

UNIVERSITI TEKNOLOGI MARA

**INSTRUCTIONAL MANAGEMENT
OF HEAD TEACHERS
AND ITS RELATION TO TEACHERS'
COMMITMENT TO TEACHING WORK**

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**Dissertation submitted in partial fulfillment of the requirements
for the degree of
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(Educational Management and Leadership)**

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Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated, cited or acknowledge as referenced work. This topic has not been submitted to any other academic or non-academic institutions for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the discipline rules and regulations of the Universiti Teknologi MARA.

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ABSTRACT

Instructional Management Of Head Teachers and Its Relation to Teachers' Commitment to Teaching Work

The purpose of this study was to determine which of the 10 leadership functions contained in the Principal Instructional Management Rating Scale (PIMRS), as identified by Hallinger (1983), are demonstrated by the head teacher and the nine items in the Teachers' Commitment to Teaching Work (TCTW) demonstrated by teachers at three different types of primary school in the district of Kuching. The schools involve in the study are government national school, religious school, and a missionary school. A number of 150 questionnaires were distributed to the target respondents of teachers from the respective schools. The results and findings presented in this study are based on the following Research Objectives in which it meant to determine teachers' perception toward the Head Teachers' Instructional Management. The study also wishes to investigate whether the head teachers' Instructional Management role has any relation to the teachers' commitment to teaching work. Alongside, it is also expected to examine the relative importance of head teachers' Instructional Management towards teachers' commitment to teaching work. The study also sought to determine if there would be a significant difference in teachers' perceptions of the head teachers' instructional management roles as well as to investigate teachers' commitment to teaching work that will contribute to enhance student achievement and the school outcomes at large. Descriptive statistics were used to identify which instructional management functions were being demonstrated frequently by the head teachers as the instructional leader cum instructional managers at school.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

The focal mission for educational administrators of today is to pilot their schools to achieve high achievement for all students. We put high hope to our head teachers to build the school's ability for changes and developments. We believed good leaders will be able to set the groundwork to promote growth in our schools by practicing efficient instructional management as well as effective leadership. Demands in global marketplace for increasing student achievement in schools are in line with the national interest. It has awakened our nation leaders particularly for those in the educational sector looking forward to instructional leaders to manage proper instructional management and the demands of educational matters in all schools. Edmonds (as cited in McEwan, 2009: 12) indicated,

“There may be schools out there that have strong instructional leaders, but are not yet effective; however, we have never yet found an effective school that did not have a strong instructional leader as the principal.”

Andrews and Soder (1987) further added that for most schools which were led by strong instructional leaders demonstrated appreciably greater increase in academic achievement than did the schools which were led by average and weak instructional leaders.