

Original Research Article

Principals' Effective Practice of Promoting School Achievement at High Performing Secondary Schools Malaysia

Abstract

The study aims to examine the effective practice of Promoting School Achievement among principals of High Performing Secondary Schools Malaysia. The framework of the study was adapted from Hallinger and Murphy (1985), Latip (2006), Surayya and Salleh (2018) and Salleh & Hatta (2018). Data was collected using questionnaires survey from 418 respondents of principals and teachers of different genders, academic qualification, ethnicity, and position of responsibilities at schools. The data gathered from the survey was analyzed in descriptive and inference statistics of the SPSS-Versions 23.0 programme. The findings indicated that the highest rank at 'very effective' practiced was function 'Developing and Enforcing Academic Standards' achieved mean 4.1097, second highest at 'very effective' practiced was function 'Providing Incentives for Learning' mean 4.0075 and third rank at 'Effective' level was function 'Promoting Professional Development' mean 3.6189. It is hoped that the findings of the study would substantively inspire principals and teachers to effectively facilitate students' academic performance in their respective schools and join hands in the collective effort of raising the work force compatible to meet national goals towards realization of Malaysia Development Plan 2030.

Keywords:

Principal's Effective Practice - Promoting School Achievement – High Performing School

1.0 Introduction

The principals are highly expected to practice the appropriate and effective leadership which will assist each staff member to make a maximum contribution to the schools' effort to provide quality and up-to-date education. They are expected to have experience in knowledge and skills about teaching and learning and the ability to share these insights with teachers. It became the niche of High Performing Schools in Malaysia to develop and enhance school achievements in curriculum and co-curricular.

2.0 Promoting a Positive School Learning Climate

The most important and the most difficult job of an instructional leader is to change the prevailing culture of a school. A school's culture has far more influence on life and learning in the schoolhouse than the president of the country, the state department of education, the superintendent, the school board, or even the principal, teachers, and parents can ever have. Definitely, one cannot effectively change a school culture alone. However, one can provide forms of leadership that invite others to join as observers and contributors of the seniors and architects of the junior staff. Meanwhile, the principal must ensure all the essential elements within school, especially something which challenges the teaching and learning process (Blasé, J. & Blasé, J., 2000; Bear, G. G., Yang, C., & Pasipanodya, E., 2015; Salleh, 2021).

The principal's roles strongly influenced the teachers' behavior, commitment and performance. These collaborations of principal and teachers would effectively develop teaching professionalism towards students' academic achievement. The principal's

instructional leadership and management styles will affect the school climate and instructional organization. Both the school climate and instructional organization are strongly interrelated to student outcomes in curriculum and co-curriculum.

Researchers and scholars suggested that the high students' achievements would be substantively influenced by principals' competency in promoting positive and progressive school climate of instructional leadership. Hallinger and Murphy (1985), Latip (2006), Bear, G. G., Yang, C., & Pasipanodya, E. (2015), Salleh and Surayya (2018), and, Salleh & Hatta (2018) proposed the principals practice were functions: Protecting Instructional Time, Promoting Professional Development, Maintaining High Visibility, Providing Incentives for Teachers, Developing and Enforcing Academic Standards, and, Providing Incentives for Learning.

2.1 Protecting Instructional Time

The role of the principal here is to ensure that instructional time is not interrupted by other school activities which are not related to the instructional process. According to Hallinger and Murphy (1985) and Buske (2018), the principal should ensure the importance of providing teachers with blocks of uninterrupted instructional time. Teachers' classroom management and instructional skills are not used optimally if instruction is frequently interrupted by announcements, tardy students, and, requests from the office.

According to Ginsberg and Murphy (2002) and Day, Gu, & Sammons (2016) principals need to regularly visit the classroom to enable them more familiar with the school's curriculum and teachers' instructional practices, gauge the climate of a school, examine instruction, develop student motivation and achievement and practice true cooperation between principal and teachers to value instruction and learning.

Abdullah (2020) affirmed that anyone who did not plan appropriately their time, they would face difficulties in the implementation which probably resulted in failures and loses.

2.2 Maintaining High Visibility

According to DuFour (2002), educators are gradually redefining the role of the principal from that of an instructional leader with a focus on teaching to a leader of a professional community with a focus on learning. Meanwhile, Hassan, Quah, & Radin (2017) admitted that the principal should act as an agent of change to help the teaching process become a learning process. Thus, in this context, principals should be visible on the campus and in the classrooms.

