curriculum in MRSM with SENATE meeting based on student achievement last year. In the meeting, the teachers were able to see teaching and learning approaches differently.

Matrix Of Findings of Dimension 2			
Code	**Details**	**Interview Question No.**	**Relevant Author from Literature Reviews and others**
FM	Facilitator and Mentor	6 & 8	Rahimah (1992)
STE	Supervision and Teacher Evaluation	6 & 7	James & Balasundran (2009)

Figure 4: Matrix Of Findings of Dimension 2

Teaching observation and evaluation are the main route to implementation for the teachers in MRSM. BPM has stated Key Performance Index (KPI) for all teachers' observation by the top management at least twice a year or once a semester. This practice has been implemented systematically and based on teachers' professionalism relationship for the purpose of to seek improvement. Quality teachers contribute to the students' excellence in academic matters. Rahimah (1992) stated that a productive teachers is an effective teacher in teaching and can lead to students' development. While, James & Balasundran (2009) stated that observation is the main aspect to evaluate content and teaching method suitable with the new curriculum.

The three teachers had been observed by the top management and they certainly verify with the excellence analysis by the observer. The teachers were observed formally. The differences between MRSM and other school is the observation used an observation form.

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The observation form is *'Borang Pencerapan Guru Maktab Rendah Sains MARA' (MRSM)* or *MRSM Evaluation Form* that is provided by BPM (See APPENDIX E). This form divided into three (3) stages which are:

a. **Pre**

Pre stage is Planning and Preparation with 6 item which explain the objective and planning of teaching should be achieve and prepare by the teachers.

b. **Current**

These stages have two (2) domains; Class Environment and Teaching. Each of the domains has 5 items explaining the performance of teachers during teaching and learning process during teaching in class.

c. **Post**

This domain explains Professionalism Responsibility which is attaining reflection and intervention after teaching for improvement and discussion.

The three (3) teachers said the top management should do observation and evaluation but with a focus on the way to improve and reflection session together. The discussion will uphold and share the best teaching practices to improve teaching quality. Leaders can also give responsibility to Head of Unit and Head of Department to observe and evaluate

teaching (Hallinger, 2005). Furthermore, the observation is important in defining teachers' efficacy in teaching and learning process (Robinson, Llyod, Rowe, 2009).

Based on interview question 6, all respondents had been observed. This showed that the school implemented observation to stimulate, supervise and monitor teaching and learning in school. Respondent 1 agreed that to resolve teaching quality is through observation.

"Head of department, vice principal had observe us according to management timetable. We shall prepare lesson plan. But normally, our lesson plan had always prepared every week. But for me, I think they just want to see the process of teaching and learning." (Respondent 1)

Nevertheless, respondent 2 felt they had to prepare lesson plan just for observation. So, some of the teachers could not define quality of their teaching. Either following the process of the lesson plan that include intervention after teaching. A proper lesson plan analyzes either the teaching and learning are well prepared and well understand.

"What I know only through observation, I had prepare lesson plan. But sometimes I teach without a proper lesson plan. Only a simple one. When the top management observe me, they are reading not normal lesson plan. Observation give me an opportunity to make changes. Previously I had been observe by vice principal of academic affairs. But we do not have the chance to discuss. So, we do not know what to do for next step." (Respondent 2)

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The 3 respondents had been observed twice a year. But the most important impact was the teachers want feedback and reflection on their teaching. Discussion after observation between the observer either from the Principal, Vice Principal or Head of Department are needed. Nevertheless, the effort of the principal and vice principal to accomplish their role in monitoring and supervising the teaching process was restricted by their workloads. This aspect of evaluating the teaching methods is important in supervision and according the needs of the curriculum (James & Balansandran, 2009).

From the interview, documentary analysis and observation referred to the foundation in adapting new curriculum. Documentary analysis such as lesson plan and intervention form stated that the school require coordination of curriculum program and monitoring teaching professionalism (See APPENDIX D).

"And now students giving more rather than teachers. The students contribute idea in class. The new curriculum want students perform. I have to brief and explain after teaching or students activity. There are some activity are multiple intelligence. A teacher should prepare task. Not just prepare presentation, we have to see students interest. For example, they perform in the way of music, let it be but make sure still align with the main objectives." (Respondent 1)

"To attract student activity, a teacher should see their intellectual and giving input. If not the student shall be passive in class. For example, if I want to...aaaa..test communication skills among students, they shall give early teaching, how to get information about reading skills. Using reading skills, student can access more available information but if the students already gain the information, the class session shall be more fun and exciting. Teaching in new curriculum encourages students to help, demonstrate themselves in learning and be a facilitator." (Respondent 2)

In this dimension, this chapter also discussed about the monitoring student progress. New curriculum acquire principal and vice principal available to meet with teachers and students to find out difficulties in the teaching and learning process. The teachers are the only main group which been encouraging a quality teaching process. These referred to the respondents' statements when responding about the impact of teaching process.

The Principal and Vice Principal have to practice this dimension in a collaborative way by involving school administration committee in supervising curriculum and monitoring the progress. Form the respondents' statement, the Principal and Vice Principal showed more effort to increase teachers' professionalism.

"They are helping quite well. We were informed to involve in school administration committee or the information from our Head of Department. This new principal is an energetic person. We respect him. We are quite emerge when he said, "Now." Everything is urgent."(Respondent 1)

"Our team of top management are the best for this year. We can follow well. They tried to inform us and lead us what and how to do. Especially to gain better grades for students. But we know the teaching must be good." (Respondent 2)

c.   Dimension 3 Aspect : Promoting a Positive School Learning Climate

The third dimension underlines that effective schools create an academic outstanding through development of high standards and expectations of teachers (Bossert et al., 1982; Purkey & Smith, 1983). From the interviews, all leaders succeeded in obtaining a positive school climate. Nevertheless, one of the teachers disagreed with protecting instructional time practice. The teacher felt that the top management should give flexible instructional time management. The same person always carries out more task and responsibility than other teacher. This may mislead to stress. The three (3) teachers agree about the distress activity. They were given clerical task and burdening their instructional time.

