



UNIVERSITI TEKNOLOGI MARA

Relationship between the Head Teacher's Instructional Leadership and the School's Academic Achievement in the Primary Schools in Kuching.

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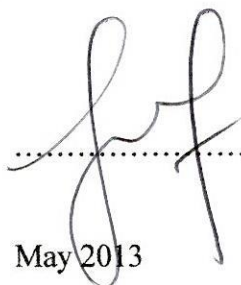
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I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as reference work. This topic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

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Abstract

This study attempted to explore the contributing instructional leadership factors among the head teachers align to their role as an instructional leader in improving the schools' academic achievement. The study was conducted in the primary schools of Kuching district. The rephrase study was conducted among teachers to gauge their perception towards their head teachers as an instructional leader and the relationship to their school's academic achievement. Currently, the academic achievement of the schools, particularly in the Primary School Assessment Examination or the "Ujian Penilaian Sekolah Rendah" (UPSR) among the schools in Kuching district is at the varied levels of achievement. In this era of educational transformation, the head teacher is regarded as the most important person in a school. The failure and success of a school in academic achievement depends on how the head teacher as an instructional leader manages the school. For the purpose of this study, 500 questionnaires were administered or sent to 63 primary schools. Only 355 (71%) respondents from 55 (87.3%) schools had responded appropriately to the questionnaires to be analysed. The instrument used in this study is an adopted and adapted model from Hallinger & Murphy (1985); that is the Principal Instructional Management Rating Scales (PIMRS). It was pilot tested to fit into the Malaysian schools' setting, particularly in the Kuching district. The analysis of the study has indicated that there were three factors namely, Practising School Goals (PSG), Enhancing Instruction (EI), and Complementing Success (CS). Besides that, the factors were also analyzed to determine its relative importance to the school's academic achievement. The findings indicated that "Complementing Success" dominated the other two factors and it was relatively important for the head teacher to practise these factors as an instructional leader. Another analysis carried out was to seek the correlation between the factors and the school's academic achievement. The result showed that the instructional leadership factors were significantly correlated to the Schools' Academic Achievement (SAA). Therefore, it is recommended that the head teachers need to play intensively the roles as instructional leaders to enhance the schools' academic achievement.

CHAPTER 1

INTRODUCTION

1.1 Introduction

This study is aimed to conduct a survey on the Relationship between the Head Teacher's Instructional Leadership and the School's Academic Achievement as found in the selected primary schools in Kuching. As commonly viewed in the field of education, teachers are regarded as important agents of change, especially in the present era (Alimuddin Mat Dom, 2010). Hence, as fulfilment to the demand of these global educational changes, effective leadership is required in a learning institution (Baharom, Mohamad & Che Noraini, 2009). Again, Baharom et al. (2009 p.1) further indicates that, "education is not a static process but it undergoes transformation in order to suit the current needs of the era of global transformation".

In citing a report from the Malaysian Education Blueprint (2013-2025, p. 1), it clarifies that:

"Education plays a central role in any country's pursuit of economic growth and national development. There is no better predictor of a nation's future than what is currently happening in its classrooms. In today's global economy, a nation's success depends fundamentally on the knowledge, skills and competencies of its people. It is no surprise that nations with higher education levels tend to enjoy greater economic prosperity".

In addition, Quah C. S. & Wan Azmiza (2012), support that the education system in Malaysia is undergoing a transitional transformation with the intention to achieve the government's educational goals. It is the government's hope to produce human capitals capable of facing the global challenges.