Hallinger and Murphy (1985) stated that although a significant portion of their time is taken up by mandatory meetings and functions, principals can set priorities for how their remaining time is to be spent. Visibility on the campus and in the classrooms increases interaction between the principal and students as well as with teachers. Ahamad & Kasim (2016) agreed that informal interaction of this type 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 towards excellent achievements (Salleh and Surayya, 2018).

2.3 Providing Incentives for Teachers

Hallinger and Murphy (1985) and Adams, Devadason, Periasamy, & Lee (2018). emphasized that an important part of the principal's role in creating a positive learning climate involves setting up a work structure that rewards and recognizes teachers for their efforts. Principals have few discretionary rewards to use with teachers. The single salary schedule and the tenure system severely limit principals' ability to motivate teachers. However, there are many forms of reward that are available to principals such as privately

expressed praise, public recognition, and formal honours and awards. Meanwhile, incentive here does not mean that the principal should provide money to motivate teachers in performing their duties.

Blasé and Blasé (2000) provided a partial answer by asking teachers to describe the behaviour of principals who had a positive influence on student learning. Two broad themes emerged: talking with teachers and promoting professional development. These were expressed in specific types of behaviour such as making suggestions, giving feedback, modelling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching. All these actions were carried out in a way that respected teacher knowledge and autonomy.

Salleh and Surayya (2018) stated that principals foster the development of a school learning climate conducive to teaching and learning by establishing positive expectations and standards, by maintaining high visibility, providing incentives for teachers and students, and promoting professional development. This dimension deals directly with the teaching and learning process in classrooms. Meanwhile, providing incentives for teachers is one of the factors to help and develop the teaching and learning process in the classrooms.

2.4 Promoting Professional Development

Principals have several ways of supporting teachers' efforts to improve instruction. They can inform teachers of opportunities for staff development and lead in-service training activities. They can ensure that staff development activities are closely linked to school goals and that participation is either schoolwide or centred on natural groupings (e.g., primary or upper elementary grades). This function also involves helping teachers to integrate skills learned during staff development programmes and assisting in classroom implementation (Hallinger & Murphy, 1985) and Depolo & Vignoli (2019).

Salleh and Surayya (2018) and Fancera (2019) stated that leaders in successful schools are more concerned and focused on teachers' professional development and teaching strategies to address areas in which student achievement is lagging behind. Thus, Willis (2002), Fullan (2016) and Hairuddin (2016), emphasized three conditions for principals to help site-based professional development flourish over time: First, the need for a strong principal or a strong superintendent who supports the principal. Second, the need to focus on the end result. If you are trying to improve student learning, keep everything focused on student learning, and do not change practice so much, although practice will change. Third, the need to maintain a focus over time

2.5 Developing and Enforcing Academic Standards

Clearly defined, high standards reinforce the high expectations necessary for improving student learning. One study that compares successful and less successful schools found that successful schools tended to require mastery of a defined set of skills prior to entry into the following grade. High standards are also promoted when increasing numbers of students are expected to master basic skills (Hallinger & Murphy, 1985; Rashdi & Khamis (2018).

The principals must be able to identify whether lessons are aligned with national standards, develop classroom assessments consistent with standards, and evaluate student work for evidence that standards have been achieved. Their knowledge should be deep enough to let them coach teachers using explanations, practical examples, and demonstration lessons. Just as important, leaders must demonstrate the same learning traits that they expect in teachers: openness to new ideas, willingness to be driven by results, and persistence in the face of difficulty (Jamentz, 2002; Fullan, Quinn & McEachen, 2017).

Establishing a climate that promotes academic press has many benefits to the teaching and learning process. Alig-Mielcarek (2003), O'Malley, Voight, Renshaw, & Eklund (2015)

and Okorji, Igbokwe, & Ezeugbor (2016) indicated from their studies that schools which focus on the positive and innovative learning climate, around high expectations, high achievable standards, and, an orderly, serious environment, have a positive impact on teacher instruction, commitment and performance. Teachers who work in a school with high academic press are more likely to use a variety of instructional strategies, plan diverse lessons to attend to different learning styles, monitor and provide feedback on student progress more frequently, collaborate with colleagues, demonstrate collegial behaviour, and attend to their own professional learning.

Those actions are strongly related to the leader's behaviour. Leaders have a deeper and more lasting influence on organizations and provide more comprehensive leadership if their focus extends beyond maintaining high standards.

