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PRINCIPAL'S INSTRUCTIONAL LEADERSHIP AND ITS  
INFLUENCE ON SCHOOL CULTURE IN SELECTED  
MARA JUNIOR SCIENCE COLLEGES

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## Abstract

Although research shows that principal leadership is correlated with student achievement research has found few direct impacts of principal leadership on student achievement. Rather, the majority of research reveals that principal leadership impacts student achievement through indirect or mediating factors such as school culture. The purpose of this research is to analyse the influence of principal instructional leadership on school culture in selected MARA Junior Science Colleges. Besides, the study also aims to look at the status of instructional leadership practices as perceived by their teachers. Using quantitative method, this research addresses four key research questions. 80 teachers from 5 selected MARA Junior Science Colleges completed the survey questionnaires to provide data to determine their views on the principal's instructional leadership and school culture, to find out the relationship between the principal's instructional leadership and school culture and the influence of the principal's instructional leadership on school culture. In response to the first question, the overall findings of the study indicated that teachers had positive perceptions about the principal's instructional leadership. In response to the second question, the overall findings of the study indicated that teachers had positive perceptions that there was a highly collaborative and strong school culture in the selected MARA Junior Science Colleges. It is also found out that there is a strong relationship between principal instructional leadership and school culture at selected MARA Junior Science Colleges.. The implications of this results is instructional leadership helps schools to build school culture.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background

In the 1980s, "instructional leadership" became the dominant paradigm for school leaders after researchers noticed that effective schools usually had principals who kept a high focus on curriculum and instruction. It is a topic often discussed in North America and Britain as they relate to the effectiveness of the school. (Sazali, 2007). Their findings indicate a relationship between instructional leadership practices with student academic success. Although research shows that principal leadership is correlated with student achievement (Hallinger & Heck, 1996), research has found few direct impacts of principal leadership on student achievement. Rather, the majority of research reveals that principal leadership impacts student achievement through indirect or mediating factors (Hallinger & Heck, 1996, 1998).

Research indicates that this association is indirect and occurs through mediating factors (Hallinger & Heck., 1996). These factors include intervening variables such as a school's vision and mission, teacher's pedagogical and content knowledge, teacher instructional practices, and school culture. (Bulris, 2009).

Instructional leadership role has become increasingly important in the Malaysian school system for public examination is a major area of focus for all walks of life.

In fact, the results of public examinations are often used as a measure of success and effectiveness of the school. Principals are often the first to be held accountable for a school when performing worse than expected in examinations. Colleges that do not perform in public examination will be under scrutiny of the officials. Since students intake in MRSMs comprises of high academic achievers, as their enrolment is based on their excellent public examinations results, MRSMs face the challenge of continually raising achievement for all students. as an effective school is described as "one in which pupils progress further than might be expected from consideration of its intake" (Mortimore, 1991, p.9). Underperformance shown by colleges definitely will not be tolerated which will result in visits by officials from the supervision board from Secondary Education Division, MARA with the purpose of investigating what has been lacking in the school instruction practices. Explicit standards of learning, coupled with heavy pressure to provide tangible evidence of success, have reaffirmed the importance of instructional leadership. (Lashway, 2002)

It is envisioned that the principal plays a role model in his college. He is observed by his subordinates on how things are done. They look for signs how salient matters are handled day to day. Fullan (1992, as cited in Semiha Sahin 2011) points out that the teacher has to notice and interpret the principal's important actions. By acting in a certain way that sends signals to teachers and students that they can achieve more, principals can promote a positive culture.



Mattar(2012) states that instructional leaders focus on building and maintaining a spirit of collegiality in the school environment where teachers work closely as colleagues in order to let teaching practices open to scrutiny , discussion and refinement.

Reitzug et. Al(2008) point out that the principal's role in instructional leadership has traditionally been thought as communicating high expectations for teachers and students, supervising instruction, monitoring assessment and student progress, coordinating the school's curriculum, promoting a climate for learning, and creating a supportive work environment

According to Mattar(2012), effective instructional leaders share and engage all teachers in the planning and preparation of lesson and material components, discuss all teacher-related topics with all of them, collaboratively developed the curriculum and make regular classroom visits to observe the implementation based on implicit criteria and procedures.

As an educational leader of the school, one of the principal's primary responsibilities is to ensure the existence of a school culture that facilitates student success. According to Leithwood,(2005, as cited in Valentine ,2006) ,school leaders, both formal and informal, help shape the nature of school culture and thus the nature of school improvement. Developing a collaborative school

culture is of particular importance because of the weight given by scholars to the significance of culture in schools.

## **1.2 Statement of Problem**

The leadership of the school principal has long been associated with student achievement. An emerging database suggests that the school principal is critical in ensuring academic achievement.(Andrews and Soder,1987). Hallinger and Heck (1996) suggest that, “researchers should focus greater attention on uncovering the relationship between principal leadership and those mediating variables that we now believe influence student achievement”. However, instructional leadership which is very relevant to the school organization is rarely studied in particular to the relationship between instructional leadership practices of principals and mediating factors of school effectiveness. Good contemporary research on school culture is sparse, a conclusion confirmed by Firestone and Louis(1999, as cited in Hoy&Miskel,187,2001) in their review on school culture.

Mediating variables found in researches to have positive influences on student achievement are the school's vision and mission, teacher's pedagogical and content knowledge, and teacher instructional practices. Each of these factors contributes to or is influenced by the overarching factor identified in the literature as school culture.



Due to the fact that there is a lack of research that focuses on the influence of instructional leadership and school culture in MARA Junior Science Colleges, this study aims to determine the influence of principal's instructional leadership on school culture in selected MARA Junior Science Colleges. Therefore, the problem presented for study in this research is to examine the influence of instructional leadership on school culture .

### **1.3 Research Objectives**

The purpose of this research is to analyse the influence of principal instructional leadership on school culture in selected MARA Junior Science Colleges. Besides, the study also aims to look at the status of instructional leadership practices and the presence of collaborative school culture as perceived by their teachers. The objectives of this research are:

- 1.3.1 To study the perception of teachers on their principals' instructional leadership in selected MJSCs.
- 1.3.2 To study the perception of teachers on school culture in MJSCs.
- 1.3.3 To identify the relationship between principal's instructional leadership and school culture.
- 1.3.4 To identify the influence of principal's instructional leadership on school culture.

Using quantitative method, this research addresses four key research questions.

#### **1.4 Research Questions**

1. How do teachers view principal instructional leadership in selected MRSMs?
2. How do teachers view school culture in selected MRSMs?
3. What is the relationship between factors of principal's instructional leadership and factors of school culture?
4. What is the influence of instructional leadership on school culture?

#### **1.5 Significance of the Study**

This study is important to do because as a key player, a principal should have the knowledge and instructional leadership practice systematically and continuously in school. Besides, it can also help principals identify areas to be improved and further enhance the effectiveness of the school under his leadership. Research on the influence of principal instructional leadership and school culture is still minimal. The school culture factor deserves to be explored because it is an essential ingredient for creating an effective school. Research on school culture is particularly few in Malaysia. Therefore it is anticipated that this study will accentuate the disposition that it is vital that good culture values become a norm in order for any educational institution to be effective. The results of this study may not be sufficient to be generalised, however, at least it provides a guide frame especially for MRSMs.



## 1.6 Operational Definitions

### 1.6.1 Principal

As stated in MRSM Sytem of Education handbook, MRSM principals are leaders who set the direction and culture of a college. Principals appointed are from amongst the experienced teachers and they are expected to be instructional and transformational leaders. Being experienced, principals of MRSM should have a vast knowledge base about teaching and learning. The principal who is an instructional leader must have a solid grounding in teaching and learning (Liontos, 1992, as cited in Mees,2008).He is also capable of showing the quality of leadership , knowledgeable, skilled and competent in management and administration. Laden with ideas, they have the ability to convey knowledge, to guide and lead the members in the organization , create a conducive working environment and has a pivotal role in charting a clear roadmap towards the achievement of organizational goals. In addition, principals should also be able to make decisions quickly, accurately and correctly in accordance with organizational directions.

They also have the skills to deal with problematic teachers or other staff members in a professional manner at their college, responsible for implementing the programmes decided by the top management of MARA from time to time, and act as a resource to fellow principals , deputy principals, teachers, students and all members of the college. In addition, they are also able to present papers, deliver academic or motivational

lectures to teachers in addition to meeting invitations from outside of the organization of MARA

#### 1.6.2 Instructional Leadership

Hallinger (2003) describes the three dimensions of the instructional leadership construct: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate. Each dimension contains specific job functions. Two functions, framing the school's goals and communicating the school's goals, comprise the dimension, defining the school's mission. These functions concern the principal's role in working with staff to ensure that the school has clear, measurable goals that are focused on the academic progress of its students. It is the principal's responsibility to ensure that these goals are widely known and supported throughout the school community. The second dimension, managing the instructional program, focuses on the coordination and control of instruction and curriculum. This dimension incorporates three leadership functions: supervising and evaluating instruction, coordinating the curriculum, monitoring student progress.

The third dimension, promoting a positive school learning climate, includes several functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, providing incentives for learning.



Hussein (1993) says that instructional leadership as "the efforts taken by school leaders to provide innovative curriculum and to develop teaching and learning process in order to achieve school goals'.

### **1.6.3 School Culture**

Peterson and Deal(1998) describe school culture as the underground stream of norms, values, beliefs, traditions and rituals that has built over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel and act in schools.

According to Sergiovanni(2006), school culture includes values, symbols, beliefs and shared meanings of parents, students, teachers, and others conceived as a group or community. Culture governs what is worth for this group.

Gruenert(1998, as cited in Valentine, 2006) states that the factors of school culture are: (1) Collaborative Leadership, (2) Teacher Collaboration, (3) Professional Development, (4) Collegial Support, (5) Unity of Purpose, and (6) Learning Partnership.

#### **1.6.4 MARA Junior Science College**

The MARA Junior Science College (Malay: *Maktab Rendah Sains Mara (MRSM)*) is a group of boarding schools created by the People's Trust Council (Malay: *Majlis Amanah Rakyat*, commonly abbreviated as MARA), a Malaysian government agency. The institution provides learning facilities for bright indigenous students in local schools throughout Malaysia. Students enrolling into MRSMs have to get through MRSM Entrance Tendency Test, as a pre-requisite in addition to getting excellent results in the public examinations.

The Education System of MRSM offer courses in Pure Science stream and Applied Science to students in order to produce knowledgeable indigenous students and to prepare them as they venture into career fields related to science, technology, entrepreneurship and leadership. The system also incorporates elements of research-based learning and the individualised learning which expose them to specific skills that will give them the opportunity to develop their potential based on their interests and talents.

All educational programmes for MARA Junior Science Colleges are monitored by the Secondary Education Division which is located at the headquarters of MARA in Kuala Lumpur. This division assists all MARA Junior Science Colleges to ensure MARA's desire to produce



students who excel in academic and entrepreneurial culture is also achieved. Another important function of the division is to plan, modify, align and formulate policies, strategies and programmes of curriculum and to curriculum to realise MARA's visions

### **1.7 Conceptual Framework of the Study**

The influence of instructional leadership on school culture is the theoretical framework for the present study. Principals have the potential to influence school culture. There are two variables in the conceptual framework of the study. The first variable is the dimensions of instructional leadership based on the model by Hallinger and Murphy. The dependent variable is the six factors of school culture based on the school culture model by Gruenert.

### **1.8 Research Limitations**

The primary limitation of this study is the lack of generalization potential. This study involves only a few colleges regardless of their level of excellence. It cannot be an exact generalisation. The results cannot be used as an inference to all MJSCs

## CONCEPTUAL FRAMEWORK

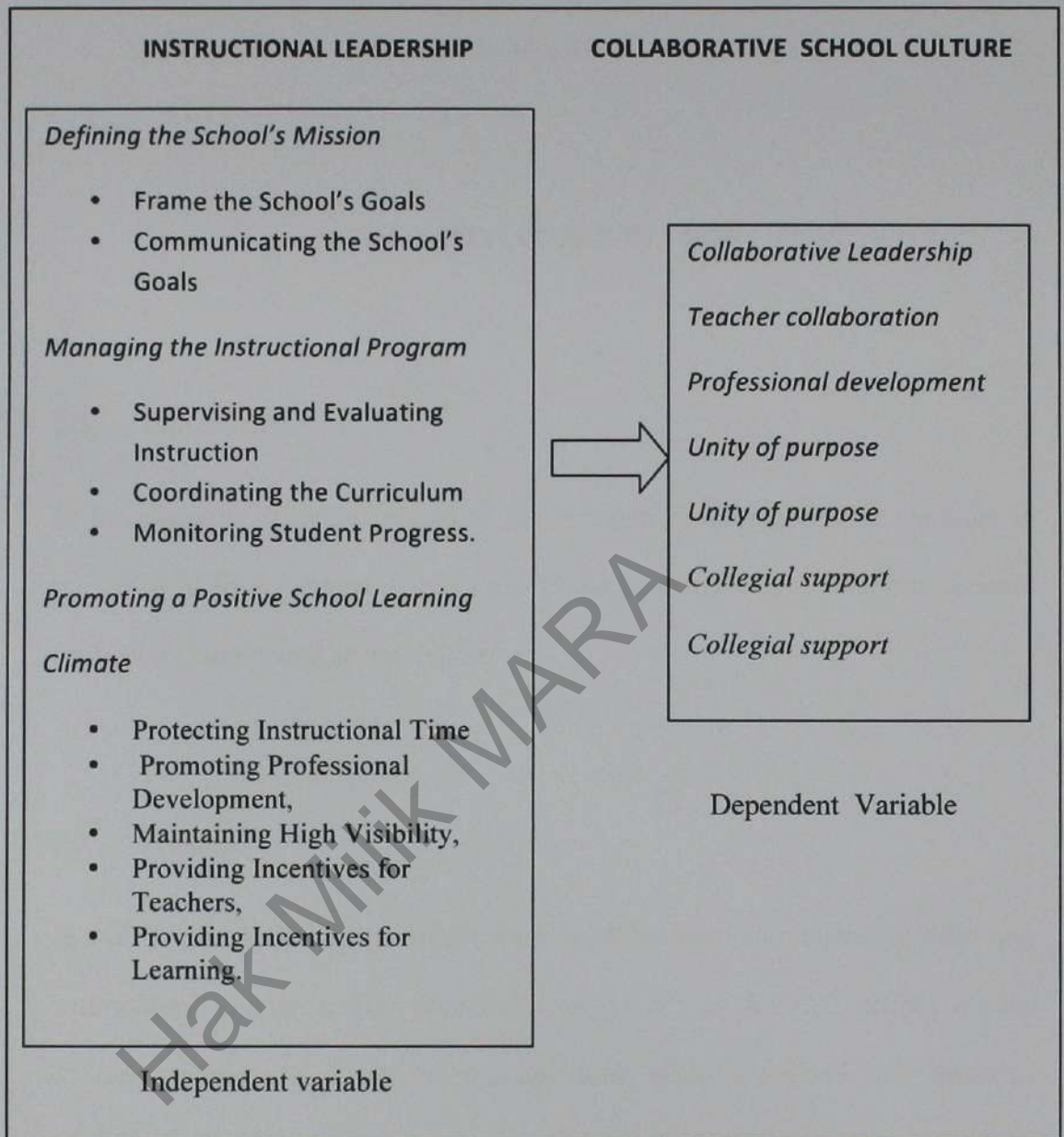


Figure 1.1 Conceptual Framework of the Study

The study also does not take into account the views of administrators, parents, students and the local community who are also cultural agents.