"Time management is the important thing if we can manage time, we can plan teaching very well. I am a Bahasa Melayu teacher so I like to do anything according to process. Step by step. But I don't like to go outstation. I have to leave many school work to my students. Furthermore, in KSSM we are doing PBS. So it is very difficult for me to do the evaluation again. If MARA giving me too many courses, I knew my teaching will be in disaster. But I still can try and manage and I am a master student. Just in a first semester I have to do well for both task." (Respondent 1)

The school principal and vice principal have to ensure that teaching and learning schedule is well used and the interference from internal and external school activities should be avoided.

"I am agree with teachers were given full of responsibility. Normally the same person. Me, myself as the LDP advisor, warden and head of unit. When I want to prepare a plan for my teaching, I felt so stress. Too many things to be done. Sometimes I have to leave class to attend a meeting. My students left behind." (Respondent 2)

The Principal and Vice Principal is focusing more to management matters so the requirement time to meet teachers is less. The teachers felt that leaders should give more time with discussion to setting their goal and mission. From the interviews, all leaders are provided with staff quarters which suitable to their post. They are still in school area even during school holidays. This refers to lack of visit to classes and leaders teaching in class.

MARA has stated that all MARA staff has to attend seminars, courses, workshop at least 7 days each year for professional development. Professional development is a process for each individual, group or organization to learn to be efficient (William, 1982). For defining this KPI achieved, all leaders have to make sure the staff and teachers fulfill all requirement. The new curriculum basically needs more understanding to the teachers. The courses may provide by the PPD or MARA itself.

Malaysian citizen has a high perception to academic achievement especially MRSM students in PMR and SPM. So does the new curriculum. PT3 and PBS is a goal and mission of Malaysia education to be better as holistic and exam-oriented. Despite the fact, of teachers' presence and producing quality teaching in this curriculum, incentives and appraisal are arrange to acknowledgement event or in meeting. The recognition give the school to encourage teachers to form professional standard and positive beyond expectations. This study described the teachers' perceptions through the interview but not from documentary analysis and observation.

Matrix Of Findings of Dimension 3			
Code	Details	Interview Question No.	Relevant Author from Literature Reviews and others
TP	Teacher Professionalism	7 & 8	Willian (1982)
TSI	Teachers and Students Incentives	10	Heck et al. (1990)

Figure 5: Matrix of Findings of Dimension 3

"Of course. I need someone to support me all the time. My Head of Department lead me very well. We know what to do. Sometimes, our department go for a department refreshment. We like to eat. Sometimes, I do bake a cake for my department."
(Respondent 1)

"Who, me? I love it. But if just an appraisal, it's still give me a motivation and encouragement. No need any present. Just say, "Oh! Well done.", "Good Job", "I hope you do more in the future" or just "can you tell me how you do it." So, does the student, of course they want it." (Respondent 2)

"APC is one of an appraisal. It is an appreciation for MARA staff to do well. We got RM 1000 and a certificate. That is very encouraging to me. I got twice. My students appreciate my teaching. They like to be in my class."(Respondent 3)

Suggestions from previous research shows that leadership which focuses on building capacity through professional learning should obtain staff development, peer-peer coaching, or peer coaching (Leithwood et al., 2004, 2007; Marks & Printy, 2003).

5.3   Summary of the Study

This study showed that instructional leadership has been implemented in the teachers' MRSM. The three (3) dimensions as stated by Hallinger and Murphy (1985) have been applied efficiently. Nevertheless the data showed that managing instructional time are still not fulfilling teachers' requirements. The top management should take more concern to this situation especially to achieve global excellence.

The vision of a school is developed and achieved by teachers by emphasizing collaborative relationship. The school have to prioritize cooperation and cohesiveness among school team (Abdul Ghani & Tang, 2006). Deborah (2002) suggested a wise leader can organize instructional strategies to gain teachers' collaboration in improving teaching and learning process. This is also agreed by Lambert (2002) principals' and vice principals' abilities to share responsibilities and building vision and knowledge towards excellence organization. Moreover, principal and vice principal was expected to be clear of instruction and knowledgeable about curriculum (Hallinger, 1992).

CHAPTER 6

CONCLUSION AND RECOMMENDATION

6.1   Conclusion

The study showed the MRSM is implementing excellence and effective instructional leadership pattern. Generally, some opinion and suggestions are threw out for the benefit of the MRSM.

6.1.1 Impact To Leaders

"Principal can make differences" (Edmonds, 1978). This term shows that leaders can change from non - effective to effective school. Instructional leadership in new curriculum to enhance teaching quality had been suggested as:

a. Principal and Vice Principal are given accurate course in managing and helping schools to fulfill mission.

b. Principal and Vice Principal should absorb and expose to leadership education in Malaysia or other country.

c. Interpersonal skills to communicate their beliefs pertaining to education that shall inspire, motivate and empowerment of teachers.

d. Be an accessible, vibrant and visible that leading by example such as excellent in planning, evaluation and observation skills.

e. Performing as an effective instructional resources especially current practices and system in education.

6.1.2 Impact To Teachers

Teachers are directly involved with teaching and learning. Their expertise and experience were well – used and helped to achieve school target. Teachers is the main person of teaching. Furthermore, to get students understanding, teaching teachers is required.

a. Attending courses which basically driven to new curriculum and to improve teaching skills.

b. Expose teacher to instructional leadership practices in the effort to improve teaching quality through seminar and workshop, etc.