2.6 Providing Incentives for Learning

It is possible to create a school learning climate, in which students value academic achievement, by frequently rewarding and recognizing student academic achievement and improvement. In low-income schools, students need frequent, tangible rewards. The rewards need not be fancy or expensive; recognition before teachers and peers is the key. Students should have opportunities to be recognized for their achievement both within the classroom and before the school as a whole. The principal is a key factor in linking classrooms and school reward systems, ensuring that they are mutually supportive (Hallinger & Murphy, 1985; Harris, Jones, Adams, & Cheah, 2019).

Principals who are accessible to the students contribute to a positive climate for students. Harris and Lowery (2002) and Lawler (2017). also mentioned that principals who take extra time to praise students for their achievements over the intercom, in the newspaper, or with personal notes and e-mails create a positive school climate. Principals can also use such rewards as extending lunch time, sponsoring field trips, letting students eat lunch outside, and hosting awards assemblies.

It is clear that principals can influence student and teacher attitudes through the creation of a reward structure that reinforces academic achievement and productive effort; through clear, explicit standards embodying what the school expects from students; through the careful use of school time; and through the selection and implementation of high-quality staff development programmes and student achievements in cluster secondary schools.

3.0 Purpose of the Study and Research Questions

The study intends to examine the principles roles of high performing secondary schools in promoting main dimensions of effective school climate for teaching and learning towards students' high academic achievements. More specifically, the study aims to seek answers to the following questions.

Question 1:

What is the Effective Practice of Protecting Instructional Time among Principals of High Performing Secondary Schools Malaysia?

Question 2:

What is the Effective Practice of Maintaining High Visibility among Principals of High Performing Secondary Schools Malaysia?

Question 3:

What is the Effective Practice of Providing Incentives for Teachers among Principals of High Performing Secondary Schools Malaysia?

Question 4:

What is the Effective Practice of Promoting Professional Development among Principals of High Performing Secondary Schools Malaysia?

Question 5:

What is the Effective Practice of Developing and Enforcing Academic Standards among Principals of High Performing Secondary Schools Malaysia?

Question 6:

What is the Effective Practice of Providing Incentives for Learning of instructional leadership among Principals of High Performing Secondary Schools Malaysia?

Question 7:

What is the Effective Practice of Promotes School Climate among Principals of High Performing Secondary Schools Malaysia?

4.0 Research Methodology

The framework of the study was adapted from Hallinger and Murphy (1985), Latip (2006), Surayya (2016) and Salleh & Hatta (2018). A set of survey questionnaire has been developed to collect data from 418 respondents of principals and teachers of high performing secondary schools Malaysia. A prior permission to conduct this study was obtained from the EPRD – Education, Planning, and, Research Division of the Ministry of Education Malaysia. The data of the study was collected from conveniently selected High Performing Secondary Schools from various states in Malaysia. All respondents were invited to voluntarily participate according to their personal willingness; everyone was assured of the privacy of the information collected. The results were presented in mean and standard deviation with rank achievement of effective practice.

The effective practice of promoting school achievement among principals of High Performing Secondary Schools were analyzed based on 5-Likert Scale of: Mean 1.00 – 1.99 = Not effective; Mean 2.00 – 2.99 = Rarely effective; Mean 3.00 – 3.99 = Effective; Mean 4.00 – 5.00 = Very Effective

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5.0 Results of the Study

The analysis of the study on Effective Practice of Promotes School Achievement among Principals of High Performing Secondary Schools Malaysia from principals' and teachers' perceptions are presented in the sections below:

5.1 Protecting Instructional Time

Question 1:

What is the Effective Practice of Protecting Instructional Time among Principals of High Performing Secondary Schools Malaysia?

Table 1.0 presents the mean, standard deviation, rank and effectiveness for each task involved in the practice for **Protecting Instructional Time** of instructional leadership among principals of High Performing Secondary Schools Malaysia from principals' and teachers' perceptions (N=418).

The results of the study on Table 1.0 demonstrated that all five tasks involved in protecting instructional time were practiced at an 'effective' level with mean scores ranging

from 3.3712 to 3.7846. The score of effective practice rank number 1 was item 5 ‘Visit classrooms to see that instructional time is used for learning and practicing new skills and concepts’ with mean score 3.7846 and a standard deviation 0.8392. This were followed by rank number 2 item 3 ‘Ensure that truant students suffer specified consequences for missing instructional time’ mean 3.7436 and standard deviation 0.8357, rank number 3 item 1 ‘Ensure that instructional time is not interrupted by public-address announcements’ mean 3.6153 and standard deviation 0.8496, rank number 4 item 2 ‘Ensure that students are not called to the office during instructional time’ mean 3.4385 and standard deviation 0.8697, and’ the lowest rank 5 was on item 4 ‘Ensure that tardy or truant students make up lost instructional time’ with mean 3.3712 and standard deviation 0.9705.