The findings of the study were limited by the accuracy and perception of the respondents. It is assumed that teachers have responded honestly and interpreted the instrument as intended.



## **CHAPTER 2**

### **THE LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, literature related to the research is discussed. The literature is presented in four sections. It begins with the meaning of principal, instructional leadership, culture and school culture

#### **2.2 Principal**

In reality, principals have to juggle their work between administrative roles and instructional practices. The principal's tasks are as follows: school leader, oversee welfare and discipline, manage staff, plan, coordinate and maintain relationships with various groups such as local communities and stakeholders, managing curriculum and teaching, lead the school office, manage financial matters, and foster relationships with community and parents.

The duties of principals, are wide-ranging. According to Kruger(2008), principals have to divide their time between issues of curriculum and instruction and a large number of non education matters such as labour relations, financial management and empowering governing bodies. The effective execution of all the functions of

a principal will undoubtedly ensure the establishment of a positive culture of teaching and learning and so doing contribute to the effectiveness of the school., However Olson,(2000:1, as cited in Kruger,2008) asserts there is widespread agreement, that the principal's workload is becoming unmanageable and that many secondary school principals lack the time for, and an understanding of their or instructional leadership task .

Thus, the role of school leaders is becoming more challenging than ever. Being creative and innovative is what it takes to be a principal nowadays who will be able to readjust their instructional practices to ensure that the core business of education that is giving quality teaching and learning is executed well. They need to make greater strides to cater for the changing elements in their organization and strive towards excellence.

The importance of the principal in determining school success should come as no surprise. The principal is, after all, the most powerful and prominent individual in the school. As a result, the principal has more influence than any other individual in the school on the norm-behaviour cycle in the school. He or she can dictate behaviour to some extent in the classroom and hallways by decree, persuasion or force. More importantly, though, the principal can strongly influence the norms of the school by his or her behaviour.(The Culture of Effective Schools,1984)



Amidst of the multifacet of roles including administrative responsibilities that a principal has to shoulder, he or she is expected to be an instructional leader. Effective schools research has also contributed to this expectation.

When principals model the values and beliefs important to the institution, they create an impact on how things should be done. The actions of the principal are noticed and interpreted by others as "what is important." A principal who acts with care and concern for others is more likely to develop a school culture with similar values. Likewise, the principal who has little time for others places an implicit stamp of approval on selfish behaviors and attitudes.

Besides modelling, Deal and Peterson(1998) suggest that principals should work to develop shared visions, rooted in history, values, beliefs, of what the school should be, hire compatible staff, face conflict rather than avoid it, and use story-telling to illustrate shared values.(Stephen Stolp,1994)

### 2.3 Instructional Leadership

To get a better idea about Instructional leadership, four instructional models are discussed in this study .

Table 2.1 outlines the instructional leadership models that will be discussed in this literature review.

Table 2.1 Instructional Leadership Models

Model	Characteristics
Sergiovanni(1991)	<p>Five Leadership force:</p> <p>Technical</p> <p>Human</p> <p>Educational</p> <p>Symbolic</p> <p>Cultural</p>
Andrews & Soders(1987)	<p>Four Interactive Behaviours:</p> <p>Principal as a resource provider</p> <p>Principal as an instructional resource</p> <p>Principal as a communicator</p> <p>Principal as visible presence</p>
Krug(1992)	<p>Five principal's behaviour focuses on:</p> <p>Defining mission</p> <p>Managing curriculum and instruction</p> <p>Supervising and supporting teaching</p> <p>Monitoring student progress</p> <p>Promoting an effective instructional climate</p>
Hallinger and Murphy(1987)	<p>Three leadership functions:</p> <p>Define school mission</p> <p>Manage the instructional programme</p>



Research over the past decades has described effective leadership essential to school effectiveness. Good and Brophy(1986, as cited in Hoy & Miskel ,302;2001) assert that nearly all studies of effective schools support the importance of principal leadership, but limited accord exists on the behaviors and practices that characterize leadership for enhanced academic achievement. Philip Hallinger and Ronald H. Heck(1996,1998, as cited in Hoy & Miskel ,302;2001) conclude that principal leadership has measureable influence on student achievement. The effects, however, are indirect and occur when principals manipulate internal school structures, processes and visions that are directly connected to student learning. They further assert that just because the effects of principals are mediated by other school factors does not diminish the importance of principal contribution to the school.

### **Model of Instructional Leadership**

#### **Model 1**

McEwan (2002, as cited in Leslie Jones,2009) suggested that Sergiovanni proposed one of the first models of instructional leadership. Sergiovanni(2001) views leadership as a set of forces. They are:

1. The Technical Force

The school can be managed efficiently and properly when the principal is able to provide the technical aspect of leadership. The technical force is available to principals who assume the role of 'management engineers' where concepts such as planning and time management, contingency leadership theories, and organizational structures are given emphasis.

Proper management is a basic requirement of all organizations if they are expected to function properly day by day and to maintain support from external constituents.

## 2. The Human Force

A school can function properly when the principal is able to express the human aspects of leadership. The human force is available to principals who assume the role of 'human engineers' where human relations, interpersonal competence, and instrumental motivational techniques are emphasized. According to Leslie(2009), the human forces are the interpersonal components of instructional leadership aligned with communicating, motivating, and facilitating roles of the principal.

High student motivation to learn and high teacher motivation to teach are prerequisite for quality schooling and must be effectively addressed by principals.



### 3. The Educational Force

Quality schooling is promoted and maintained when the principal is able to provide the educational aspect of leadership. The educational force takes two forms. First, the educational form is available when principals assume the role of 'clinical practitioner' who brings expert professional knowledge and bearing to teaching, educational programme development, and supervision. As clinical practitioner, the principal is adept at diagnosing educational problems, counseling teachers, providing for supervision evaluation, and staff development, and developing curriculum. This expression of educational force is appropriate for new teachers, teachers with less than fully developed competencies, or teachers with doubtful commitment.

The second form of educational force is also available to principals who are strong instructional leaders that is appropriate for more mature, competent and committed teachers.

### 4. The Symbolic Force

The faith, sentiments, expectations and commitments of members in the school can be managed when the principal is able to provide the symbolic aspect of leadership. The symbolic force is available to principals who assume the role of 'chief' when he has the ability to become the symbol or model of what is important and to have some signal of what its values are. Examples of principal's activities associated with this force are touring the school; visiting classrooms;

seeking out and visibly spending time with students; giving priority to educational concerns over management concerns, presiding over ceremonies, rituals and other important occasions; and providing a unified vision of the school through proper words and actions.

#### 5. The Cultural Force

People become believers in the school as an ideological system when the principal is able to build unique school culture which is referred to cultural aspects of leadership.

Servioganni(2001;85)

#### Model 2

**Andrews R. and Soder R. (1989)** conducted a study of the relationship between principal leadership and student achievement on all district instructional staff at 67 elementary and 20 secondary schools. They assert that principals make a difference as instructional leaders. They conclude that four trends emerged from the research .

##### 1. The principal as resource provider

The principal takes action to marshal personnel and resources within the building, district, and community to achieve school's vision and goals. These resources may be seen as materials, information, or opportunities, with the principal acting as a broker.



2. The principal as instructional resource set expectation

The principal set expectations for continual improvement of the instructional programme and actively engages in staff development. Through the involvement, the principal participates in the improvement of classroom circumstances that enhance learning.

3. The principal as communicator

The principal models commitment to school goals, articulates a vision of instructional goals and the means for intergrating instructional planning and goal attainment, and sets and adheres to clear performance standards for instruction and teacher behavior.

4. The principal as visible presence

As visible presence, the principal is out and around the school, visiting classrooms, attending departmental or grade-level meetings, walking the hallways, and holding spontaneous conversations with staff and students.

**Model 3**

Krug(1992,as cited in Kruger) outlines the following elements of instructional leadership:

- Defining and communicating a clear mission, goals and objectives:  
Setting, together with the staff members, a mission, goal and objectives to realise effective teaching and learning.
- Managing curriculum and instruction: Managing and co-ordinating the curriculum in such a way that teaching time can be used optimally.

Principals need to support the teaching programme and provide the resources that teachers need to carry out their task.

- Supervising teaching: Ensuring that educators receive guidance and support to enable them to teach as effectively as possible. The focus of the instructional leader should be more orientated to staff development than to performance appraisal. This implies implementing programmes that may enrich the teaching experience of educators or motivating them to attend such programmes.
- Monitoring learner progress: Monitoring and evaluating the learners' progress by means of tests and examinations. Using the results to provide support to both learners and educators to improve as well as to help parents understand where and why improvement is needed.
- Promoting instructional climate: Creating a positive school climate in which teaching and learning can take place. In a situation where learning is made exciting, where teachers and learners are supported and where there is a shared sense of purpose, learning will not be difficult

(Krug, 1992)

#### **Model 4:**

Hallinger and Murphy(1987)

The principal's role comprises three dimensions of instructional activity;defining the school mission, managing the instructional

programme, and promoting the school learning climate. Each dimension contains specific job functions. Each job function includes a variety of principal practices and behaviours.



1. Defining the school mission.

Instructional leaders have a clear vision of what the school trying to accomplish. Defining that mission entails leading the staff in developing schoolwide goals and communicating them to the entire school community. Out of the mission evolves a sense of purpose shared by the staff, students and community, which unites all the school activities. School goals are articulated to promote both accountability and instructional improvement.

2. Managing the instructional programme

The principal works with staff in areas specifically related to the evaluation, development, and implementation of curriculum and instruction. Traditionally, instructional management by principals has been viewed primarily as supervision and evaluation of instruction. Research on effective schools and school improvement indicates, however, that principals should pay equal attention to two other related instructional management functions: coordinating the curriculum and monitor student progress. Principals coordinate curriculum by ensuring that students receive appropriate instruction in areas identified by the school district. Principal involvement in monitoring student progress both within individual classrooms and across grades is an equally potent, but underemphasized area of principal activity.

3. Promoting the school learning climate

The third dimension, promoting a positive school learning climate, includes several functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, providing incentives for learning. This dimension is broader in scope and intent. It conforms to the notion that effective schools create an 'academic press' through the development of high standards and expectations and a culture of continuous improvement. It is the responsibility of the instructional leadership to align the school's standards and practices with its mission and to create a climate that supports teaching and learning.

(Hallinger 2003,1998)

Instructional leadership occurs when the principal provides direction, resources and support to both educators and learners with the aim of improving teaching and learning at a school.( Kruger,2008).

These models may have different dimensions and factors, but the difference is not significant as it comes to the dominant function that characterize an instructional leader . Model by Hallinger and Murphy(1987) is deemed the most complete as compared to other models .Instructional Leadership Model by Hallinger and Murphy(1987) is being used in the conceptual framework in this research to determine the influence of principal instructional leadership on school culture,



### 2.3 School Culture

To get a better idea about school culture, definitions, elements, types and factors of school culture are discussed in this study.

Terrence E. Deal and Kent D. Peterson (1990, as cited in Stolps, 1994) note that the definition of culture includes "deep patterns of values, beliefs, and traditions that have been formed over the course of [the school's] history." Paul E. Heckman (1993, as cited in Stolps, 1994) reminds us that school culture lies in "the commonly held beliefs of teachers, students, and principals." These definitions go beyond the business of creating an efficient learning environment. They focus more on the core values necessary to teach and influence young minds. Thus, *school culture* can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community (Stolp, 1994). This system of meaning often shapes what people think and how they act.

According to Bendikson, (2011) principals, like other leaders have to adapt to the conditions they find themselves in. These conditions are sometimes referred to as school culture—the cumulative effects of both the external environment (e.g., socio-economic status of the community, level of transience of students) and internal environment (e.g., skills and attitudes of teachers and students). Like the notion of instructional leadership itself, culture is conceptualized and measured in a variety of ways, but is frequently viewed as the mediator of principals' instructional leadership.

Schein(1992, as cited in Valentine et al,2010) defines school culture as learned assumptions shared by group members as they solve problems related “external adaptations and internal integration, that has worked well enough to be considered valid, and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems”.

School culture, defined as” the underlining set of norms, values, beliefs, rituals, and traditions that make up the unwritten rules of how to think, feel and act in an organization” is a key factor in productivity and success. Without a culture that supports and recognizes the importance of certain kinds of learning goals; changes and improvements just won’t happen. (Peterson, 2002) Every organization has a conscious,predictable part of the rules and procedures and so forth, but the school’s culture is often below the stream of consciousness and is really what affects how people interact in an organization. It is the unwritten rules about interaction and problem solving and decision-making.A high commitment and high performance seem to be distinguishing features of schools with a healthy organisational culture and high staff well-being(Sergiovanni 2006).

The organizational culture of a school refers to the convictions, values and expectations of the members of the school which influence the attitudes and work practices of educators, as well as learners, and have a determining influence on



the culture of learning and teaching in a school (Hoy & Forsyth, 1986:99, as cited in Kruger,2008)).

Hoy and Miskel(2001, 2013) defines organizational culture as a system of shared orientations that hold the unit together and give it a distinctive identity. Orientations are values, norms, and tacit assumptions. They emphasize that culture are viewed at different levels. The levels are as follows:

1. Culture as shared norms.

Norms are normally unwritten and informal expectations that occur just below the surface of experience. Examples of norms are never criticize colleagues in public, support your colleagues, handle your own discipline problems, be available for your students after school, support the principal, get to school early in the morning, be in the hall by your room as classes change . Sometimes stories about people are created to reinforce the basic norms of the organization. The principal who stood by the teacher despite the overwhelming pressure from parents and superiors becomes the symbol of cohesiveness and loyalty in a school's culture.

