

**UNIVERSITI TEKNOLOGI MARA**

**PRINCIPALS' INSTRUCTIONAL  
LEADERSHIP BEHAVIOR AND  
QUALITY MANAGEMENT  
PRACTICES AMONG PRIMARY  
SCHOOL TEACHERS OF SEKOLAH  
RENDAH INTEGRASI TERAS ISLAM  
(SRITI) IN SHAH ALAM,  
SELANGOR, MALAYSIA**

**SITI NURFATIMAH BINTI ABD JABAR**

**Master of Education  
(Management and Leadership)**

**Faculty of Education**

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## ABSTRACT

This study aims to evaluate the influence of principals' instructional leadership behavior on quality management practices in Islamic integration private primary schools. A quantitative research design was employed, involving surveys distributed to 62 primary school teachers in Shah Alam, Selangor, Malaysia. The survey instrument included measures of instructional leadership behaviors and various aspects of quality management practices within the school setting. Data were analyzed using both correlation and regression analysis to examine the relationships between principals' instructional leadership behavior and quality management practices comprehensively. The findings revealed a significant positive correlation between principals' instructional leadership behavior and quality management practices ( $r = .781, p < .000$ ). Additionally, regression analysis indicated that instructional leadership behavior accounted for 61.1% of the variance in quality management practices, highlighting the substantial influence of leadership on school quality outcomes. The study concludes that effective instructional leadership behavior by principals is crucial for enhancing quality management practices in Islamic integration private primary schools. These findings suggest that professional development programs focusing on leadership skills and behaviors could be highly beneficial for school administrators. Future research should explore this relationship further by incorporating a larger sample size and considering additional variables that may influence the effectiveness of instructional leadership on quality management in different educational contexts.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

The process of gaining knowledge, skills, beliefs, and attitudes through organized instruction, learning, and experiences is known as education. It is a constantly evolving, lifelong process that takes place in a variety of contexts, including formal education such as schools and universities, as well as informal education where learning occurs through real-life situations. Additionally, there is also a non-formal education, which involves learning conducted outside of the traditional classroom setting through activities such as joining debating clubs, swimming lessons, and other extracurricular activities. Education is a comprehensive process aimed at making individuals better, versatile persons. To facilitate this, a strong educational system is required. This system refers to the entire framework and arrangement of formal education and training within an institution. It encompasses a collection of principles, rules, procedures, policies, and materials designed to help individuals acquire the knowledge, skills, attitudes, and values they need.

The educational system is continually evolving due to advancements in theory, technology, methodologies, and other fields that influence student outcomes and efficacy. The demand for educational improvement is rising rapidly, both in terms of physical and human resources, particularly in the area of servicing instructional leadership behavior. Therefore, necessary adjustments must be made to increase productivity and enhance student performance. A good leader within an educational organization encourages team members to dedicate themselves to their tasks and complete them to the best of their abilities. Moreover, a good leader efficiently manages the school's resources to improve the overall quality of education. For better outcomes, the quality of school management must also be improved. According to Professor Pravat Kumar Dhal's research, "We have to know the skill of management if we want the educational development of the country for the development of civilization" (2021).

Throughout primary education, school principals carry numerous responsibilities that go beyond standard administrative work. Effective instructional leadership can inspire and empower teachers, fostering a positive and productive educational environment. The success of school performance and the general