6.1.3 Impact to Instructional Leadership Dimensions Practices

Based on instructional leadership of this study, all dimensions had been exposed. Towards in enhancing excellence, suggestions are required such as:

a. **Dimension 1 : Defining The School Mission**

Mission and goal of the school starts from unit of a subject, department and were discussed in the top management. The mission should be presented to all teachers, understand and updated continuously throughout interventions especially before implementing the mission.

b.   **Dimension 2 : Managing The Instructional Program**

In this dimension, teaching observation has to be updated accordingly to new curriculum, is it proper to be observed based on new curriculum? Observation session has been done by Vice Principal, and head of department. Nevertheless, the observation should be done by all leaders or top-management directly or indirectly. The school managed to discover whether teaching and learning evaluation is helping to improve quality of teaching. After evaluation and observation, sharing is the main knowledge.

All program are well-planned and referring to the valid data when discussing the impact of students achievement. Towards the implementation of the program, consensus required from the school committee. So, they are giving full commitment to the program. Furthermore, during the journey of better teaching, students can gain the meaning of leadership. They had manage the activity and program of teaching with teachers observation. The new curriculum needs the innovative teaching.

c.   **Dimension 3 : Promoting a Positive School Learning Climate**

Leaders of MRSM always try to encourage learning culture to the school. Management By Wandering About (MBWA) is one of should be activity by the top - management. Leaders have to be seen by teachers. Even it is formal or informal visits to the class. The visits is the motivation to the teachers. They know the visits can make them alert and they feel that are

care by the top-management. Furthermore, all sorts of problems in teaching can resolve immediately.

Instructional leadership needs assertiveness because its involve students achievement formally. Assertiveness gave positive impact if the program done within instructional time. Overall, this study giving some benefit not just to MRSM but for other school in Malaysia.

6.2   Recommendation

From the study, there are some of the recommendation for instructional leadership further research. Firstly, research population should covers more than one MRSM and in different type of MRSM such as *Ulul Albab, IGCSE, International Baccalaureate (IB) and Bitara.* The study sample includes more teachers and interview to get from different perspective.

Second, the research can be done with a mixed method. It shall take a long term period. The researcher has to do the research with a full time research. By mixing both quantitative and qualitative research, the researcher gains in depth of understanding and corroboration. Furthermore the weaknesses are careful analyze through triangulation.

6.3 Summary

Teaching and learning process is the main task and role of a teacher in school. One of the main factor to the glory and excellence of a school in teaching and learning process depend on leadership of a Principal.

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Hak Milik MARA

UNIVERSITI MALAYA

24 November 2014

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Tuan,

MAKLUMAN PELAJAR SARJANA KEPIMPINAN PENDIDIKAN MENJALANKAN PENYELIDIKAN

Dengan segala hormatnya saya merujuk kepada perkara di atas.

2. Dimaklumkan bahawa senarai pelajar seperti dalam Lampiran A akan menjalankan penyelidikan bagi menyempurnakan komponan Bahagian II: Disertasi yang membawa kepada 40 jam kredit mengikut keperluan pengijazahan bagi **Program Pengajian secara Kursus dan Penyelidikan**. Butiran berkaitan penyelidikan seperti dalam **Lampiran A**.

Kerjasama pihak tuan amatlah dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

Yang benar,

PROFESOR DR. ALMA HARRIS
Pengarah
Institut Kepimpinan Pendidikan

sk   Bahagian Sumber Manusia MARA

Pelajar Sarjana Kepimpinan Pendidikan
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27	Abdul Rahman Bin Halim	YGB130009	The relationship Between Leadership Style With Co-curricular Management Effectiveness in MARA Junior Science College in Sandakan Sabah	MRSM Sandakan	Prof. Dr. Alma Harris

mara

Kepada : Pengetua Maktab Rendah Sains MARA Lengong			
Daripada : Pengarah Unit Inovasi dan Penyelidikan			
Salinan Kepada : Zaliyatun Azlila Binti Ahmad Johari			Bil.

Rujuk Kami MARA/UNI: 1/28 (41)	Tarikh 11 Disember 2014	Rujuk Tuan	Tarikh

KEBENARAN MENJALANKAN KAJIAN DI PREMIS MARA

Perkara di atas dengan hormatnya dirujuk.

2.   Adalah dimaklumkan **Zaliyatun Azlila Binti Ahmad Johari** adalah seorang kakitangan MARA yang bertugas di **Pengetua Maktab Rendah Sains MARA Lengong**.   Beliau sedang mengikuti program Sarjana Kepimpinan Pendidikan Universiti Malaya dibawah anjuran MARA.
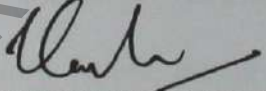
3.   Penama ini akan menjalankan kajian bertajuk **Instructional Leadership in Teaching Quality for New Curriculum in Two MRSM in Perak** yang melibatkan persampelan di **MRSM Lenggong / MRSM Gerik**. Tempoh kajian dan persampelan di pusat di bawah selian Tuan / Puan adalah tidak melebihi 1 tahun daripada tarikh surat ini dikeluarkan.   Penyelidik juga diminta untuk memberikan maklumat awal berkaitan metadologi kajian kepada Pengawal Pusat bagi membolehkan kajian ini dijalankan tanpa menganggu secara signifikan perjalanan program di IPMa yang terlibat.

4.   Kerjasama Tuan / Puan untuk membolehkan penama ini menjalankan kajian dipusat selian Tuan / Puan diucapkan terima kasih.

Sekian.