2. Culture as shared values

Values are conceptions of what are desirable. They also define what people should do to be successful in the organization. Examples of shared values are commitment to the school, commitment to teaching, cooperation and teamwork, trust and group loyalty, egalitarianism, serve your students, high academic achievement . Shared values define the

basic character of the organization and give the organization a sense of identity.

### 3. Culture as tacit assumptions

Dyer(1985, as cited in Hoy and Miskel,2001) define tacit assumptions as abstract premises about the nature of human relationships, human nature, truth, reality and environment. Examples of tacit assumptions are truth ultimately comes from teachers themselves, teachers are capable of making decisions in the best interests of students, truth is determined through debate, which often produces conflict and the testing of ideas in an open forum and teachers are family; they accept, respect, and take care of each other. When organizations develop consistent and basic assumptions, they have strong cultures.

According to Davidoff and Lazarus (1997:42, as cited in Kruger,2008) the culture of the school is the most pervasive aspect of school life, and touches and affects every other aspect in the school.

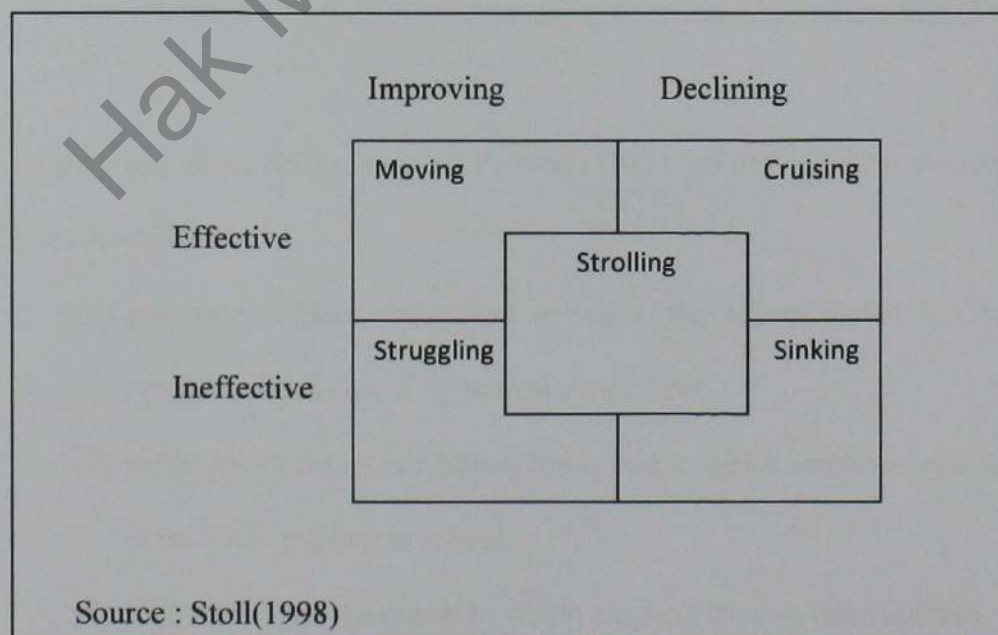
Stoll and Fink (1996, as cited in Stoll, 1998)) have developed a typology of school cultures describing and labeling different types of school culture . They focus on the school's current effectiveness, but also argue that the rapidly accelerating pace of change makes standing still impossible and therefore schools are either getting better or getting worse. These two concepts enable school cultures to be examined on two dimensions, effectiveness-ineffectiveness, and improving-declining. This model can be visualized in Diagram 2.1



This school typology roughly encapsulates and reflects the culture of schools. It is very beneficial for researchers to understand the position and the culture of a school. Based on this typology, schools require changes, especially in terms of school leadership so that schools that are categorized as sinking school will not multiple from time to time.

According to Stolls(1998), the role of leadership in relation to school culture is central. Leaders have been described as the culture founders, their contribution or responsibility being the change of school culture by installing new values and beliefs. With good leadership, sinking and struggling schools can dwindle in number and there is a possibility that schools that are categorized as moving, strolling and cruising will increase continually.

**Diagram 2.1 A Typology of School Cultures**



Slavin (2005, as cited in Lindahl,R.A.,2006) developed a schema of three basic types of school cultures, each with a different readiness for school improvement. The first category was the *seed* schools, which possess the majority of the positive elements of a school culture. These schools are open to, and capable of, school improvement. In Slavin's *brick* schools, the staff would like to improve and would be willing to participate in school improvement *if* they believed it would be successful. There are generally good relationships among staff and leadership, as well as many other positive cultural elements. When 80% of the population in these schools perceives the feasibility of the proposed improvement , with external assistance, it could be implemented successfully. In the *sand* schools, however, change is doomed to failure, often due to complacent staff, dysfunctional climates and cultures, or general turmoil. Although these categories are too broad to substantively inform the planning process, they give some conceptual insight into the need for assessing the school's climate and culture.

Slavin (2005, as cited in Lindahl,R.A.,2006)

According to (Fullan 2001; Deal and Peterson 1998), school culture is composed of five dimensions:

- (1) goal orientedness: the extent to which the school vision is clearly formulated and shared by the team members;
- (2) participative decision-making: the extent to which teachers participate in decision making at school;
- (3) innovativeness: the extent to which teachers have an open attitude towards change;
- (4) leadership: the extent to which teachers perceive the principal as



- somebody who engages in supportive and/or structuring behaviour;
- (5) cooperation between teachers: the level of formal and informal relationships.

An obvious goal for school leaders is for schools to develop and maintain strong cultures. Schools with strong cultures will have effective leadership with exceptional student performance. Deal (1985) identified eight attributes of effective schools with strong cultures:

- 1) Shared values and a consensus on "how we get things done around here."
- 2) The principal as a hero or heroine who embodies core values.
- 3) Distinctive rituals that embody widely shared beliefs.
- 4) Employees as situational heroes or heroines.
- 5) Rituals of acculturation and cultural renewal.
- 6) Significant rituals to celebrate and transform core values.
- 7) Balance between innovation and tradition and between autonomy and control.
- 8) Widespread participation in cultural rituals.

Sergiovanni(2001) elaborates on the principal's influence in shaping school culture by stating that, once established in a school, strong culture acts as a powerful socialiser of thoughts. Leaders of successful schools develop moral order that bind the people around them together. When establishing culture, principals must be able to infuse various ideas, beliefs, values, theories, decision making

into their school. Collaborative discourse is a powerful tool that can be used to facilitate the process of developing school culture and climate.(MacNeil and Maclin,2005). All schools have cultures, but successful schools seem to have strong and functional cultures aligned with a vision of quality schooling...Culture serves as a compass setting to steer people in the common direction, it provides a set of norms defining what people should accomplish and how, and it is a source of meaning and significance for teachers, students, administrators and others as they work.

Sergiovanni(2001;95) asserts that changing a toxic school culture into a healthy school culture that inspires lifelong learning among students and adults is the greatest challenge of instructional leadership.

According to Peterson K.(2002) ,school culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the “persona” of the school. These unwritten expectations build up over time as teachers, administrators, parents, and students work together, solve problems, deal with challenges and, at times, cope with failures. For example, every school has a set of expectations about what can be discussed at staff meetings, what constitutes good teaching techniques, how willing the staff is to change, and the importance of staff development.

Gruenert(2006) states that a school with an effective learning culture

- Maintains the image of a “professional community,” similar to the fields of law or medicine. Teachers pursue a clear, shared purpose, engage in collaborative activity, and accept a collective responsibility for student learning .



- Has a clear mission. Teachers value the interchange of ideas with colleagues. Strong values exist that support a safe and secure environment. There are high expectations of everyone, including teachers. There is strong, not rigid, leadership .
- Encourages teachers to work collaboratively with each other and with the administration to teach students so they learn more .
- Is a place where both teachers and students learn .

### **Collaborative School Culture**

Taking the concept of school culture one step further, it can be seen that in collaborative school culture "the underlying norms, values, beliefs and assumptions of the school affect the quality of teaching" (Peterson,1994, p.7). Fullan and Hargreaves (1991, p.49) determined schools with professional collaborative cultures and exhibited the following characteristics:

1. More complex problem-solving and extensive sharing of craft knowledge.
2. Stronger professional networks to share information.
3. Greater risk-taking and experimentation (colleagues offer support and feedback).
4. A richer technical language shared by educators in the school that can transmit professional knowledge quickly.
5. A higher job satisfaction level and identification with the school.
6. More continuous and comprehensive attempts to improve the school, when combined with the improvement efforts of the staff

Blankstein (2004) stated that school cultures that supported collaboration had the following characteristics in common:

1. The staff is committed to a shared mission, vision, values, and goals, and recognizes its responsibility to work together to accomplish them;
2. Strong leaders engage teachers in meaningful collaboration and support their activities and decisions;
3. The school is characterized by a culture of trust and respect that permits open and willing sharing of ideas and respect for different approaches and teaching styles;
4. The staff has real authority to make decisions about teaching and learning;
5. Meetings are well managed and truly democratic, following established protocols for setting the agenda and making decisions;
6. The functioning of teams is frequently discussed and reassessed;
7. A plan is developed to provide meaningful time for teams to meet;
8. Each team has clear purposes and goals; and
9. Educators acquire and share training in effective teamwork strategies.

#### **Collaborative School Culture Survey (CSCS)**

The research instrument in this study was developed by Steve Gruenert (1998) to identify the relations between "student achievement" and "collaborative school



culture factors". Each factor in the Collaborative School Culture Survey (CSCS) measures a unique aspect of a school's collaborative culture. As a result of the study, Gruenert (1998) determined a significant relation between collaborative school culture and increased student achievement. The assumption in his research is that "when positive relationships are established between instructional leadership and school culture, it results in teacher collaboration that increases student learning" (Gruenert, 1998). Therefore, it will be beneficial to describe the collaborative school culture factors (as retrieved from [www.MLLC.org](http://www.MLLC.org)).

#### **Collaborative leadership.**

Collaborative leadership (*principles value teachers' ideas*) measures the degree to which school leaders establish and maintain collaborative relationships with school staff. School leaders completely value ideas of the teachers, seek input, engage staff in decision-making and trust the professional judgment of the staff.

#### **Professional development.**

On-going training for staff is a crucial component of successful schools. School systems today are accountable for producing students who excel academically and holistically, adopting practices that focus on active learning, meeting adequate yearly progress goals, and remaining current on the increasing amount of pedagogical and content area research. To meet these expectations, teachers must keep abreast of the important approaches and strategies in education. This is where professional development comes in. Gruennert(1998) states that professional development measures the degree to which teachers seek ideas from

seminars, colleagues and any other professional resources to maintain current knowledge about instructional practices.

#### **Teacher collaboration.**

Teacher collaboration (*teachers are expected to work together to share pedagogical information*) measures the degree to which teachers engage in constructive dialogues to build up the vision of the school. Moreover, it brings more experienced and less experienced teachers closer together and reinforces the competence and confidence of the less experienced ones.

#### **Collegial support.**

Collegial support (*teachers are willing to help out when there is a problem*) measures the degree to which teachers work together effectively, trust and assist each other as they work to accomplish the tasks of the school.(Gruennert,1998). According to Brinton (2007), the nature of collegiality among the staff at a school is a related, yet distinct, concept to collaboration. The notion of collegial support concerns the degree to which teachers work together, the relationships that they form. The quality of discourse, dialogue and reflection among the teaching staff are key components of collegial support.



**Unity of purpose.**

Unity of purpose (*demonstrates how the mission statement influences teaching*) measures the degree to which teachers work towards the common mission of the school.

**Learning partnership.**

Learning partnership (*teachers and parents have common expectations towards students performance*) measures the amount of time parents and teachers communicate with each other about students' performance. Parents trust the teachers and students generally accept the responsibility for their own schooling (Gruennert, 1998)

Other actions taken by a principal to demonstrate this support include addressing issues such as developing a climate of trust within the school, ensuring that school personnel feel they will be supported in risk taking as they move toward school goals

For example, a critical action a principal engages in to support a collaborative culture is to model collaboration in working with other professionals in the school. An excellent opportunity to model this collaboration occurs when goals for school improvement are being determined. As these goals are being addressed, a principal might present data regarding the extent to which students with disabilities are included in general education classrooms and academic

outcomes for these students. After discussing these data with teachers, the principal then empowers teachers to work collaboratively to identify goals for increasing inclusive placements and improving student outcomes and determine how this will be achieved (McLeskey & Waldron, 2000, 2006). By working collaboratively with the school staff to determine these goals, the principal not only models collaboration but also empowers other school personnel to make decisions and ensures that a large proportion of the school staff buys in to the school improvement plan.

#### **2.4 Past researches**

Many researchers have examined instructional leadership or school culture specifically. Previous researches that determine the relationship between the relationship between school culture and leadership style are also many. It would be interesting to find out if these researches can be replicated to MARA Junior Science Colleges which may propel MJSC towards producing highly skilled knowledgeable students.

According to Brenninkmeyer and Spillane (2008: 436, as cited in Chan et al., n.d), past research paints a picture of a principal as someone who spends a lot of time solving instructional problems in the school, and whose performance in solving those problems has a tangible effect on the results of the students at the school.



Cotton (2003) described 26 principal behaviors that contributed to student achievement. The behaviors fell into five categories, one of which was characterized as school culture.

Yang (2009) conducted a study on a sample which consisted of 199 teachers from three high performance schools and three low performance school in Shenyang, China. This study found that a salient feature of school was strong collegiality in high performance school. There was a high level of interaction between teachers. The results revealed that there were significant differences of actual culture between the two types of school. School culture of the high performance school appeared to be more positive compared to low performance school.

DuPont(2009) examined the influence of principal instructional leadership on school culture in the American Embassy School (AES) comprising of the elementary school, the middle school, and the high school in New Delhi, India. Using mixed quantitative and qualitative methods, he conducted a study on 132 teachers. He reported that numerous and strong relationships were found between many instructional leadership factors and school culture factors suggesting the importance of principals using an instructional leadership approach.

Lilia Halim, Izani Mohamed Sani Ibrahim and Ibrahim (2005) conducted a study on the school culture, which involved 651 respondents consisting of students, teachers and principals in high achieving schools across the country in Malaysia. Their findings showed that one of the main characteristics of the school culture that have relationships with students' academic achievement is the principal leadership.