Table 1.0:
Effective Practice of Protecting Instructional Time among Principals of High Performing Secondary Schools Malaysia (N=418)

No.	Items	Mean	Std. Dev.	Rank	Effective Level
1.	Ensure that instructional time is not interrupted by public-address announcements	3.6153	0.8496	3	Effective
2.	Ensure that students are not called to the office during instructional time	3.4385	0.8697	4	Effective
3.	Ensure that truant students suffer specified consequences for missing instructional time	3.7436	0.8357	2	Effective
4.	Ensure that tardy or truant students make up lost instructional time	3.3712	0.9705	5	Effective
5.	Visit classrooms to see that instructional time is used for learning and practicing new skills and concepts	3.7846	0.8392	1	Effective
Total Average		3.5906	0.8729		Effective

Scale of Practice:

Mean 1.00 – 1.99 = Not effective; Mean 2.00 – 2.99 = Rarely effective

Mean 3.00 – 3.99 = Effective; Mean 4.00 – 5.00 = Very Effective

In summary, Table 1.0 indicated that that the practiced effectiveness for Protecting Instructional Time of instructional leadership by principals of high performing secondary schools Malaysia rank Number 1 was item 5, Number 2 item 3, Number 3 item 1, Number 4 item 2, and, Number 5 item 4.

5.2 Maintaining High Visibility

Question 2:

What is the Effective Practice of Maintaining High Visibility among Principals of High Performing Secondary Schools Malaysia?

Table 2.0 presents the mean, standard deviation, rank, and effectiveness for each task involved in the practice for **Maintaining High Visibility** of instructional leadership among principals of high performing secondary schools Malaysia from principals’ and teachers’ perceptions (N=418).

Table 2.0:

Effective Practice of Maintaining High Visibility among Principal of High Performing Secondary Schools Malaysia (N=418)

No.	Items	Mean	Std. Dev.	Rank	Effective Level
6.	Take time to talk with students and teachers during recess and breaks	3.4716	0.6318	2	Effective
7.	Visit classrooms to discuss school issues with teachers and students	3.3860	0.8572	3	Effective
8.	Attend or participate in co-curricular or extra-curricular activities	3.7059	0.7391	1	Effective
9.	Cover classes for teachers until a late or substitute teacher arrives	3.0093	1.2487	5	Effective
10.	Tutor or provide direct instruction to students	3.2975	1.1145	4	Effective
Total Average		3.3741	0.9182		Effective

Scale of Practice:

Mean 1.00 – 1.99 = Not effective; Mean 2.00 – 2.99 = Rarely effective

Mean 3.00 – 3.99 = Effective; Mean 4.00 – 5.00 = Very Effective

The result of the study on Table 2.0 indicated that all five tasks involved in maintaining high visibility were practiced at the ‘effective’ level with mean score ranging from 3.0093 to 3.7059. The most effective practiced rank number 1 was represented by item 8 ‘Attend or participate in co-curricular or extra-curricular activities’ with mean score 3.7059 and a standard deviation 0.7391.

Consecutively, effective practiced rank number 2 was item 6 ‘Take time to talk with students and teachers during recess and breaks’ with mean 3.4716 and standard deviation 0.6318, rank number 3 item 7 ‘Visit classrooms to discuss school issues with teachers and students’ mean 3.3860 and standard deviation 0.8572, rank number 4 item 10 ‘Tutor or provide direct instruction to students’ mean 3.2975 and standard deviation 1.1145.

On the other hand, Table 2.0 revealed that the lowest score was item 9 ‘Cover classes for teachers until a late or substitute teacher arrives’ with mean 3.0093 and standard deviation 1.2487.

In summary, Table 2.0 indicated that that the practiced effectiveness for Maintaining High Visibility of instructional leadership by principals of cluster secondary schools Malaysia rank Number 1 was item 8, Number 2 item 6, Number 3 item 7, Number 4 item 10, and, Number 5 item 9.

5.3 Providing Incentives for Teachers

Question 3:

What is the Effective Practice of Providing Incentives for Teachers among Principals of High Performing Secondary Schools Malaysia?

Table 3.0 presented the mean, standard deviation, rank and effectiveness for each task involved in the practice for **Providing Incentives for Teachers** among principals of high performing secondary schools Malaysia **from principals’ and teachers’ perceptions**.