"BERKHIDMAT UNTUK NEGARA"
"1MALAYSIA: RAKYAT DIDAHULUKAN, PENCAPAIAN DIUTAMAKAN"

KAMARUZAMAN BIN JAFFAR, KMN
Pengarah
Unit Inovasi dan Penyelidikan
MARA

"Keusahawanan dan Pendidikan Global"
"Amanah rakyat"

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APPENDIX B

INTERVIEW SESSION

1. **In every class, is it you are well-prepared? Why do you need preparation?**

R1 – Of Course, if we are not well prepared especially of science subject. First step, a week before class, I have plan. We do not want the same thing after and even and even in practical. Classes put now we are going to explain to different student and different mind of IQ.

R2 – As a teacher, it is important to plan before class. Teaching and learning process need one detail plan but if the teacher fail to plan according to students performance, of course student objective and curriculum need during developing human capital in the aspects of JERIS shall not succeed.

R3- Yes, sure the teacher need main focus. They responsible to do early preparation to certify quality before, during and after. If we do last minute, the impact will be okey but if we do early aaa the material we prepare really helping. Depends on the teacher, early preparation is always important. Teaching will be interesting to the student.

2. **How do you realize that the students show an interest to his/her subject matter?**

R1 – Some of the student like to answer question even the class is theoretical. The class can be understand very well when being asked but sometimes in my they will say, "aaa....." meaning that they don't understand what I have teach. I have to do something, especially when I am teaching practical class. The understanding is important. How to use the tools and material. They have to write the outcome of every experiment. If they cannot write even in group, meaning they do not pay attention in class. I have to do something.

R2 – I teach Islamic studies. This studies are more to implementing. If they understand to implement this life, they can do it in real life. Even they can't answer exam questions. In this new curriculum, we evaluate more to practical. They do and they get the best band that is band 6. So, they are struggling to get better result. When they are like that they shall anxious in class. Sometimes, I can see they are afraid of but they know Islamic studies are very important, They shall do the best to listen and implement what ever practical.

3. **How should a school create a plan to develop better teaching quality in new curriculum?**

4. **What is your own plan?**

R1- In my opinion, both curriculum has pro's and con's. KSSM is more focus on communication among people, environment and human development but if KSSM add more pressure, science and tech, student leadership, morale value added and student's spiritual.

In the perspective of teaching, the teachers give more rather than the students but in KSSM we want more from students, we encourage student to set their role in class which teachers as a guide to show their own creativity.

We evaluate our own teaching. We can see the mistake and added-value.

R2 – We use this new curriculum in as a transformation of education in conjunction with current development which basically replace KBSM. This curriculum is used from 2004 and fully implement starting 2017 for form one student. KSSM is a curriculum for developing according standard to make sure teachers were given and ensure to get relevant needs and wants of quality education system.

Both KBSM and KSSM towards to achieve or create balanced human capital in the aspects of JERIS. Nevertheless, heading to 21st Century, we need transformation of student to get global.

I can inform the management to help me if do need help. We need to trust each other.

R3- New curriculum has change to KBSM to KSSM. It will fully developed at 2016. Ok KBSM, previously KBSM gave stressing individual potential overall. If education standard involving form 1 and later to form five. And if the curriculum was developed by education unit of ministry of education, it is purposely involved student potential.

KBSM was focusing and more do exam oriented. There was big changes in subject syllabus. But only the process and implementation. There be will be less exam. It was a transformation of secondary school continued from primary school. MRSM was designed based on emotionally, spiritual and physically. I think in MRSM, teachers shall see student potential.

My plan is discussion. To help teachers is to help student. Head of Department (HOD) and colleagues can observe for the benefit of the subject. And from the students we know. They understand or not.

5. **Describe some of strength and challenges you have experienced when in new curriculum?**

R1 – Time management is the important thing if we can manage time, we can plan teaching very well. I am a Bahasa Melayu teacher so I like to do anything according to process. Step by step. But I don't like to go outstation. I have to leave many school work to my students. Furthermore, in KSSM we are doing PBS. So it is very difficult for me to do the evaluation again. If MARA giving me too many courses, I knew my teaching will be in disaster. But I still can try and manage and I am a master student. Just in a first semester I have to do well for both task.

R2 – I have a problem with my students. Every student have their own level of cleverness. We cannot give the same level of teaching. And in this KSSM, we have to grade them according to Band. Band 1 – the lowest (just can write) and the best is Band 6 –can be a model. Sometimes we need more time. Different activity, different task. Time sometimes can be my constraint. Teacher were burden with clerical task. Involved with too many activity such as co-curriculum. I have t0 leave my class just to obey my bosses, I cannot give 100% to teaching and learning because to my interference. Science subject should involve all students when are doing practical. For example doing SEM, we manage to build independent to students. The teachers only a guide. To do research shall give them an experience before entering university. They try to manage themselves.

R3- Obstacles that I gone through inside and outside the class. If the teacher only depends on chalk and talk, it maybe make the student bored. Nowadays student are homogenous and advance than teacher. We have to be go beyond than students. During accessing information. That is the challenges for teacher. Teachers should be just a moderator. But teachers also should do notes and teaching plan for every day. And, there are meeting, course, student exercises and clerical task. Teachers' challenges is more to environment and adaption. That is what I can see.

I am agree with teachers were given full of responsibility. Normally the same person. Me, myself as the LDP advisor, warden and head of unit. When I want to prepare a plan for my teaching, I felt so stress. Too many things to be done. Sometimes I have to leave class to attend a meeting. My students left behind.

6. **How does the school top management try to resolve teaching quality ? Do they prepared enough facilities to improve teaching ?**

R1 – Through observation. Head of department, vice principal had observe us according to management timetable. We shall prepare lesson plan. But normally, our lesson plan had always prepared every week. But for me, I think they just want to see the process of teaching and learning. What is the lack of every teaching. But for certain parts, they do not discuss back and reflect. What we should do? I think maybe because of time management. All teachers have to teach other class for the next period.