On the other hand, Anisah Md Ali Jahn (2008), reported findings that are contrary to previous studies. A study was conducted to examine the relationship between transformational leadership of a principal and learning activities in a cluster school in Kuala Lumpur. The results showed there was no significant relationship between principal leadership and learning activities. Strength of the relationship is at a low level. The findings are contrary to previous studies may be due to factors of the cluster school itself. Cluster school consists of students who excel academically and characterised with comendable personality as well as having a strong team and selected teachers. Thus, transformational leadership may not stand out as the school population is already at a comfort zone and high performing.

Umi Nafisah Bt Md Sirat (1999) conducted a study on the culture of a girls' residential school in Kuala Lumpur. The aim of the study was to determine the characteristics of the culture of a residential school in Kuala Lumpur. The study also aims to find out whether according to the perception of students and teachers, the mentioned characteristics in the study have any relationship with



the academic achievement of students. The study also revealed that there were at least nine characteristics in the culture of the residential school.

No studies have been carried out in MARA Junior Science Collges to find out whether the principals practise instructional leadership which in turn will influence the school culture. It is important to determine this relationship as school culture is a critical element in shaping a school success. It is also important to investigate whether the principals are able align their practices with MARA aspirations to transform the graduates of the colleges as global leaders and competent contributors to world standard human resource, which can enhance organizational effectiveness and goal attainment.

## **CHAPTER 3**

### **3.1 Introduction**

In this chapter the researcher will discuss methods and measures that have been undertaken to answer the research questions in this study. In order to get the answers to these questions, a detail research methodology comprising of research design, sampling, instrumentation, pilot study, data collection procedures, and data analysis methods are being described in this chapter.

Research can be considered as a process of solving problems through planning, collection, analysis, and interpretation of systematic data. According to Creswell(2008), research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.

### **3.2 Research Design**

This study is a survey of perception of teachers on school principals' leadership. The study is of quantitative manner using written questionnaires to see teachers' perception of their principals' instructional leadership in their school and teachers' perception of school culture. This approach was chosen because it is able to obtain standardized data efficiently and easily. The researcher chooses the popular survey method via questionnaires instrumentation due to its abundance plus points: multi functional, simple procedure, time saving, large sample, direct deal between researcher and respondents, and the capacity to generalize the result accurately and effectively (Chua, 2006a).



### **3.3 Research Sample**

In this study, the survey is conducted among 5 selected MARA Junior Science Colleges. Data was collected by means of questionnaires from research subjects consisting of 80 teachers from 5 selected MJSCs.

### **3.4 Research Instruments**

Two quantitative survey instruments were used to gather data for principal instructional leadership and school culture. The two existing instruments are the Principal Instructional Management Rating Scale developed by Hallinger (1987) and the School Culture Survey developed by Gruenert.(1998). Researcher is using the survey questionnaire developed by Dupont(2009) who carried out a mixed method study in determining the influence of principal instructional leadership on school culture of the American Embassy School in new Delhi. The advantage of using an instrument that has been developed, widely used and positively reviewed is it may not have questionable validity and reliability.(Creswell,2008).

The Principal Instructional Management Scale(PIMRS) provided data about instructional leadership. The first instrument was developed by Philip Hallinger in 1987. 9 factors of the PIMRS were used in the data collection. For the purpose of this study, the factor Professional Development found in The Principal Instructional Management Rating Scale was dropped from the analysis in order

to avoid confusion with the factor of Professional Development from The School Culture Survey.(Dupont, 2009)

The School Culture Survey (SCS), developed by Gruenert (1998), provided data about school culture. This instrument assesses the culture of a school. With the data from this survey, researcher can understand the present status of MARA Junior Science Colleges' school culture, particularly the collaborative nature of their culture. All six factors of the SCS were used in the data collection.

There are three sections in this instrument. The distributions of items based on sections are shown in Table 3.1

Table 3.1 Distribution of items based on sections

Section	Number of Items	Number
Section A(Respondent's Demography)	4	1-4(A)
Section B(PIMRS)	40	1-40(B)
Section C(SCS)	36	1-36(C)

Section A contains four items related to the demography data of the respondent i.e. age, gender, academic qualification, length of service in teaching profession, However, there is no specific research question on respondents' demography profile.



Section B consists of 40 items of the first instrument developed by Hallinger(1987), Principal Instructional Management Scale. The distribution of nine factors in the Instructional Leadership as appeared in the questionnaires are as shown in Table 3.2, whereas the full version of the questionnaires can be referred from Appendix A1 and A2.

Table 3.2                      Distribution of items in Factors of Principal Instructional Management Rating Scale

No.	Factors of principal instructional management rating scale	Number of items
1	Frame the college goals	1,2,3,4,5
2	Communicate the school goals	6,7,8,9,10
3	Supervise and evaluate instruction	11,12,13,14,15,16
4	Coordinating the curriculum	17,18,19,20,21,22
5	Monitor student progress	23,24,25,26,27
6	Protect instructional time	28,29,30,31,32
7	Maintain high visibility	33,34,35,36,37
8	Provide incentives for teachers	38,39,40
9	Provide incentive for learning	41,42,43,44,45

The PIMRS was used to gather data concerning the principal instructional leadership. The PIMRS consisted of 40 5-point Likert-scale items : 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Frequently. 5 = Always.

Section C consists of 36 items of the second instrument developed by Gruenert(1998), School Culture Survey. The SCS was used to gather data concerning the school's culture. The SCS consisted of 36 of 40 5-point Likert-scale items : 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Frequently. 5 = Always.. The distribution of the six factors in the School Culture Survey as appeared in the questionnaires are as shown in Table 3.3, whereas the full version of the questionnaires can be referred from Appendix A1 and A2.

Table 3.3 Distribution of items in Factors of School Culture Survey

Factor	Factors of School Culture Survey	Number of items
1	Collaborative Leadership	2,7,11,14,18,20,22,27,29, 32, 34
2	Teacher Collaboration	3,8,15,23,31,33
3	Professional Development	1,9,16,24,30
4	Unity of Purpose	5,12,19,28,36
5	Collegial Support	4,10,17,25,26
6	Learning Partnership	6,13,21,35



### 3.5 Pilot study

The instrument was subjected to pilot testing on 25 teachers from MARA Junior Science College which is not from sample. The questionnaire were distributed to 25 teachers for administration. The data obtained were subjected to analyse the Cronbach alpha. The overall Cronbach alpha for instrument was found to be .86 which entitles it to be reliable to carry out research on MARA Junior College. The validity of items can be measured by Cronbach's Alpha values of .00 to 1.00. According to Chua (2006), the Cronbach's Alpha values .65 to .95 indicates that the particular item is reliable and suitable for the study. A lower Alpha Cronbach shows that the item is weak whereas a too high Cronbach's Alpha signals the overlapped items.

The analysis of the pilot study also shows that the Cronbach's Alpha validity values for Section B is between .77 to .85, and for Section C is .75 to .84 whereas the overall Cronbach's Alpha value for section B and C is .82. Concurrently, the feasibility of the specific factors of instructional leadership in Cronbach's Alpha values are as following: Frame the college goals with .79, communicate the school goals with .85, supervise and evaluate instruction.82, coordinating the curriculum with 0.82, monitor student progress with 0.77, Monitor student progress with 0.84 , maintain high visibility with 0.82, provide incentives for teacher with 0.86 and provide incentives for learning with 0.82..On the other hand, the Cronbach's Alpha overall value for the total six factors school culture is .between .75 to .84. The reliability of each factor of the School Culture Survey are as following: Collaborative Leadership with .75, Teacher

Collaboration with .77, Professional Development with .80, Stage 3 Unity of Purpose with .84, Collegial Support with .82, and Learning Partnership with .78. The details for the Cronbach's Alpha values are as elaborated in the Table 3.4.

Table 3.4 Cronbach's Alpha Scores for each component of the questionnaires.

Components	Cronbach Alpha Score
Factors of Instructional Leadership	
Frame the college goals	.79
Communicate the school goals	.83
Supervise and evaluate instruction	.85
Coordinating the curriculum	.82
Monitor student progress	.77
Protect instructional time	.84
Maintain high visibility	.82
Provide incentives for teachers	.86
Provide incentive for learning	.82
School Culture Survey	
Collaborative Leadership	.75
Teacher Collaboration	.77
Professional Development	.80



Unity of Purpose	.84
Collegial Support	.82
Learning Partnership	.78
Overall Cronbach Alpha Score	.82

### 3.6 Data Collection

Researcher sought permission from MARA Secondary Division before carrying out the survey. Letters granting permission from MARA Secondary Division were also sent to the principals of selected MARA Junior Science Colleges. Due to constraint of time, the survey questionnaires were posted to the colleges. With the help of heads of department, 20 questionnaires were distributed to teachers of each college. The number of response is shown in the table below:

Table 3.4 Number of respondents according to college

MJSC	A	17
MJSC	B	16
MJSC	C	19
MJSC	D	15
MJSC	E	13

The completed questionnaires were returned within two weeks.

### 3.7 Analysis of Data

Data for this study were quantitative. Upon receipt of the completed questionnaires, respondent data were entered and analysed the Statistical Package for the Social Sciences (SPSS), version 20. The statistical procedures and measurements use in the research associated to each research questions are summarized in Table 3.5.

Table 3.5 : Analyses of Questions

No.	Question	Analyses
1	How do teachers view principal instructional leadership in selected MJSCs?	Descriptive statistics
2	How do teachers view school culture in selected MJSCs?	Descriptive statistics
3	What is the relationship between the factors of principal's instructional leadership and factors of school culture?	Correlation analysis
4	What is the influence of instructional leadership on school culture	Multiple regression Analysis

Descriptive Statistics refer to statistical measurement used to describe the characteristics of variables and to draw conclusions of numerical data (Chua, 2006). The measurements applied by the researcher under this descriptive statistics, mean score and the distributive measurement, standard deviation. These statistical quantifications are applied to measure the perception of teachers on principal's instructional leadership and the school culture.

Inferential statistics is used to explain the relation between two variables: Independent variable and the dependent variable. The reason of adopting this



statistical procedure in a research is to draw a generalization about the relation of the variables of the research sample to its actual population. In other words, a researcher uses inferential statistics to determine the characteristics of a population based on the characteristics of a group of samples (Chua, 2006). In this study, this statistical procedures are carried out to determine the relation between the factors of Instructional Leadership as the Independent Variable to the factors of school culture as the Dependent Variable. Consequently, the statistical tests employed for the purpose of analyzing the data are percentage, mean, standard division, and Pearson Correlation. The strength of correlation value that will be used in this research generally is as shown in Table 3.6 below.

Table 3.6 The Strength of Pearson Correlation

Correlation ( r ) size	Correlation Strength
.71 to 1.00 or -.71 to -1.00	Strong
.51 to .70 or -.51 to -.70	Moderate
.10 to .50 or -.10 to -.50	Weak
.00	No Correlation

Correlation ' r ' is the measurement value of the relationship strength among two variables. The ' r ' value has the gap of +1.00 and -1.00. Due to the fact that a perfect correlation rarely occur in a research, correlation is always reported in two decimal numbers. The ' r ' positive shows there is a positive relationship between factors of principal instructional leadership and factors of school culture. On the other hand, the ' r ' negative indicates the negative relationship between factors of principal instructional leadership and factors of school culture.

Multiple regression is used to explore the relationship between one dependent variable and a number of dependent variables or predictors. In this study, multiple regression is used to determine whether instructional leadership influence school culture

### **3.8 Conclusion**

The purpose of this study is to examine the relationship between principal instructional leadership and school culture in selected MARA Junior Science Colleges. This study uses two existing survey instruments: The Principal Instructional Management Rating Scale developed by Philip Hallinger ( 1987) and the School Culture Survey developed by Steven Gruenert. (1998) . It is anticipated that the methodology chosen will assist researcher to obtain the answers for the research questions and achieve the objectives of the research.



## Chapter 4

### Data Analyses and Results

#### 4.1 Introduction

This chapter presents the results from the research undertaken to examine the influence of principal instructional leadership on school culture in selected MARA Junior Science Colleges. The Principal Instructional Management Rating Scale and the School Culture Survey were used to survey 80 teachers in five selected MARA Junior Science Colleges. This quantitative method study focused on the following research questions.

1. How do teachers view principal instructional leadership in selected MJSCs?
2. How do teachers view school culture in selected MJSCs?
3. What is the relationship between factors of principal's instructional leadership and factors of school culture?
4. What is the influence of instructional leadership on school culture?

The results of this chapter are organized into four sections.

The first section provides a quantitative analysis of the survey results to provide descriptive statistics about principal instructional leadership in the selected MARA Junior Science Colleges. The second section provides a quantitative analysis of the survey results to provide descriptive statistics about the school culture in the selected MARA Junior Science Colleges. The third section uses the quantitative analysis results to examine the influence of instructional leadership on school culture using multiple regression analysis. The fourth section uses the quantitative analysis results to examine the influence of instructional leadership on school culture using multiple regression analysis.

## 4.2 Descriptive Statistics of Instructional Leadership

The primary purpose of this section is to provide answers to the first research question:

1. How does the instructional staff view principal instructional leadership in the selected MJSCs?

Teachers rated principal's instructional leadership using the Principal Instructional Rating Management Scale (Appendix B). The Principal Instructional Rating Management Scale consists of 40 5-point Likert-scale items where 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Frequently, and 5 = Always.

## 4.3 Descriptive Statistics for the Principal's Instructional Leadership in Selected MJSCs

For a response rate of 80%, 80 teachers in the selected MJSCs responded to the survey. All questions were answered. Table 1 shows instructional leadership descriptive statistics for the teachers of the selected MJSCs:

**Table 4.1**      **Selected *MARA Junior Science Colleges* Instructional Leadership Descriptive Statistics**

	IL_FS	IL_CS	IL_SEI	IL_CT	IL_MS	IL_PIT	IL_MH	IL_PIF	IL_PIF
	G	G		C	P		V	T	L
Mean	4.2725	4.2750	3.6646	4.0688	3.9825	3.8800	3.5125	3.9750	3.8100
Std.									
Dev.	.58352	.60074	.89713	.68779	.66766	.77270	.98126	.85318	.22253



Key

**Factors of Instructional Leadership**

IL-FSG	Framing School Goals
IL_CSG	Communicate School Goals
IL_SEI	Supervise and Evaluate Instruction
IL_CTC	Coordinate the Curriculum
IL_MSP	Monitor Student Progress
IL_PIT	Protect Instructional Time
IL_MHV	Maintain High Visibility
IL_PIFT	Provide Incentives for Teachers
IL_PIFL	Provide Incentives For Learning

The instructional leadership factor communicate the school goals ( $M=4.28$ ,  $SD=.60$ ), has the highest mean, followed in descending order by, framing the school goals ( $M = 4.27$ ,  $SD = 0.58$ ), coordinate the curriculum ( $M=4.07$ ,  $SD = 0.69$ ), monitor student progress ( $M = 3.98$ ,  $SD = 0.67$ ), provide incentives for teachers ( $M = 3.975$ ,  $SD = 0.85$ ), protect instructional time ( $M = 3.88$ ,  $SD = 0.77$ ), provide incentives for learning ( $M = 3.81$ ,  $SD = 0.22$ ), supervise & evaluate instruction ( $M = 3.66$ ,  $SD = 0.90$ ), and maintain high visibility ( $M = 3.23$ ,  $SD = 0.98$ ).

