

**UNIVERSITI TEKNOLOGI MARA**

**PRINCIPAL'S INSTRUCTIONAL  
LEADERSHIP PRACTICES AND  
ORGANIZATIONAL COMMITMENT  
AMONGST TEACHERS AT  
SECONDARY RELIGIOUS  
SCHOOLS IN THE DISTRICT OF  
SABAK BERNAM, SELANGOR,  
MALAYSIA**

**NURHANIS BINTI MAT SHOM**

**MEd**

**July 2022**

## ABSTRACT

The responsibility of the principal as an instructional leader has been heavily debated in the educational system since the implementation of the Malaysia Education Blueprint (2013-2025). This debate is further extended to Malaysian principal in secondary religious schools as instructional leaders on various factors influencing school outcomes. Therefore, the main purpose of this study was to explore the statistical relationship between principal's instructional leadership practices and organizational commitment amongst teachers at secondary religious schools in the district of Sabak Bernam, Selangor, Malaysia. This study is guided by four research objectives and four research questions. A descriptive correlational research design employing the mixed-methods research design was used to explore the relationship. The population of the study consisted of teachers at secondary religious schools in the district of Sabak Bernam, Selangor, Malaysia. 93 teachers were randomly selected and became the respondents of the current study. Two instruments known as the Principal's Instructional Management Raters Version (Teachers) developed by Hallinger and Murphy (1985) and the Organizational Commitment Questionnaire by Meyer and Allen (1997) were used to measure and collect the quantitative data. Few statistical tests including mean scores, standard deviation, Cronbach's Alpha, Pearson's Product Moment Correlation Coefficient, and simple regression were employed in the study. Besides, qualitative data in a form of open-ended questions were constructed and collected to further triangulate the quantitative data. A 6-point Likert scale of principal's instructional leadership practices and organizational commitment were used to rate the items in the questionnaire. Findings indicated that firstly, the teachers rated their principal's instructional leadership practices as having high level of mean score ranging from 4.32 to 4.78 for all the dimensions where defining school goals was rated as the highest ( $M=4.78$ ,  $SD=.609$ ). Secondly, the teachers also rated themselves as having high level of organizational commitment ranging from 4.61 to 4.83 for all the dimensions. Thirdly, the results from the correlation coefficient analysis indicated that there was a significant, positive and strong relationship ( $r=.525$ ,  $p=.000$ ) between principal's instructional leadership practices and organizational commitment. Lastly, the simple analysis revealed 27.6% ( $R^2 =.276$ ) of the variance in organizational commitment was contributed by the principal's instructional leadership practices. Furthermore, the qualitative findings tend to triangulate and support the quantitative findings. Consequently, all these findings lead to some implications such as the extension of corpus of knowledge, policy and training, and theoretical implications on the context of principal's instructional leadership practices and organizational commitment.

## ACKNOWLEDGEMENT

All praises is due to Allah s.w.t, the Most Beneficent and the Most Merciful. I thanked Allah s.w.t for the blessing and his infinite mercy.

Firstly, throughout the writing of this dissertation, I have received a great deal of support and assistance. I am extremely grateful to my supervisor, Professor Madya Dr Leele Susana Jamian for her constant insightful feedback throughout the process of completing the research project.

Secondly, this dissertation would not have been possible without the support of many people. I would like to extend my deepest and highest gratitude to my beloved parents, Mat Shom bin Amat Jiman and Siti Zubaidah binti Husni for their endless support and motivation.

Thirdly, I could not have completed this dissertation without the support of my beloved husband, Muhammad Syazwan who provided intellectual discussions concerning the thesis. Finally, special gratitude to all the respondents cum teachers at secondary religious schools in the district of Sabak Bernam, Selangor, Malaysia.

# TABLE OF CONTENTS

	<b>Page</b>
<b>AUTHOR'S DECLARATION</b>	<b>ii</b>
<b>ABSTRACT</b>	<b>iii</b>
<b>ABSTRAK</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT</b>	<b>v</b>
<b>TABLE OF CONTENTS</b>	<b>vi</b>
<b>LIST OF TABLES</b>	<b>ix</b>
<b>LIST OF FIGURES</b>	<b>xi</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Statement of the Problem	5
1.4 Purpose of the Study	6
1.5 Research Objectives	7
1.6 Research Questions	7
1.7 Significance of the Study	8
1.8 Limitations of the Study	9
1.9 Operational Definitions of Key Terms	10
1.10 Conclusion	11
<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>12</b>
2.1 Introduction	12
2.2 Leadership	12
2.3 Instructional Leadership Practices	13
2.3.1 Defining School Mission Dimension	14
2.3.2 Managing Instructional Program Dimension	15
2.3.3 Promoting School Climate Dimension	17
2.4 Job Commitment	18

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

The overall structure of the study takes the form of five chapters, including this introductory chapter. The introductory chapter instigates the overview of the study presenting the background of the study and further narrates the problem statement of principal's instructional leadership practices and organizational commitment amongst teachers at secondary religious schools in the district of Sabak Bernam, Selangor, Malaysia. In this chapter, the purpose of the study, research objectives, research questions, significance of the study, limitations of the study and the operational definitions of key terms are thoroughly presented.

### 1.2 Background of the Study

Many countries are working to strengthen their educational institutions to become more competitive in an increasingly growing global economy. Hallinger (2004) stated that global economic competitiveness has raised the stakes for educational attainment, individually and collectively. Based on substantial corpus of worldwide empirical evidence, Leithwood, Begley, and Cousins, (2005) stated that principal's leadership practices tend to contribute to a better school and student achievement performances. In 2007, Fullan concurred that there is widespread agreement among academics, practitioners, and policymakers that effective school leadership is critical in enhancing school and system performance. Hence in 2015, Harris and Jones highlighted those policymakers in the area of education around the world to continue promoting greater leadership training and research in the pursuit of better educational outcomes.

Instructional leadership practices can be defined as a principal collaborates with teachers to establish best practices in teaching and learning. Hallinger and Lee (2013) highlighted in their research that components of instructional leadership practices tend to influence organizational effectiveness, and this includes organizational commitment. This aspiration, as per the Malaysian Education Blueprint, necessitates a transformation of the Malaysian education system (Ministry of Education, 2013). To achieve this