We have a new principal. I think he always trying to get the best facilities for us. They should provide complete facilities. For example LCD projector in class. Presentation from student can be done. The student can present very well and gain better understanding. No more mah-jong papers. No more conventional intend can be access to help student seek information.

R2- We had a schedule for information. But sometimes I feel hypocrite. Only prepare better teaching before the top management observe. The lesson plan is not the same as other teaching. Sorry to say, sometimes I feel it is burdening us. I cannot see why we have to be observe if the top management do not give us the marks. We have marks and grade. Normally we want better marks and grade. Even, Sometimes we do not know which part I do wrong.

School management should analyse quality level of teaching depends on student academic performance for every year, because in my opinion teachers shall give input according to curriculum needs. If the performance of school is not good some action should be taken and for sure the problem started from some failure. It should do some improvement so that the failure will not continue. And of course the victim is the student.

What I know only through observation, I had prepare lesson plan. But sometimes I teach without a proper lesson plan. Only a simple one. When the top management observe me, they are reading not normal lesson plan. Observation give me an opportunity to make changes. Previously I had been observe by vice principal of

academic affairs. But we do not have the chance to discuss. So, we do not know

what to do for next step.

In a school, the management, teachers and staff, all committee are an important

role to build an excellence education centre. The management provide the best

infrastructure, LCD in classes, equipment and tools for teaching hit. I feel in this

MRSM giving the best facilities. Every class and lab is set up with LCD projector

and teachers are provided with computer lap top. From positive site, it is good. But

there a bit weakness such wifi , we need to access internet from all over places in

the school. The top management is committed to provide infrastructure to student

but teachers is important role to manage the facilities.

7. **What are some of the impact can be seen in teaching process? Did the**

   management contribute in the impact?

R1- Student- centered is not a 100%. Not just spoon feed. And now students giving

more rather than teachers. The students contribute idea in class. The new

curriculum want students perform.

I have to brief and explain after teaching or students activity. There are some

activity are multiple intelligence. A teacher should prepare task. Not just prepare

presentation, we have to see students interest. For example, they perform in the way

of music, let it be but make sure still align with the main objectives.

They are helping quite well. We were informed to involve in school administration

committee or the information from our Head of Department. This new principal is

an energetic person. We respect him. We are quite emerge when he said,"now".

Everything is urgent. Hehe...

R2- The impact that we can see is, we have to teach based on student-centred. In my opinion, student – centred is a good method. It encourages the way of thinking, interest and individual differences which is main consideration in teaching and learning. That is why, a teacher have to fully prepare. If we are not well prepared that will be a major failure. In a class, teaching planning should consider students ability and academic performance. So, the learning will be variety. Furthermore, student centred activity have to be plan encourage active activity.

To attract student activity, a teacher should see their intellectual and giving input. If not the student shall be passive in class. For example, if I want to...aaaa..test communication skills among students, they shall give early teaching, how to get information about reading skills. Using reading skills, student can access more available information but if the students already gain the information, the class session shall be more fun and exciting. Teaching in new curriculum encourages students to help, demonstrate themselves in learning and be a facilitator.

Our team of top management are the best for this year. We can follow well. They tried to inform us and lead us what and how to do. Especially to gain better grades for students. But we know the teaching must be good.

R3- I think two – way communication is important. Whatever activity had been done. If they are discussing the task given, its ok but some of them still quite, whatever curriculum in the future, it will be failure.

Communication with the top management is the important. Even we teach good especially in new curriculum, but still the top management need to lead and always inform us.

8. **Can you tell me some of the needs of a teacher when teaching? Is it new courses or suitable course?**

R1 – It should be suitable courses. New Courses can give and verify clarification. In my opinion, the KBSM and KSSM has it pro's and con's. The course manages to tell the needs. We know that KBSM is more to communication to human, environment and individual development. But in KSSM has its own added value such as science and technology, self – skills, leadership, morale value and students' spiritual. It is the teacher who should be a facilitator to encourage creativity.

R2 – Suitable courses. The courses also have to be intervention. Yes, it is the teacher needs skills to gain quality teaching. But it is still not enough. How does a teacher know the teaching can be a quality teaching if the learner does not understand what they had learn.

R3 – *Definitely, suitable courses. A lot of courses held but still teaching quality is the same for certain teacher. A teacher need preparation to focus in education in which depend on teachers' responsibilities. Early preparation certifies teaching quality before, current and after. If we do last minute preparation, the impact is negative. The school accommodation is already enough and really helping. Only depend on the teacher. Teaching can be interesting when the teaching are innovative and student understand well.*

9. **Do you need appraisal and motivation? How about the students?**

R1 – *Of course. I need someone to support me all the time. My Head of Department lead me very well. We know what to do. Sometimes, our department go for a department refreshment. We like to eat. Sometimes, I do bake a cake for my department.*
And the students were given present for high achievement according to my subject. They really love it.

R2 – *Who, me? I love it. But if just an appraisal, it's still give me a motivation and encouragement. No need any present. Just say, " Oh! Well done.", "Good Job", "I hope you do more in the future" or just "can you tell me how you do it." So, does the student, of course they want it.*

R3 – APC is one of an appraisal. It is an appreciation for MARA staff to do well. We got RM 1000 and a certificate. That is very encouraging to me. I got twice. My students appreciate my teaching. They like to be in my class.

10. As teachers, do you understand overall the implementation of this curriculum in your school? Does the school develop any target to improve teaching especially in the new curriculum?

R1 – Of course, I understood. But it takes time. Almost a year we the teachers has to search ourselves and went for courses. First, it makes us confuse especially for my subject. MOE did not deliver the input thoroughly. We manage to find information a little bit late. But our own MRSM has appointed teachers to get the input.