#### 4.3 Descriptive Statistics about School Culture

The primary purpose of this section is to provide answers to the second research question:

2. How do the teachers view school culture in the selected MJSCs?

Teachers answered questions using the School Culture Survey (Appendix C). The School Culture Scale consists of 36 5-point Likert-scale items where 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Frequently, and 5 = Always

For a response rate of 80%, 80 teachers in the selected MJSCs responded to the survey. All questions were answered. Table 4.2 shows the school culture descriptive statistics for the teachers of the selected MJSCs:

**Table 4.2**      **Selected MARA Junior Science Colleges School Culture Descriptive Statistics**

	SC_CL	SC_TC	SC_PD	SC_UP	SC_CS	SC_LP
Mean	4.0443	3.9479	4.1700	4.2425	4.1500	4.0063
Std. Error of Mean	.07103	.06308	.05997	.05462	.05343	.06460

### Key

#### *Factors of School Culture*

SC_CL	Collaborative Leadership
SC_TC	Teacher Collaboration
SC_PD	Professional Development
SC_UP	Unity of Purpose
SC_CS	Collegial Support
SC_LP	Learning Partnership

The school culture factor, unity of purpose ( $M = 4.24$   $SD = 0.55$ ), has the highest mean, followed in descending order by, professional development ( $M = 4.17$ ,  $SD = 0.06$ ), collegial support ( $M = 4.15$ ,  $SD = 0.05$ ), collaborative leadership ( $M = 4.04$ ,  $SD = 0.07$ ), learning partnership ( $M = 4.01$ ,  $SD = 0.06$ ) and teacher collaboration ( $M = 3.95$ ,  $SD = 0.06$ )

### 4.4 Correlational Relationships

The primary purpose of this section is to provide answers to the third research question:

3. What is the relationship between factors of principal's instructional leadership and factors of school culture?



Pearson Product Moment Correlation Coefficient was calculated for the relationships between the factors of instructional leadership using the Principal Instructional Rating Management Scale and the factors of school culture using the School Culture Survey. Table 4.3 shows the correlation matrix for the Correlations.

**Table 4.3 Correlation Relationship: Factors of Instructional Leadership and Factors of School Culture**

	IL_FSG	IL_CSG	IL_SEI	IL_CTC	IL_MSP	IL_PIT	IL_MHV	IL_PIFT	IL_PIFL
SC_CL	.616**	.706**	.640**	.768**	.770**	.788**	.759**	.665**	.156
SC_TC	.537**	.550**	.581**	.580**	.589**	.612**	.623**	.500**	.287**
SC_PD	.546**	.620**	.498**	.674**	.687**	.678**	.628**	.594**	.117
SC_UP	.577**	.588**	.426**	.617**	.536**	.611**	.450**	.399**	.201
SC_CS	.534**	.611**	.460**	.604**	.532**	.701**	.474**	.367**	.086
SC_LP	.410**	.513**	.455**	.539**	.463**	.587**	.392**	.308**	.201

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

\* Correlation is significant at the 0.05 level (2-tailed).

### Key

#### *Factors of Instructional Leadership*

IL-FSG	Framing School Goals Leadership
IL_CSG	Communicate School Goals Collaboration
IL_SEI	Supervise and Evaluate Instruction Development
IL_CTC	Coordinate the Curriculum Purpose
IL_MSP	Monitor Student Progress Support
IL_PIT	Protect Instructional Time Partnership
IL_MHV	Maintain High Visibility
IL_PIFT	Provide Incentives for Teachers
IL_PIFL	Provide Incentives For Learning

#### *Factors of School Culture*

SC_CL	Collaborative
SC_TC	Teacher
SC_PD	Professional
SC_UP	Unity of
SC_CS	Collegial
SC_LP	Learning

Chua (2006) provides guidelines used to describe the effect size in the correlations: an  $r$  value of .01 to .30 was considered to have a very weak significant correlation, an  $r$  value of .31 to .50 had a small weak significant correlation, and an  $r$  value of .51 to .70 had a moderate significant, and an  $r$  value of .71 to .90 had a strong significant correlation, and an  $r$  value of .91 to 1.00 had a very strong correlation. (Chua, 167; 2006).

The principal instructional leadership factor, communicate the school goals, had significant correlational relationships with all six factors of school culture. Strong significant relationships were with collective leadership ( $r = .71, p < .01$ ), and moderate significant correlations were with professional development ( $r = .62, p < .01$ ), collegial support ( $r = .61, p < .01$ ), unity of purpose ( $r = .59, p < .01$ ), teacher collaboration ( $r = .55, p < .01$ ), and learning partnership ( $r = .51, p < .01$ ),

The principal instructional leadership factor, framing the school goals, had significant correlational relationships with all six factors of school culture. Moderate significant relationships were with collective leadership ( $r = .62, p < .01$ ), professional development ( $r = .55, p < .01$ ), collegial support ( $r = .53, p < .01$ ), unity of purpose ( $r = .57, p < .01$ ), teacher collaboration ( $r = .54, p < .01$ ), Weak significant relationship was with learning partnership ( $r = .41, p < .01$ ),

The principal instructional leadership factor, supervise and evaluate instruction, had significant correlational relationships with all six factors of school culture. Moderate significant relationships were with collective leadership ( $r = .64, p < .01$ ),



.01) and teacher collaboration ( $r = .58, p < .01$ ), Weak significant relationship were with professional development ( $r = .498, p < .01$ ), collegial support ( $r = .46, p < .01$ ), unity of purpose ( $r = .43, p < .01$ ), and learning partnership ( $r = .46, p < .01$ ),

The principal instructional leadership factor, coordinate the curriculum, had significant correlational relationships with all six factors of school culture. Strong significant correlation was with collaborative leadership ( $r = .77, p < .01$ ). Moderate significant were found with professional development ( $r = .67, p < .01$ ), collegial support ( $r = .61, p < .01$ ), unity of purpose ( $r = .62, p < .01$ ), teacher collaboration ( $r = .58, p < .01$ ), and learning partnership ( $r = .54, p < .01$ ),

The principal instructional leadership factor, monitor student progress, had significant correlational relationships with all six factors of school culture. Strong significant correlations were with collaborative leadership ( $r = .77, p < .01$ ) and professional development ( $r = .69, p < .01$ ). Moderate significant correlations were found with teacher collaboration ( $r = .59, p < .01$ ), unity of purpose ( $r = .54, p < .01$ ), and collegial support ( $r = .53, p < .01$ ). Weak significant correlation was with learning partnership ( $r = .46, p < .01$ ).

The principal instructional leadership factor, protect instructional time, had significant correlational relationships with all six factors of school culture. Strong significant correlations were with collaborative leadership ( $r = .79, p < .01$ ) and collegial support ( $r = .70, p < .01$ ). Moderate significant correlations were found with professional development ( $r = .68, p < .01$ ), teacher collaboration ( $r = .61, p$

< .01), unity of purpose ( $r = .61, p < .01$ ), and learning partnership ( $r = .59, p < .01$ ).

The principal instructional leadership factor, maintain high visibility, had significant correlational relationships with all six factors of school culture. Strong significant correlations were with collaborative leadership ( $r = .76, p < .01$ ) and professional development ( $r = .63, p < .01$ ). Moderate significant correlations were found with teacher collaboration ( $r = .62, p < .01$ ). Weak significant correlations were found with collegial support ( $r = .47, p < .01$ ), unity of purpose ( $r = .45, p < .01$ ), and learning partnership ( $r = .39, p < .01$ ).

The principal instructional leadership factor, provide incentives for teachers, had significant correlational relationships with all six factors of school culture. Moderate significant correlations were with collaborative leadership ( $r = .67, p < .01$ ), Moderate significant correlations were found with teacher collaboration ( $r = .50, p < .01$ ) and professional development ( $r = .59, p < .01$ ). Weak significant correlations were found with collegial support ( $r = .37, p < .01$ ), unity of purpose ( $r = .40, p < .01$ ), and learning partnership ( $r = .31, p < .01$ ).

The principal instructional leadership factor, provide incentive for learning, had significant correlational relationships with one factor of school culture. Weak significant correlations were found with teacher collaboration ( $r = .287, p < .01$ ).



#### 4.5 Influence of Instructional Leadership on School Culture

The primary purpose of this section is to provide more in depth answers the fourth research question:

1. What is the influence of instructional leadership on factors of school culture?

For the purpose of the regressions in this section, the factors of the Principal Instructional Management Rating Scale were combined into single independent variable while factors of the School Culture Survey were used as the dependent variables.

##### Collaborative Leadership

Table 4.4 *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Collaborative Leadership*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.884 <sup>a</sup>	.781	.778	.29928

a. Predictors: (Constant), Instructional\_leadership

Table 4.5 *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	24.898	1	24.898	277.983	.000 <sup>b</sup>
Residual	6.986	78	.090		
Total	31.884	79			

a. Dependent Variable: Collaborative\_leadership

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, teacher collaboration, within school culture. R squared = .781 indicates that the nine

factors together account for 78.1%% of the variance in collaborative leadership. (Table 4.4)  $F = 277.983$ ,  $p < .01$  is used to show statistical significance (Table 4.5).

Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 78.1% of variance in collaborative leadership. The overall  $F$  was significant (.00); thus a predictive relationship was found.

### *Teacher Collaboration*

**Table 4.6**      *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Teacher Collaboration*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716 <sup>a</sup>	.513	.507	.39619

a. Predictors: (Constant), Instructional\_leadership

**Table 4.7**      *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.901	1	12.901	82.189	.000 <sup>b</sup>
	Residual	12.243	78	.157		
	Total	25.144	79			

a. Dependent Variable: Teacher\_collaboration

b. Predictors: (Constant), Instructional\_leadership



Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, teacher collaboration, within school culture.  $R^2 = .513$  indicates that the nine factors together account for 51.3% of the variance in teacher collaboration. (Table 4.6)  $F = 82.189$ ,  $p < .01$  is used to show statistical significance (Table 4.7).

Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 51.3% of variance in teacher collaboration. The overall  $F$  was significant (.00); thus a predictive relationship was found.

#### Professional Development

**Table 4.8** *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Professional Development*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757 <sup>a</sup>	.573	.568	.35267

a. Predictors: (Constant), Instructional\_leadership

Table 4.9

**ANOVA Results for the Statistical Significance of the  
Multiple Regression**

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	13.026	1	13.026	104.732	.000 <sup>b</sup>
Residual	9.702	78	.124		
Total	22.728	79			

a. Dependent Variable: Professional\_development

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, professional development, within school culture. R squared = .573 indicates that the nine factors together account for 57.3% of the variance in professional development. (Table 4.8)  $F = 104.732$ ,  $p < .01$  is used to show statistical significance (Table 4.9).

Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 57.3% of variance in professional development. The overall F was significant (.00); thus a predictive relationship was found.



### *Unity of Purpose*

**Table 4.10** *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Unity of Purpose*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.640 <sup>a</sup>	.409	.401	.37797

a. Predictors: (Constant), Instructional\_leadership

**Table 4.11** *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7.712	1	7.712	53.983	.000 <sup>b</sup>
Residual	11.143	78	.143		
Total	18.856	79			

a. Dependent Variable: Unity\_of\_purpose

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, unity of purpose, within school culture.

R squared = .409 indicates that the nine factors together account for 40.9 % of the variance in unity of purpose. (Table 4.10)  $F = 53.983$ ,  $p < .01$  is used to show statistical significance (Table 4.11).

Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the

curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 40.9% of variance in unity of purpose. The overall F was significant (.00); thus a predictive relationship was found.

### *Collegial Support*

**Table 4.12** *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Collegial Support*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649 <sup>a</sup>	.422	.414	.36570

a. Predictors: (Constant), Instructional\_leadership

**Table 4.13** *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7.609	1	7.609	56.896	.000 <sup>b</sup>
Residual	10.431	78	.134		
Total	18.040	79			

a. Dependent Variable: Collegial\_support

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, unity of purpose, within school culture.

R squared = .422 indicates that the nine factors together account for 42.2 % of the variance in collegial support. (Table 4.12) F = 56.896, p < .01 is used to show statistical significance (Table 4.13).



Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 42.2% of variance in collegial support. The overall F was significant (.00); thus a predictive relationship was found.

### *Learning Partnership*

**Table 4.14** *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Learning Partnership*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 <sup>a</sup>	.318	.310	.48010

a. Predictors: (Constant), Instructional\_leadership

**Table 4.15** *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	8.393	1	8.393	36.413	.000 <sup>b</sup>
Residual	17.979	78	.230		
Total	26.372	79			

a. Dependent Variable: Learning\_partnership

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, unity of purpose, within school culture.

R squared = .318 indicates that the nine factors together account for 31.8% of the variance in learning partnership. (Table 4.14)  $F = 36.413$ ,  $p < .01$  is used to show statistical significance (Table 4.15).

Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 31.8% of variance in learning partnership. The overall  $F$  was significant (.00); thus a predictive relationship was found.

#### School Culture

**Table 4.16** *Multiple Regression – Relationship between Factors of Instructional Leadership and all factors of School Culture*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798 <sup>a</sup>	.636	.632	.29411

a. Predictors: (Constant), Instructional\_leadership



**Table 4.17** *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	11.815	1	11.815	136.579	.000 <sup>b</sup>
Residual	6.747	78	.087		
Total	18.562	79			

a. Dependent Variable: School\_culture

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, six factors of school culture.

R squared = .636 indicates that the nine factors together account for 63.6 % of the variance in learning partnership. (Table 4.16)  $F = 136.579$  ,  $p < .01$  is used to show statistical significance (Table 4.17).