Almost that, may I continue. The information we get we manage to get together and set our own aim. What to do? How to do it? It is not an easy plan. Teachers, students, parents and school community have to understand and do together. Usually in the management meeting, the principal and the committee shall discussed. From there we were inform the results through teachers meetings with the administration on the first term year.

R2 – I get my information from Vice Principal of Academic Affairs and Head of Department explain generally. Not very clear. Then, I discussed with my colleagues and went for courses. From there, I know what to do. What is the next step. This

new curriculum making were burn-out. We have burden with clerical task not even our job to do it. And now this.

I tried to follow and I understand why we should do this. The principal and Vice Principal had make me clear. We set our target. The KPI for our school especially teachers' main priority task that is teaching.

R3 – I should understand. If not, how I am going to teach. I need the way of implementation especially what to teach. The content of the curriculum is important. The management committee such as HOD, principal and VP have to understand first before giving the information. My HOD had explain the next step. First of all, we as teachers were quiet confused. Especially for our subject and the teachers that are teaching lower secondary teachers (form 4 & 5). We were briefing and we had discussed. The result of discussion had been carried out and combine with other department to set up the main goals for our own school. MRSM is an extraordinary school. We have to be excellent in academic and co-curriculum. Normally, academic analysis are always important. How to get excellence. Through teachers. The teachers understand what to do. They shall implement the mission especially teaching well.

new curriculum making were burn-out. We have burden with clerical task not even our job to do it. And now this.

I tried to follow and I understand why we should do this. The principal and Vice Principal had make me clear. We set our target. The KPI for our school especially teachers' main priority task that is teaching.

R3 – I should understand. If not, how I am going to teach. I need the way of implementation especially what to teach. The content of the curriculum is important. The management committee such as HOD, principal and VP have to understand first before giving the information. My HOD had explain the next step. First of all, we as teachers were quiet confused. Especially for our subject and the teachers that are teaching lower secondary teachers (form 4 & 5). We were briefing and we had discussed. The result of discussion had been carried out and combine with other department to set up the main goals for our own school. MRSM is an extraordinary school. We have to be excellent in academic and co-curriculum. Normally, academic analysis are always important. How to get excellence. Through teachers. The teachers understand what to do. They shall implement the mission especially teaching well.

Februari
(9-13)

Rancangan Harian Pendidikan Islam **G**
TINGKATAN 3

Minggu ke :   Tarikh: Jadual Minggu : 1
J2

Tingkatan	303		305		
Tarikh	12/2/2015		10/2/2015		
Masa	9.00–10.20		10.50–12.00		
Tempat	KELAS		KELAS.		
Kehadiran					

1. **Tajuk / Tema :**   ISMATUR RASUL

Fokus :

Pemikiran : Mengetahui bahawa rasul bersifat maksum
Penghayatan : Menjauhi daripada perkara-perkara dosa

Hasil Pembelajaran

Aras 1
1. Menyatakan takrif mukjizat, karamah, sihir, istidraj, irhas dan maunah beserta contoh
2. Menyebutkan dalil nakli dan akli mengenai maksum (Surah An Najm ayat 3 – 4)

Aras 2
1. Menerangkan sebab-sebab rasul perlu bersifat maksum
2. Membezakan di antara mukjizat hissi dan maknawi beserta dengan contoh

Aras 3
1. Menghuraikan tujuan Allah mengurniakan mukjizat kepada para nabi dan rasul
Membincangkan sebab

Langkah Aktiviti :

Langkah 1
1. Guru menerangkan takrif mukjizat, karamah, sihir, istidraj, irhas dan maunah beserta dengan contoh

Langkah 2
1. Guru menerangkan sebab-sebab rasul perlu bersifat maksum
2. Guru menjelaskan perbezaan antara mukjizat hissi dan maknawi beserta contoh

Langkah 3
1. Pelajar membentuk kumpulan
2. Setiap kumpulan dibekalkan dengan tajuk perbincangan iaitu " tujuan Allah memberi mukjizat kepada rasul dan sebab-sebab rasul dilantik dari kalangan manusia

Pedagogi (Kemahiran Bernilai Tambah) :

1. Menjana idea
2. Kemahiran bercerita
3. Sumbangsaran

Nilai :

Refleksi : pelajar dapat menbezakan maksud karmah istidraj irhas dan maunah. Selepas perangan Perbentangan pelajar guna slaid power point.

(FEBRUARI)

Rancangan Harian Pendidikan Islam
TINGKATAN 3

G

Minggu ke : 1   Tarikh: Jadual Minggu : 1
2 — 6 |2|2015

Tingkatan	303		205	
Tarikh	3/2/2015		5/2/2015	
Masa	7.40-9.00		9.00 - 10.30pg	
Tempat	kelas		kelas	
Kehadiran				

1. **Tajuk / Tema :**   SIFAT SIFAT RASUL

   Fokus :

   Pemikiran : Mengetahu sifat-sifat yang wajib, mustahil dan harus.
   Penghayatan : Sentiasa amanah dalam pekerjaan

   Hasil Pembelajaran

   Aras 1
   1. Menyatakan sifat yang wajib, mustahil dan harus bagi rasul
   2. Menyebut dalil nakli dan akli mengenai sifat-sifat yang wajib bagi rasul

   Aras 2
   1. Menguhuraikan sebab-sebab rasul bersifat siddiq, amanah, tabligh dan fatanah
   2. Menerangkan implikasi sekiranya rasul-rasul bersifat dengan sifat mustahil

   Aras 3
   1. Manghuraikan kepentingan bbersifat fengan sifat-sifat wajib bagi rasul dalam kehidupan
      Membezakan sifat harus bagi rasul dan sifat harus bagi manusia biasa

   Langkah Aktiviti :
   1. Guru menjelaskan sifat-sifat yang wajib bagi rasul
   2. Guru meminta pelajar menyebut sifat-sifat yang mustahil bagi rasul
   3. Guru meminta pelajar menjelaskan implikasi sekiranya rasul bersifat dengan mustahil
   4. Mengadakan sesi diskudsi dengan memilih tiga oeang pwlajar untuk membincangkan fakta-fakta berikut :
   1.1. Kepentingan bersifat dengan sifat wajib bagi rasul dalam kehidupan
   1.2. Perbezaan sifat harus bagi rasul dengnan sifat harus bagi manusia biasa
   5. Pelajar lain memberi sumbang saran

   Pedagogi (Kemahiran Bernilai Tambah) :

   1. Menjana idea
   2. Kemahiran bercerita
   3. Sumbangsaran

   Nilai :
       Sentiasa mentaati Rasul.

   Refleksi :

   Catatan : Perbentangan gune power point.

   303 : 3/2/ 2015 - Cuti Thaipusam - kelas akan diganti kan pada
                                              minggu hadapan.

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DAILY LESSON PLAN

CLASS	202, 201	DATE	19/1, 20/1		ATTENDANCE	202 = 29/29
VENUE	Sc LAB	TIME	12.⁰⁰-12.⁴⁰, 12.⁰⁰-1.			001 = 29/29

THEME : MANAGEMENT AND CONTINUITY OF LIFE
LEARNING AREA : 1. THE WORLD THROUGH OUR SENSES
Learning Objectives:
1.1 Understanding the sensory organs and their functions.
Learning outcomes: By the end of the lesson, student is able to
➢ Identify and relate a sensory organ to its stimulus
➢ State the pathway from stimulus to response

Activities:
Engagement
- Ask student to state all the senses they know.
- From the students respond teacher tell them the five senses, the sensory organs and the stimuli.

Exploration
- Teacher asks student how they relate the five senses, sensory organs and stimuli.
- Teacher asks student to carry out activities to make connection between the five senses, the sensory organs and the stimuli.
- Asks student to make an inference from the activity.

Explanation
- Asks student to discuss what happens in our body after a stimulus is detected.
- Teacher explains the pathway from stimulus to response after a stimulus is detected.

Elaboration
- Teacher asks student to state the stimuli detected while watching a movie and asks them to write the pathway stimulus to response.

Evaluation
- Teacher asks students:
  What is a stimulus?
  How sensory organ detect the stimuli?

Teaching and Learning approaches: Constructivism/inquiry-discovery
Teaching and Learning Methods: Question & answer, discussion and laboratory activity.

Reflection:
202 - Students give a good contribution during T?L

201 - Students show a good attitude during T?L.

DAILY LESSON PLAN

CLASS	ɔOI / 2O2	DATE	20 - 1 - 21		
VENUE	Sc LAB	TIME	10.53 - 12.04 2011 22/1	ATTENDANCE	29/29 /29

THEME : MANAGEMENT AND CONTINUITY OF LIFE
LEARNING AREA : 1. THE WORLD THROUGH OUR SENSES
Learning Objectives:
1.2. Understanding the sense of touch
Learning outcomes: By the end of the lesson, student is able to
  ❖ Identify the structure of the human skin involved in stimuli detection
  ❖ State the function of different receptors
  ❖ Draw conclusion on the sensitivity of the skin at different parts of the body towards stimuli.

Activities:
Engagement
  • Ask student to imagine you are walking along beach. And they can fell the cold wind blowing on their face and the soft, wet sand under the feet.
  • Teacher asks student to imagine life without the sense of touch.
Exploration
  • Teacher asks student to examine a chart or model of human skin and identify the structures involved in detecting the stimuli.
  • Asks student to draw and labelled a diagram to show all the structure of the skin in the worksheet.
  • Discuss the sensitivity of the skin in connection to the receiving an injection and using Braille.
Explanation
  • Asks student to carry out activity to study the sensitivity of the skin at different parts of the body towards stimuli.
  • Teacher explains the pathway from stimulus to response after a stimulus is detected.
  • Asks student to make an inference from the activity.
Elaboration
  • Teacher asks student to state and give the reason which part of the skin tested is the most sensitive and the least sensitive?
  • Asks student to suggest why certain parts of the body are more sensitive to touch than others.
Evaluation
  • Teacher asks students to write the pathway for different receptors of skin.
Teaching and Learning approaches: Constructivism/inquiry-discovery
Teaching and Learning Methods: Question & answer, discussion and laboratory activity.
Reflection:
  1) Student really enjoy during Sc experiment.

APPENDIX D

BORANG PENILAIAN PROSES PENGAJARAN
(DIISI OLEH PELAJAR)

Tujuan

Penilaian proses pengajaran ini bertujuan untuk mendapatkan maklumbalas daripada pelajar berhubung dengan pengajaran oleh guru.

Maklumbalas ini penting bagi meningkatkan kualiti pengajaran dan pembelajaran pada masa hadapan. Diharap semua pelajar dapat memberi jawapan yang ikhlas.

NAMA GURU : ~~████████~~

KELAS   :   3   MATA PELAJARAN : Sains

TARIKH   : 03 April 2014

Tandakan V pada kriteria 1, 2 dan 3.