Thus , the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 63.6% of variance in the six factors of School culture (collaborative leadership, teacher collaboration, The overall F was significant (.00); thus a predictive relationship was found.

### Conclusion

The results of the data analysis presented in this chapter explain how teachers of the selected MARA Junior Science Colleges view principal instructional

leadership and school culture. Teachers viewed principals of the selected MJSCs as strong instructional leaders. Generally, the principals in the study are perceived as having the characteristics of instructional leaders as indicated by the means of all dimensions that ranged between 3 and 5. Similarly, teachers viewed the selected MJSCs as having good school culture. The analysis also provides an in depth understanding of the relationship and the extent of the relationship between principal instructional leadership and school culture. . Research question 3 explored the relationship between the factors of principal instructional leadership and the factors of school culture. Results showed strong correlations between instructional leadership and school culture. The final question, research question 4, explored the influence of principal instructional leadership on school culture. The largest influence upon school culture is from the combined scales of principal instructional leadership and the school culture factor of collaborative leadership.

The findings summarized above provide the basis for the discussions of findings in Chapter 5. The chapter will include a brief review of the findings, a discussion of the findings, the conclusions that can be made from the findings. Recommendations for research and leadership practice are also presented in the final chapter.



## Chapter 5

### 5.1 Introduction

Chapter 5 provides a summary and discussion of the study findings and provides recommendations, future research possibilities, and conclusions. Although the study of principal instructional leadership and school culture is not new, data correlating both of these variables are limited especially for MARA Junior Science Colleges.

### 5.2 Discussions

This study was organized around four research questions that were developed to achieve a greater understanding of the relationship between instructional leadership and school culture at the selected MARA Junior Science Colleges. The four research questions this study has attempted to address are:

1. How do teachers view principal instructional leadership in selected MRSMs?
2. How do teachers view school culture in selected MRSMs?
3. What is the relationship between factors of principal's instructional leadership and factors of school culture?
4. What is the influence of instructional leadership on school culture?

Two quantitative survey instruments were used to gather data for principal Instructional leadership and school culture. The first quantitative survey instrument used to collect data for this study was the Principal Instructional

Management Scale(PIMRS) developed by Hallinger(1987). ).The PIMRS was used to gather data concerning the principal's instructional leadership characteristics.This model proposes three dimensions of the instructional leadership construct: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate (Hallinger, 1987). The PIMRS consists of 45 Likert type questions with five response options: always, frequently, sometimes,seldom and never. Each of the nine PIMRS factors listed below use the same scale.

All six factors of the School Culture Survey were used in the data collection. The six SCS factors were (1) collaborative leadership, (2) teacher collaboration, (3) professional development, (4) collegial support, (5) unity of purpose, and (6) learning partnership. The SCS consists of 36 Likert type questions with five response options: always, frequently, sometimes,seldom and never

#### *Perception of teachers on principal instructional leadership*

The overall findings of the study indicated that teachers had positive perceptions about the principal's instructional leadership. This findings is consistent with Brenninkmeyer and Spillane (2008: 436, as cited in Chan et al.,n.d.), who asserts that past research paints a picture of a principal as someone who spends a lot of time solving instructional problems in the school, and whose performance in solving those problems has a tangible effect on the results of the students at the school



The instructional leadership factor communicate the school goals ( $M=4.28$ ,  $SD=.60$ ), has the highest mean, followed by , frame the school goals ( $M= 4.27$ ,  $SD =0.58$ ). School goals serve as a galvanizing force for staff, students and community. Goals identify how missions and visions are achieved. According to Robbins and Alvy(2004), if the vision is truly shared, it will be evident in both the climate(how a school feels) and the culture(how “business” is transacted )of the school. This finding is also consistent with studies by Hallinger and Heck(1998). “The most consistent findings among the studies support the view that principal’s involvement in framing, conveying and sustaining the school purposes and goals represent an important domain in school outcomes. This focus on goals reflects the popularization of vision, mission and goals in the management literature of this period.”

The instructional leadership factor with the lowest mean score was maintain high visibility( $M = 3.23$ ,  $SD =0.98$  ). This is a factor in the third dimension of Instructional leadership .The third dimension, promoting a positive school learning climate, includes several functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, providing incentives for learning. Because of the complex organizational of schools today, principals are occupied with workloads such as entertaining visitors, reading and answering letters, attending courses, conferences and meetings, approving financial matters and other administrative work.. They also need to conduct supervision on teachers’ teaching. However,the routine needed to improvise the process of teaching and learning is normally sidelined. Their time is so occupied with management work that they tend to stay cooped up in their own office and reduce the time of walking around the

campus, walking through classrooms and talking to teachers in the staff room. Contrary to common perceptions, a highly visible principal is actually much more appreciated. ( Hall, 2011 ). Although a significant portion of principal's time is taken up by mandatory meetings and functions, principal can set priorities for how the remaining time is to be spent. Visibility breeds assurance and familiarity, while at the same time offering a dose of fear and order.( Hall, 2011).

According to Hallinger(1987), visibility on the campus and in classrooms increases interactions between principal and students as well as with teachers. Informal interaction of these types provides the principal with more information on the needs of students and teachers. It also affords the principal opportunities to communicate the priorities of the school. This can have positive effects on students' and teachers' attitudes and behavior. According to Andrews R. and Soder R. (1989) principals need to create visible presence, which is one of the skills of an instructional leader. Leading the instructional programme of a school means a commitment to living and breathing a vision of success in teaching and learning. This includes on focusing on learning objectives, modeling behaviors of learning, and designing programmes and activities on instruction.(Philips,2004)

To be a strong instructional leader, principals of MARA Junior Science Colleges should spend more time outside of their office. Meeting with teachers both during formal and informal times and participating more in students' activities can create a positive school climate. Instructional leadership occurs when the principal provides direction, resources and support to both educators and learners with the aim of improving teaching and learning at a school.( Kruger,2008).



### *Perception of teachers on school culture findings*

The overall findings of the study indicated that teachers had positive perceptions that there was a highly collaborative and strong school culture in the selected MARA Junior Science Colleges. These findings is consistent with Umi Nafisah Bt Md Sirat (1999) and Lilia et. Al.(2005) whose findings discover high achieving schools have strong school culture.

A positive school culture contains elements that foster student achievement (Gruenert, 1998). The present study focused on six specific elements of a positive school culture: (a) collaborative leadership, (b) teacher collaboration, (c) professional development, (d) collegial support, (e) unity of purpose, and (f) learning partnership.

Table 4.2 shows that the school culture factor ,unity of purpose has the highest mean, followed in descending order by, professional development collegial support collaborative leadership learning partnership and teacher collaboration . The school culture factor with the lowest mean score was teacher collaboration. Teacher collaboration is present in schools where teachers work together to improve the school.

Collaborative discourse is a powerful tool that can be used to fascilitate the process of developing school culture and climate.(MacNeil and Maclin,2005). Blankstein (2004) stated that school cultures that supported collaboration had the following characteristics in common:

1. The staff is committed to a shared mission, vision, values, and goals, and recognizes its responsibility to work together to accomplish them;

2. Strong leaders engage teachers in meaningful collaboration and support their activities and decisions;
6. The school is characterized by a culture of trust and respect that permits open and willing sharing of ideas and respect for different approaches and teaching styles;
7. The staff has real authority to make decisions about teaching and learning;
8. Meetings are well managed and truly democratic, following established protocols for setting the agenda and making decisions;
6. The functioning of teams is frequently discussed and reassessed;
7. A plan is developed to provide meaningful time for teams to meet;
8. Each team has clear purposes and goals; and
9. Educators acquire and share training in effective teamwork strategies.

A positive school culture is the cornerstone of all good schools. It is the foundation for school improvement. Therefore, in order to have a stonger school culture, teachers and staff have to work on their colloboration

*Relationship between instructional leadership and school culture findings*



Pearson Product Moment Correlation Coefficient was calculated for the relationships between the factors of instructional leadership using the Principal Instructional Rating Management Scale and the factors of school culture using the School Culture Survey. Table 4.3 shows the correlation matrix for the Correlations.

**Table 4.3 Correlation Relationship: Factors of Instructional Leadership and Factors of School Culture**

	IL_FSG	IL_CSG	IL_SEI	IL_CTC	IL_MSP	IL_PIT	IL_MHV	IL_PIFT	IL_PIFL
SC_CL	.616**	.706**	.640**	.768**	.770**	.788**	.759**	.665**	.156
SC_TC	.537**	.550**	.581**	.580**	.589**	.612**	.623**	.500**	.287**
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SC_UP	.577**	.588**	.426**	.617**	.536**	.611**	.450**	.399**	.201
SC_CS	.534**	.611**	.460**	.604**	.532**	.701**	.474**	.367**	.086
SC_LP	.410**	.513**	.455**	.539**	.463**	.587**	.392**	.308**	.201

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

\* Correlation is significant at the 0.05 level (2-tailed).

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IL_PIFL	Provide Incentives For Learning

#### *Factors of School Culture*

SC_CL	Collaborative
SC_TC	Teacher
SC_PD	Professional
SC_UP	Unity of
SC_CS	Collegial
SC_LP	Learning

Chua (2006) provides guidelines used to describe the effect size in the correlations: an  $r$  value of .01 to .30 was considered to have a very weak significant correlation, an  $r$  value of .31 to .50 had a small weak significant correlation, and an  $r$  value of .51 to .70 had a moderate significant, and an  $r$  value of .71 to .90 had a strong significant correlation, and an  $r$  value of .91 to 1.00 had a very strong correlation. (Chua, 167; 2006).

The principal instructional leadership factor, communicate the school goals, had significant correlational relationships with all six factors of school culture. Strong significant relationships were with collective leadership ( $r = .71, p < .01$ ), and moderate significant correlations were with professional development ( $r = .62, p < .01$ ), collegial support ( $r = .61, p < .01$ ), unity of purpose ( $r = .59, p < .01$ ), teacher collaboration ( $r = .55, p < .01$ ), and learning partnership ( $r = .51, p < .01$ ),

The principal instructional leadership factor, framing the school goals, had significant correlational relationships with all six factors of school culture. Moderate significant relationships were with collective leadership ( $r = .62, p < .01$ ), professional development ( $r = .55, p < .01$ ), collegial support ( $r = .53, p < .01$ ), unity of purpose ( $r = .57, p < .01$ ), teacher collaboration ( $r = .54, p < .01$ ), Weak significant relationship was with learning partnership ( $r = .41, p < .01$ ),

The principal instructional leadership factor, supervise and evaluate instruction, had significant correlational relationships with all six factors of school culture. Moderate significant relationships were with collective leadership ( $r = .64, p < .01$ ),



.01) and teacher collaboration ( $r = .58, p < .01$ ), Weak significant relationship were with professional development ( $r = .498, p < .01$ ), collegial support ( $r = .46, p < .01$ ), unity of purpose ( $r = .43, p < .01$ ), and learning partnership ( $r = .46, p < .01$ ),

The principal instructional leadership factor, coordinate the curriculum, had significant correlational relationships with all six factors of school culture. Strong significant correlation was with collaborative leadership ( $r = .77, p < .01$ ). Moderate significant were found with professional development ( $r = .67, p < .01$ ), collegial support ( $r = .61, p < .01$ ), unity of purpose ( $r = .62, p < .01$ ), teacher collaboration ( $r = .58, p < .01$ ), and learning partnership ( $r = .54, p < .01$ ),

The principal instructional leadership factor, monitor student progress, had significant correlational relationships with all six factors of school culture. Strong significant correlations were with collaborative leadership ( $r = .77, p < .01$ ) and professional development ( $r = .69, p < .01$ ). Moderate significant correlations were found with teacher collaboration ( $r = .59, p < .01$ ), unity of purpose ( $r = .54, p < .01$ ), and collegial support ( $r = .53, p < .01$ ). Weak significant correlation was with learning partnership ( $r = .46, p < .01$ ).

The principal instructional leadership factor, protect instructional time, had significant correlational relationships with all six factors of school culture. Strong significant correlations were with collaborative leadership ( $r = .79, p < .01$ ) and collegial support ( $r = .70, p < .01$ ). Moderate significant correlations were found with professional development ( $r = .68, p < .01$ ), teacher collaboration ( $r = .61, p$

< .01), unity of purpose ( $r = .61, p < .01$ ), and learning partnership ( $r = .59, p < .01$ ).

The principal instructional leadership factor, maintain high visibility, had significant correlational relationships with all six factors of school culture. Strong significant correlations were with collaborative leadership ( $r = .76, p < .01$ ) and professional development ( $r = .63, p < .01$ ). Moderate significant correlations were found with teacher collaboration ( $r = .62, p < .01$ ). Weak significant correlations were found with collegial support ( $r = .47, p < .01$ ), unity of purpose ( $r = .45, p < .01$ ), and learning partnership ( $r = .39, p < .01$ ).

The principal instructional leadership factor, provide incentives for teachers, had significant correlational relationships with all six factors of school culture. Moderate significant correlations were with collaborative leadership ( $r = .67, p < .01$ ), Moderate significant correlations were found with teacher collaboration ( $r = .50, p < .01$ ) and professional development ( $r = .59, p < .01$ ). Weak significant correlations were found with collegial support ( $r = .37, p < .01$ ), unity of purpose ( $r = .40, p < .01$ ), and learning partnership ( $r = .31, p < .01$ ).

The principal instructional leadership factor, provide incentive for learning, had significant correlational relationships with one factor of school culture. Weak significant correlations were found with teacher collaboration ( $r = .287, p < .01$ ).



#### 4.5 Influence of Instructional Leadership on School Culture

The primary purpose of this section is to provide more in depth answers the fourth research question:

1. What is the influence of instructional leadership on factors of school culture?

For the purpose of the regressions in this section, the factors of the Principal Instructional Management Rating Scale were combined into single independent variable while factors of the School Culture Survey were used as the dependent variables.

##### Collaborative Leadership

Table 4.4 *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Collaborative Leadership*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.884 <sup>a</sup>	.781	.778	.29928

a. Predictors: (Constant), Instructional\_leadership

Table 4.5 *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	24.898	1	24.898	277.983	.000 <sup>b</sup>
Residual	6.986	78	.090		
Total	31.884	79			

a. Dependent Variable: Collaborative\_leadership

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, teacher collaboration, within school culture. R squared = .781 indicates that the nine

factors together account for 78.1%% of the variance in collaborative leadership. (Table 4.4)  $F = 277.983$ ,  $p < .01$  is used to show statistical significance (Table 4.5).

Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 78.1% of variance in collaborative leadership. The overall  $F$  was significant (.00); thus a predictive relationship was found.

#### *Teacher Collaboration*

**Table 4.6**      *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Teacher Collaboration*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716 <sup>a</sup>	.513	.507	.39619

a. Predictors: (Constant), Instructional\_leadership

**Table 4.7**      *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	12.901	1	12.901	82.189	.000 <sup>b</sup>
Residual	12.243	78	.157		
Total	25.144	79			

a. Dependent Variable: Teacher\_collaboration

b. Predictors: (Constant), Instructional\_leadership



Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, teacher collaboration, within school culture.  $R^2 = .513$  indicates that the nine factors together account for 51.3% of the variance in teacher collaboration. (Table 4.6)  $F = 82.189$ ,  $p < .01$  is used to show statistical significance (Table 4.7).

Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 51.3% of variance in teacher collaboration. The overall  $F$  was significant (.00); thus a predictive relationship was found.

#### Professional Development

**Table 4.8**     *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Professional Development*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757 <sup>a</sup>	.573	.568	.35267

a. Predictors: (Constant), Instructional\_leadership

Table 4.9

**ANOVA Results for the Statistical Significance of the  
Multiple Regression**

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	13.026	1	13.026	104.732	.000 <sup>b</sup>
Residual	9.702	78	.124		
Total	22.728	79			

a. Dependent Variable: Professional\_development

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, professional development, within school culture. R squared = .573 indicates that the nine factors together account for 57.3% of the variance in professional development. (Table 4.8)  $F = 104.732$ ,  $p < .01$  is used to show statistical significance (Table 4.9).

Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 57.3% of variance in professional development. The overall F was significant (.00); thus a predictive relationship was found.



### *Unity of Purpose*

**Table 4.10** *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Unity of Purpose*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.640 <sup>a</sup>	.409	.401	.37797

a. Predictors: (Constant), Instructional\_leadership

**Table 4.11** *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7.712	1	7.712	53.983	.000 <sup>b</sup>
Residual	11.143	78	.143		
Total	18.856	79			

a. Dependent Variable: Unity\_of\_purpose

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, unity of purpose, within school culture.

R squared = .409 indicates that the nine factors together account for 40.9 % of the variance in unity of purpose. (Table 4.10)  $F = 53.983$ ,  $p < .01$  is used to show statistical significance (Table 4.11).

Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the

curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 40.9% of variance in unity of purpose. The overall F was significant (.00); thus a predictive relationship was found.

### *Collegial Support*

**Table 4.12** *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Collegial Support*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649 <sup>a</sup>	.422	.414	.36570

a. Predictors: (Constant), Instructional\_leadership

**Table 4.13** *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7.609	1	7.609	56.896	.000 <sup>b</sup>
Residual	10.431	78	.134		
Total	18.040	79			

a. Dependent Variable: Collegial\_support

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, unity of purpose, within school culture.

R squared = .422 indicates that the nine factors together account for 42.2 % of the variance in collegial support. (Table 4.12) F = 56.896, p < .01 is used to show statistical significance (Table 4.13).



Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 42.2% of variance in collegial support. The overall F was significant (.00); thus a predictive relationship was found.

### *Learning Partnership*

**Table 4.14** *Multiple Regression – Relationship between Factors of Instructional Leadership and the School Culture Factor of Learning Partnership*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 <sup>a</sup>	.318	.310	.48010

a. Predictors: (Constant), Instructional\_leadership

**Table 4.15** *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	8.393	1	8.393	36.413	.000 <sup>b</sup>
Residual	17.979	78	.230		
Total	26.372	79			

a. Dependent Variable: Learning\_partnership

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, unity of purpose, within school culture.

R squared = .318 indicates that the nine factors together account for 31.8% of the variance in learning partnership. (Table 4.14)  $F = 36.413$ ,  $p < .01$  is used to show statistical significance (Table 4.15).

Thus, the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 31.8% of variance in learning partnership. The overall  $F$  was significant (.00); thus a predictive relationship was found.

#### School Culture

**Table 4.16** *Multiple Regression – Relationship between Factors of Instructional Leadership and all factors of School Culture*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798 <sup>a</sup>	.636	.632	.29411

a. Predictors: (Constant), Instructional\_leadership



**Table 4.17** *ANOVA Results for the Statistical Significance of the Multiple Regression*

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	11.815	1	11.815	136.579	.000 <sup>b</sup>
Residual	6.747	78	.087		
Total	18.562	79			

a. Dependent Variable: School\_culture

b. Predictors: (Constant), Instructional\_leadership

Multiple regression analysis was used to determine the extent to which the nine factors of instructional leadership influence the dependent factor, six factors of school culture.

R squared = .636 indicates that the nine factors together account for 63.6 % of the variance in learning partnership. (Table 4.16)  $F = 136.579$  ,  $p < .01$  is used to show statistical significance (Table 4.17).

Thus , the 9 factors of Instructional Leadership (Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 63.6% of variance in the six factors of School culture (collaborative leadership, teacher collaboration, The overall F was significant (.00); thus a predictive relationship was found.

### Conclusion

The results of the data analysis presented in this chapter explain how teachers of the selected MARA Junior Science Colleges view principal instructional

leadership and school culture. Teachers viewed principals of the selected MJSCs as strong instructional leaders. Generally, the principals in the study are perceived as having the characteristics of instructional leaders as indicated by the means of all dimensions that ranged between 3 and 5. Similarly, teachers viewed the selected MJSCs as having good school culture. The analysis also provides an in depth understanding of the relationship and the extent of the relationship between principal instructional leadership and school culture. . Research question 3 explored the relationship between the factors of principal instructional leadership and the factors of school culture. Results showed strong correlations between instructional leadership and school culture. The final question, research question 4, explored the influence of principal instructional leadership on school culture. The largest influence upon school culture is from the combined scales of principal instructional leadership and the school culture factor of collaborative leadership.

The findings summarized above provide the basis for the discussions of findings in Chapter 5. The chapter will include a brief review of the findings, a discussion of the findings, the conclusions that can be made from the findings. Recommendations for research and leadership practice are also presented in the final chapter.



## Chapter 5

### 5.1 Introduction

Chapter 5 provides a summary and discussion of the study findings and provides recommendations, future research possibilities, and conclusions. Although the study of principal instructional leadership and school culture is not new, data correlating both of these variables are limited especially for MARA Junior Science Colleges.

### 5.2 Discussions

This study was organized around four research questions that were developed to achieve a greater understanding of the relationship between instructional leadership and school culture at the selected MARA Junior Science Colleges. The four research questions this study has attempted to address are:

1. How do teachers view principal instructional leadership in selected MRSMs?
2. How do teachers view school culture in selected MRSMs?
3. What is the relationship between factors of principal's instructional leadership and factors of school culture?
4. What is the influence of instructional leadership on school culture?

Two quantitative survey instruments were used to gather data for principal Instructional leadership and school culture. The first quantitative survey instrument used to collect data for this study was the Principal Instructional

Management Scale(PIMRS) developed by Hallinger(1987). ).The PIMRS was used to gather data concerning the principal's instructional leadership characteristics.This model proposes three dimensions of the instructional leadership construct: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate (Hallinger, 1987). The PIMRS consists of 45 Likert type questions with five response options: always, frequently, sometimes,seldom and never. Each of the nine PIMRS factors listed below use the same scale.

All six factors of the School Culture Survey were used in the data collection. The six SCS factors were (1) collaborative leadership, (2) teacher collaboration, (3) professional development, (4) collegial support, (5) unity of purpose, and (6) learning partnership. The SCS consists of 36 Likert type questions with five response options: always, frequently, sometimes,seldom and never

#### *Perception of teachers on principal instructional leadership*

The overall findings of the study indicated that teachers had positive perceptions about the principal's instructional leadership. This findings is consistent with Brenninkmeyer and Spillane (2008: 436, as cited in Chan et al.,n.d.), who asserts that past research paints a picture of a principal as someone who spends a lot of time solving instructional problems in the school, and whose performance in solving those problems has a tangible effect on the results of the students at the school



The instructional leadership factor communicate the school goals ( $M=4.28$ ,  $SD=.60$ ), has the highest mean, followed by , frame the school goals ( $M= 4.27$ ,  $SD =0.58$ ). School goals serve as a galvanizing force for staff, students and community. Goals identify how missions and visions are achieved. According to Robbins and Alvy(2004), if the vision is truly shared, it will be evident in both the climate(how a school feels) and the culture(how “business” is transacted )of the school. This finding is also consistent with studies by Hallinger and Heck(1998). “The most consistent findings among the studies support the view that principal’s involvement in framing, conveying and sustaining the school purposes and goals represent an important domain in school outcomes. This focus on goals reflects the popularization of vision, mission and goals in the management literature of this period.”

The instructional leadership factor with the lowest mean score was maintain high visibility( $M = 3.23$ ,  $SD =0.98$  ). This is a factor in the third dimension of Instructional leadership .The third dimension, promoting a positive school learning climate, includes several functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, providing incentives for learning. Because of the complex organizational of schools today, principals are occupied with workloads such as entertaining visitors, reading and answering letters, attending courses, conferences and meetings, approving financial matters and other administrative work.. They also need to conduct supervision on teachers’ teaching. However,the routine needed to improvise the process of teaching and learning is normally sidelined. Their time is so occupied with management work that they tend to stay cooped up in their own office and reduce the time of walking around the

campus, walking through classrooms and talking to teachers in the staff room. Contrary to common perceptions, a highly visible principal is actually much more appreciated. ( Hall, 2011 ). Although a significant portion of principal's time is taken up by mandatory meetings and functions, principal can set priorities for how the remaining time is to be spent. Visibility breeds assurance and familiarity, while at the same time offering a dose of fear and order.( Hall, 2011).

According to Hallinger(1987), visibility on the campus and in classrooms increases interactions between principal and students as well as with teachers. Informal interaction of these types provides the principal with more information on the needs of students and teachers. It also affords the principal opportunities to communicate the priorities of the school. This can have positive effects on students' and teachers' attitudes and behavior. According to Andrews R. and Soder R. (1989) principals need to create visible presence, which is one of the skills of an instructional leader. Leading the instructional programme of a school means a commitment to living and breathing a vision of success in teaching and learning. This includes on focusing on learning objectives, modeling behaviors of learning, and designing programmes and activities on instruction.(Philips,2004)

To be a strong instructional leader, principals of MARA Junior Science Colleges should spend more time outside of their office. Meeting with teachers both during formal and informal times and participating more in students' activities can create a positive school climate. Instructional leadership occurs when the principal provides direction, resources and support to both educators and learners with the aim of improving teaching and learning at a school.( Kruger,2008).



### *Perception of teachers on school culture findings*

The overall findings of the study indicated that teachers had positive perceptions that there was a highly collaborative and strong school culture in the selected MARA Junior Science Colleges. These findings is consistent with Umi Nafisah Bt Md Sirat (1999) and Lilia et. Al.(2005) whose findings discover high achieving schools have strong school culture.

A positive school culture contains elements that foster student achievement (Gruenert, 1998). The present study focused on six specific elements of a positive school culture: (a) collaborative leadership, (b) teacher collaboration, (c) professional development, (d) collegial support, (e) unity of purpose, and (f) learning partnership.

Table 4.2 shows that the school culture factor ,unity of purpose has the highest mean, followed in descending order by, professional development collegial support collaborative leadership learning partnership and teacher collaboration . The school culture factor with the lowest mean score was teacher collaboration. Teacher collaboration is present in schools where teachers work together to improve the school.

Collaborative discourse is a powerful tool that can be used to fascilitate the process of developing school culture and climate.(MacNeil and Maclin,2005). Blankstein (2004) stated that school cultures that supported collaboration had the following characteristics in common:

1. The staff is committed to a shared mission, vision, values, and goals, and recognizes its responsibility to work together to accomplish them;

2. Strong leaders engage teachers in meaningful collaboration and support their activities and decisions;
6. The school is characterized by a culture of trust and respect that permits open and willing sharing of ideas and respect for different approaches and teaching styles;
7. The staff has real authority to make decisions about teaching and learning;
8. Meetings are well managed and truly democratic, following established protocols for setting the agenda and making decisions;
6. The functioning of teams is frequently discussed and reassessed;
7. A plan is developed to provide meaningful time for teams to meet;
8. Each team has clear purposes and goals; and
9. Educators acquire and share training in effective teamwork strategies.

A positive school culture is the cornerstone of all good schools. It is the foundation for school improvement. Therefore, in order to have a stonger school culture, teachers and staff have to work on their colloboration

*Relationship between instructional leadership and school culture findings*



The findings of this study indicate that there is a strong relationship between principal instructional leadership and school culture at selected MARA Junior Science Colleges. This shows the effectiveness of instructional leadership in creating school culture at the selected MARA Junior Science Colleges . Table 4.3 shows that seven principal instructional leadership factors, frame school goals, communicate School Goals, supervise and evaluate instruction, coordinate the curriculum monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers had significant correlational relationships with all six factors of school culture. This finding is in congruence with Dupont(2009) who reported that numerous and strong relationships were found between many instructional leadership factors and school culture factors suggesting the importance of principals using an instructional leadership approach.

It is surprising that the principal instructional leadership factor, provide incentive for learning , had significant correlational relationships with one factor of school culture. Weak significant correlations was with teacher collaboration. A plausible reason for this finding is that principals might hold the beliefs that motivating students to perform better should be intrinsically driven. Giving incentives for learning is a typical practice among school educators but it may not be implemented as a norm of the school.

In embracing transformation practices to meet today's educational challenge, the guiding concept of MARA , The Way Forward was endorsed to produce global, excellent and competitive students. Positive culture plays an important function

in assisting educational institutions to steer towards the direction they desire to achieve. According to (Leithwood,1999, as cited in Yang 2009), school success depends on culture, so culture cannot be ignored and must be a focus of the school. In order to perform well, leaders must pay attention to these member's beliefs and values about the organization – what is important to them, how they experience their work life, what make their work life meaningful(Bolman&Deal,1989;Schein 1992, as cited in Yang, 2009)

#### *Influence of instructional leadership on school culture*

Survey results indicate that instructional leadership has a significant influence upon all factors of school culture at selected MARA Junior Science Colleges. Thus , the 9 factors of Instructional Leadership(Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 63.6% of variance in the six factors of School culture(collaborative leadership, teacher collaboration. These findings are reported in this

section by each of the six dependent factors of school culture and the independent variables which impact each of them.