BIL.	KRITERIA PENILAIAN	SKOR
1.	Objektif pengajaran tercapai. Jika tidak :	Ya ☑ Tidak ☐
2.	Aktiviti pembelajaran merangsang minat dan meningkatkan motivasi untuk belajar . Jika tidak :	Ya ☑ Tidak ☐
3.	Aktiviti pembelajaran meningkatkan pemahaman pengajaran. Jika tidak :	Ya ☑ Tidak ☐

Untuk kriteria berikut , berikan penilaian anda dengan membulatkan angka di dalam ruang skor mengikut skala seperti di bawah :

5   *Cemerlang*
4   *Baik*
3   *Memuaskan*
2   *Tidak Memuaskan*
1   *Lemah*

BIL.	KRITERIA PENILAIAN	SKOR
4.	Menyampaikan pengajaran dengan suara yang jelas.	1 2 3 ✓4 5
5.	Sentiasa mempelbagaikan kaedah pengajaran , interaksi dan kerjasama serta bijak melibatkan pelajar dalam perbincangan.	1 2 3 ✓4 5
6.	Mampu menghuraikan idea dan konsep bagi memudahkan pemahaman.	1 2 ✓3 4 5
7.	Prihatin kepada pelajar.	1 2 ✓3 4 5
8.	Peratus pembelajaran yang dapat diterima sepanjang tahun sebanyak 80 – 100 % ✓ 60 – 79 % ☐ 50 – 59 % ☐ Kurang dari 50 % ☐ Sebab : _____	

Ulasan / Cadangan Pelajar :

- Cikgu Ajar Praudikal Banyak Lagi

Tandatangan Pelajar ,

BORANG PENILAIAN PROSES PENGAJARAN
(DIISI OLEH PELAJAR)

Tujuan

Penilaian proses pengajaran ini bertujuan untuk mendapatkan maklumbalas daripada pelajar berhubung dengan pengajaran oleh guru.

Maklumbalas ini penting bagi meningkatkan kualiti pengajaran dan pembelajaran pada masa hadapan. Diharap semua pelajar dapat memberi jawapan yang ikhlas.

NAMA GURU : ~~████████~~ .
KELAS : 2   MATA PELAJARAN : *Sains*
TARIKH : *3 April 2014*

Tandakan √ pada kriteria 1, 2 dan 3.

BIL.	KRITERIA PENILAIAN	SKOR
1.	Objektif pengajaran tercapai. Jika tidak :	Ya ☑ Tidak ☐
2.	Aktiviti pembelajaran merangsang minat dan meningkatkan motivasi untuk belajar . Jika tidak :	Ya ☑ Tidak ☐
3.	Aktiviti pembelajaran meningkatkan pemahaman pengajaran. Jika tidak :	Ya ☑ Tidak ☐

Untuk kriteria berikut , berikan penilaian anda dengan membulatkan angka di dalam ruang skor mengikut skala seperti di bawah :

5	*Cemerlang*
4	*Baik*
3	*Memuaskan*
2	*Tidak Memuaskan*
1	*Lemah*

BIL.	KRITERIA PENILAIAN	SKOR				
4.	Menyampaikan pengajaran dengan suara yang jelas.	1	2	3	4	5
5.	Sentiasa mempelbagaikan kaedah pengajaran , interaksi dan kerjasama serta bijak melibatkan pelajar dalam perbincangan.	1	2	3	4	5
6.	Mampu menghuraikan idea dan konsep bagi memudahkan pemahaman.	1	2	3	4	5
7.	Prihatin kepada pelajar.	1	2	3	4	5
8.	Peratus pembelajaran yang dapat diterima sepanjang tahun sebanyak					

80 – 100 % ☑

60 – 79 % ☐

50 – 59 % ☐

Kurang dari 50 % ☐ Sebab : _____

_____

_____

Ulasan / Cadangan Pelajar :

Kadang-kadang Cikgu ajar teori, boring !!

Tandatangan Pelajar ,

BORANG PENILAIAN PROSES PENGAJARAN
(DIISI OLEH PELAJAR)

<u>Tujuan</u>

Penilaian proses pengajaran ini bertujuan untuk mendapatkan maklumbalas daripada pelajar berhubung dengan pengajaran oleh guru.

Maklumbalas ini penting bagi meningkatkan kualiti pengajaran dan pembelajaran pada masa hadapan. Diharap semua pelajar dapat memberi jawapan yang ikhlas.

NAMA GURU : ~~_____~~
KELAS : _____2_____   MATA PELAJARAN : _Sains_
TARIKH : _3 April 2015_

Tandakan √ pada kriteria 1, 2 dan 3.

BIL.	KRITERIA PENILAIAN	SKOR
1.	Objektif pengajaran tercapai. Jika tidak :	Ya ☑ Tidak ☐
2.	Aktiviti pembelajaran merangsang minat dan meningkatkan motivasi untuk belajar . Jika tidak :	Ya ☑ Tidak ☐
3.	Aktiviti pembelajaran meningkatkan pemahaman pengajaran. Jika tidak :	Ya ☑ Tidak ☐

Untuk kriteria berikut , berikan penilaian anda dengan membulatkan angka di dalam ruang skor mengikut skala seperti di bawah :

5   *Cemerlang*
4   *Baik*
3   *Memuaskan*
2   *Tidak Memuaskan*
1   *Lemah*

BIL.	KRITERIA PENILAIAN	SKOR
4.	Menyampaikan pengajaran dengan suara yang jelas.	1 2 3 4 5
5.	Sentiasa mempelbagaikan kaedah pengajaran , interaksi dan kerjasama serta bijak melibatkan pelajar dalam perbincangan.	1 2 3 4 5
6.	Mampu menghuraikan idea dan konsep bagi memudahkan pemahaman.	1 2 3 4 5
7.	Prihatin kepada pelajar.	1 2 3 4 5
8.	Peratus pembelajaran yang dapat diterima sepanjang tahun sebanyak 80 – 100 % ☑ 60 – 79 % ☐ 50 – 59 % ☐ Kurang dari 50 % ☐ Sebab : _____	

Ulasan / Cadangan Pelajar :

Saya suka guna apron dan rodop semasa praktikal

Tandatangan Pelajar ,