For the culture factor of collaborative leadership, nine factors of instructional leadership were significant predictors. The nine factors of Instructional Leadership(Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress,



protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 78.1% of variance in collaborative leadership.

Collaborative Leadership is the degree to which school leaders establish and maintain collaborative relationships with school staff. Such principals value teachers' ideas, trust the professional judgments of teachers and take time to praise teachers that perform well. Teachers are also involved in the decision-making process whereby the principals will facilitate teachers working together and keep informed on current issues in the school. Teachers involvement in policy or decision making is taken seriously. They are also rewarded for experimenting with new ideas and techniques and encouraged to share ideas. The principal also supports and rewards risk-taking and innovative ideas designed to improve education for the students and reinforces the protect instruction and planning time. (Gruenert, 1998).

As a factor of school culture, collaborative leadership was most significantly influenced by instructional leadership. According to Gruenert, (1998), collaborative leadership (*principals value teachers' ideas*) measures the degree to which school leaders establish and maintain collaborative relationships with school staff. School leaders completely value ideas of the teachers, seek input, engage staff in decision-making and trust the professional judgment of the staff.

For the culture factor of teacher collaboration, nine factors of instructional leadership were significant predictors. The nine factors of Instructional

Leadership(Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 51.3% of variance in teacher collaboration.

Gruenert(1998) also asserts "when positive relationships are established between instructional leadership and school culture, it results in teacher collaboration that increases student learning" . This is supported by Fullan (2001) that a school with effective learning culture encourages teachers to work collaboratively with each other and with the administration to teach students so they learn more.

For the culture factor of professional development, nine factors of instructional leadership were significant predictors. The nine factors of Instructional Leadership(Frame School Goals, Communicate School Goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, and provide incentives for learning) collectively accounted for 57.3% of variance in professional development.

The professional development factor is about teachers valuing continuous personal development through personal interactions with colleagues, both inside and outside the building, with the goal of increasing their knowledge base so school-wide improvement can occur.(Gruenert,1998). On-going training for staff is a crucial component of successful schools



This indicates that educational leaders can influence school culture. This is supported by

Leithwood and Riehl (2003, as cited in Mitchell, 2008) , “Leaders influence organizational culture through practices aimed at developing shared norms, values, beliefs, and attitudes among staff, and promoting mutual caring and trust among staff” (p. 20).

According to Valentine(2006), leadership and school culture go hand in hand , in both the development and the sustainability of school reform. In essence, the principal is probably the most essential element in a highly successful school. The principal is necessary to set change into motion, to establish the culture of change and a learning organization, and to provide the support and energy to maintain the change overtime until it becomes of life in the school.(Valentine,2006)

According to Stolls(1998), the role of leadership in relation to school culture is central. Leaders have been described as the culture founders, their contribution or responsibility being the change of school culture by installing new values and beliefs. With good leadership, sinking and struggling schools can dwindle in number and there is a possibility that schools that are categorized as moving, strolling and cruising will increase continually.

### **5.3 Conclusion**

An instructional leader can impact the school culture and collaboration is the key theme of strong and positive school culture . Principals must continue to work

within a collaborative framework to create successful school improvement. Leadership and school culture go hand in hand. Survey results indicate that instructional leadership has significant influence upon all factors of school culture. Juggling between administrative work and instructional responsibilities, teachers and students should be given by the principals the opportunities to create a collaborative working environment

#### **5.4 Recommendations for Future Research**

The primary limitation of this study is the lack of generalization potential. Future research might explore data from a large number of schools instead of using a few selected schools. These case studies could also be located in schools with different levels of performance.

The study also does not take into account the views of administrators, parents, students and the local community who are also cultural agents. Future research should include a multitude of respondents

The findings of the study were limited by the accuracy and perception of the respondents. It is assumed that teachers have responded honestly and interpreted the instrument as intended. Using mixed method methods, triangulates the data can be triangulated from surveys, interviews, focus groups, and a document analysis, thus giving a more accurate data.



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## PRINCIPAL'S INSTRUCTIONAL LEADERSHIP AND ITS INFLUENCE ON SCHOOL CULTURE IN SELECTED MARA JUNIOR SCIENCE COLLEGES

The purpose of the survey is to examine the influence of instructional leadership on school culture. I would appreciate if you can take about 20-25 minutes to complete this survey. No teacher or principal in this study will be identified. Survey responses will be anonymous and confidential. Your time and support are important for the completion of this study.

Thank you for taking the time to complete this survey.

SECTION A : Please provide the following information

Please tick (✓) in the appropriate box

- |   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 1 | <b>Gender</b><br>Male<br>Female  | <table border="1"><tr><td> </td></tr><tr><td> </td></tr></table>                                       |  |  |  |  |
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| 2 | <b>Age</b><br>< 25 years old<br>26-35 years old<br>36-45 years old<br>> 46 years old                         | <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table> |  |  |  |  |
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| 3 | <b>Years experience as a teacher</b><br>Less than 5 years<br>6-10 years<br>11-15 years<br>More than 15 years | <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table> |  |  |  |  |
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| 4 | <b>Highest Academic Qualification</b><br>PHD<br>Master<br>Degree<br>Diploma                                  | <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table> |  |  |  |  |
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**SECTION B :****INSTRUCTIONAL LEADERSHIP**

Instruction : Read each statement carefully. Then circle the number that best fits practice of this principal during the past school year. For the response to each statement:

5 = Almost Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Almost Never

Answer all questions.

To what extend does your principal...?

NO.	STATEMENT	SCALE				
I	<b>FRAME THE COLLEGE GOALS</b>					
1	Develop a focused set of annual school-wide goals focusing on academic achievement	1	2	3	4	5
2	Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3	Use needs assessment or other systematic approach to secure staff input on goal development.	1	2	3	4	5
4	Use data on student academic performance when developing the school's academic goals.	1	2	3	4	5
5	Develop goals that are easily translated into classroom objectives by teachers.	1	2	3	4	5
II	<b>COMMUNICATE THE SCHOOL GOALS</b>					
6	Communicate the school's mission effectively to the members of the school community.	1	2	3	4	5
7	Discuss the school's academic goals with teachers at teachers' meeting, senate meeting or department meeting.	1	2	3	4	5
8	Refer to the school's academic goals when making curricular decision with teachers.	1	2	3	4	5
9	Ensure that the school's academic goals are reflected in highly visible displays in the school(e.g posters or bulletin boards emphasizing reading or math)	1	2	3	4	5



10	Refer to the school's goals during weekly college assemblies	1	2	3	4	5
III	<b>SUPERVISE AND EVALUATE INSTRUCTION</b>					
11	Ensure that the classroom priorities of teachers are consistent with the stated goals of the school.	1	2	3	4	5
12	Review student work products when evaluating classroom instruction	1	2	3	4	5
13	Conduct informal observations on regular basis (Informal observations are unscheduled which may last for at least 5 minutes)	1	2	3	4	5
14	Point out specific strengths in teacher's instructional practices in post observation feedback (conferences or written evaluation)	1	2	3	4	5
15	Point out specific strengths in teacher's instructional practices in post observation feedback (conferences or written evaluation)	1	2	3	4	5
16	Observe teachers as scheduled	1	2	3	4	5
IV	<b>COORDINATING THE CURRICULUM</b>					
17	Make clear who is responsible to coordinate the curriculum across units and departments.	1	2	3	4	5
18	Draw upon the results of school-wide testing when making decisions regarding curricular decisions	1	2	3	4	5
19	Monitor classroom instructions to ensure that it covers with the curricular objectives of the college	1	2	3	4	5
20	Assess the overlap between the college's curricular objectives and the college achievement tests.	1	2	3	4	5
21	Ensure that MRSM curriculum is implemented comprehensively	1	2	3	4	5
22	Participate actively in the review of curricular materials	1	2	3	4	5
V	<b>MONITOR STUDENT PROGRESS</b>					
23	Meet with teachers individually to discuss student academic progress	1	2	3	4	5
24	Discuss the analysis of items of tests with each department to identify strengths and weaknesses.	1	2	3	4	5
25	Use the test progress to assess progress toward college's goals	1	2	3	4	5
26	Obtain feedback from Heads of department, Senior teachers or subject coordinators on students' performance	1	2	3	4	5
27	Inform students of the college's test results	1	2	3	4	5



VI	<b>PROTECT INSTRUCTIONAL TIME</b>					
28	Limit interruptions of instructional time by public address announcements	1	2	3	4	5
29	Ensure that students are not called to the office during instructional time	1	2	3	4	5
30	Ensure that tardy and truant students suffer the consequences	1	2	3	4	5
31	Encourage teachers to use instructional time for practicing new skill and concepts.	1	2	3	4	5
32	Limit the intrusion of co curricular activities on instructional time.	1	2	3	4	5
VII	<b>MAINTAIN HIGH VISIBILITY</b>					
33	Take time to talk to students and teachers during recess and breaks	1	2	3	4	5
34	Visit classroom to discuss school issues with teachers and friends	1	2	3	4	5
35	Attend/participate in extra co curricular activities	1	2	3	4	5
36	Cover classes for teachers until a late or substitute teacher arrives	1	2	3	4	5
37	Tutor students who have problems in learning	1	2	3	4	5
Viii	<b>PROVIDE INCENTIVES FOR TEACHERS</b>					
38	Reinforce superior performance during teachers meeting and by memo	1	2	3	4	5
39	Compliment teachers for their efforts in improving students' performance.	1	2	3	4	5
40	Acknowledge teacher's exceptional performance by writing memos for their personnel files	1	2	3	4	5
IX.	<b>PROVIDE INCENTIVES FOR LEARNING</b>					
41	Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	1	2	3	4	5
42	Use assemblies to honor students for academic or for behaviour	1	2	3	4	5
43	Recognize superior student achievement or improvement by seeing in the office the students with their work	1	2	3	4	5
44	Contact parents to communicate improved or exemplary student performance or contributions	1	2	3	4	5
45	Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	1	2	3	4	5



### SECTION C: SCHOOL CULTURE

1	Teachers utilize professional network to obtain information for classroom instruction	1	2	3	4	5
2	Principal values teachers' ideas	1	2	3	4	5
3	Teachers have opportunities for dialogue and planning across subjects and levels	1	2	3	4	5
4	Teachers have trust in each other.	1	2	3	4	5
5	Teachers support the mission of the school	1	2	3	4	5
6	Teachers and parents have common expectations of students performance	1	2	3	4	5
7	The principal trusts the professional judgement made by teachers	1	2	3	4	5
8	Teachers spend considerable time planning together	1	2	3	4	5
9	Teachers regularly seek ideas from seminars, colleagues and conferences.	1	2	3	4	5
10	Teachers are willing to help out whenever there is a problem	1	2	3	4	5
11	The principal takes time to praise teachers that perform well	1	2	3	4	5
12	The school mission provides a clear sense of direction to teachers	1	2	3	4	5
13	Parents trust teachers' professional judgement.	1	2	3	4	5
14	Teachers are involved in decision making	1	2	3	4	5
15	Teachers take time to observe each other	1	2	3	4	5
16	Professional development is valued by the faculty	1	2	3	4	5
17	Teachers' ideas are valued by other teachers	1	2	3	4	5
18	Leaders in our school facilitate teachers working together	1	2	3	4	5
19	Teachers understand the mission of the school	1	2	3	4	5
20	Teachers are kept informed on current issues in the school	1	2	3	4	5
21	Teachers and parents communicate frequently about students performance	1	2	3	4	5
22	My involvement in policy or decision-making is taken seriously	1	2	3	4	5
23	Teachers are generally aware of what other teachers are teaching	1	2	3	4	5
24	Teachers maintain a current knowledge base about learning process.	1	2	3	4	5
25	Teachers work cooperatively in groups	1	2	3	4	5
26	Teachers work together to implement various	1	2	3	4	5

	strategies and approaches in the teaching and learning process					
27	Teachers are rewarded for experimenting with new ideas and techniques	1	2	3	4	5
28	The school mission statement reflects the values of the community	1	2	3	4	5
29	The principal supports risk taking and innovation in teaching	1	2	3	4	5
30	The faculty values school improvement	1	2	3	4	5
31	Teachers work together to develop and evaluate programmes and projects	1	2	3	4	5
32	Administrators of the college protect instruction and planning time	1	2	3	4	5
33	Teaching practice disagreements are voiced openly and discussed	1	2	3	4	5
34	Teachers are encouraged to share ideas	1	2	3	4	5
35	Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments	1	2	3	4	5
36	Teaching performance reflects the mission of the school	1	2	3	4	5



## FACTORS WITH ITEMS FROM THE SCHOOL CULTURE SURVEY

Item	<b>Factor 1: Collaborative Leadership</b>
2	Principal values teachers' ideas
7	The principal trusts the professional judgement made by teachers
11	The principal takes time to praise teachers that perform well
14	Teachers are involved in decision making
18	Leaders in our school facilitate teachers working together
20	Teachers are kept informed on current issues in the school
22	My involvement in policy or decision-making is taken seriously
27	Teachers are rewarded for experimenting with new ideas and techniques
29	The principal supports risk taking and innovation in teaching
32	Administrators of the college protect instruction and planning time
34	Teachers are encouraged to share ideas
	<b>Factor 2 : Teacher Collaboration</b>
3	Teachers have opportunities for dialogue and planning across subjects and levels
8	Teachers spend considerable time planning together
15	Teachers take time to observe each other
23	Teachers are generally aware of what other teachers are teaching
31	Teachers work together to develop and evaluate programmes and projects
33	Teaching practice disagreements are voiced openly and discussed
	<b>Factor 3: Professional Development</b>
1	Teachers utilize professional network to obtain information for classroom instruction
9	Teachers regularly seek ideas from seminars, colleagues and conferences.
16	Professional development is valued by the faculty
24	Teachers maintain a current knowledge base about learning process.
30	The faculty values school improvement
	<b>Factor 4 : Unity of Purpose</b>
5	Teachers support the mission of the school
12	The school mission provides a clear sense of direction to teachers
19	Teachers understand the mission of the school
28	The school mission statement reflects the values of the community
36	Teaching performance reflects the mission of the school
	<b>Factor 5 : Collegial Support</b>
4	Teachers have trust in each other.
10	Teachers are willing to help out whenever there is a problem
17	Teachers' ideas are valued by other teachers
25	Teachers work cooperatively in groups
26	Teachers work together to implement various strategies and approaches in the teaching and learning process