The results of the study on Table 3.0 indicated that all four tasks of providing incentives for teachers were practiced at ‘effective’ level with mean scores from 3.3753 to 3.7624. The most effective practiced rank number 1 was item 14 ‘Reward special efforts by teachers with opportunities for professional development’ with mean 3.7624 and a standard deviation of 1.0063. This was followed by effective practiced rank number 2 item 11

‘Reinforce superior performance by teachers in staff meetings, newsletters, or memos’ mean 3.5831 and standard deviation 1.2401, rank number 3 item 12 ‘Compliment teachers privately for their efforts or performance’ mean 3.4731 and standard deviation 1.0217, and, the lowest rank number 4 item 13 ‘Acknowledge special effort or performance by teachers in memos for their personnel files’ mean 3.3753 and standard deviation 1.1247.

Table 3.0:
Effective Practice of Providing Incentives for Teachers among Principals of High Performing Secondary Schools Malaysia (N = 418)

No.	Items	Mean	Std. Dev.	Rank	Effective Level
11.	Reinforce superior performance by teachers in staff meetings, newsletters, or memos	3.5831	1.2401	2	Effective
12.	Compliment teachers privately for their efforts or performance	3.4731	1.0217	3	Effective
13.	Acknowledge special effort or performance by teachers in memos for their personnel files	3.3753	1.1247	4	Effective
14.	Reward special efforts by teachers with opportunities for professional development (e.g. new roles or in-service training)	3.7624	1.0063	1	Effective
Total Average		3.5484	1.0982		Effective

Scale of Practice:

Mean 1.00 – 1.99 = Not effective; Mean 2.00 – 2.99 = Rarely effective

Mean 3.00 – 3.99 = Effective; Mean 4.00 – 5.00 = Very Effective

In summary, Table 3.0 indicated that that the practiced effectiveness for Providing Incentives for Teachers of instructional leadership by principals of high performing secondary schools Malaysia rank Number 1 was item 14, Number 2 item 11, Number 3 item 12, and, Number 4 item 13.

5.4 Promoting Professional Development

Question 4:

What is the Effective Practice of Promoting Professional Development among Principals of High Performing Secondary Schools Malaysia?

Table 4.0 presented the mean, standard deviation, rank and effectiveness for each task involved in the practice for **Promoting Professional Development** among principals of high performing schools Malaysia from principals’ and teachers’ perceptions (N=418).

The finding of the study on Table 4.0 demonstrated that only one task was practiced at ‘very effective’ level. There were nine tasks of promoting professional development of instructional leadership among principals of high performing secondary schools Malaysia were practiced at ‘effective’ level with scores ranging from 3.1754 to 4.0032.

As shown in Table 4.0, the most effective practice rank number 1 for the tasks of promoting professional development of instructional leadership was represented by the item

24 'Set aside time at faculty meetings for teachers to share ideas on instruction or information from in-service activities'. The mean score of this item is 4.0032 with standard deviation of 0.7463.

Table 4.0:
Effective Practice of Promoting Professional Development among Principals of High Performing Secondary Schools Malaysia (N = 418)

No.	Items	Mean	Std. Dev.	Rank	Effective Level
15.	Inform teachers of opportunities for professional development	3.5011	1.0148	8	Effective
16.	Select in-service activities that are consistent with the school's academic goals	3.8469	0.7485	2	Effective
17.	Support teacher requests for in-service training that is directly related to the school's academic goals	3.7486	0.8334	3	Effective
18.	Distribute journal articles to teachers on a regular basis	3.1754	1.2571	10	Effective
19.	Actively support the use of skills acquired during in-service training in the classroom	3.6218	0.7539	5	Effective
20.	Ensure that instructional aides receive appropriate training to help students meet instructional objectives	3.4950	1.0506	9	Effective
21.	Arrange for outside speakers to make presentations on instruction at faculty meetings	3.6783	0.7648	4	Effective
22.	Provide time to meet individually with teachers to discuss instructional issues	3.5073	1.0107	7	Effective
23.	Sit in on teacher in-service activities concerned with instruction	3.6113	0.7490	6	Effective
24.	Set aside time at faculty meetings for teachers to share ideas on instruction or information from in-service activities	4.0032	0.7463	1	Very Effective
Total Average		3.6189	0.8929		Effective

Scale of Practice:

Mean 1.00 – 1.99 = Not effective; Mean 2.00 – 2.99 = Rarely effective

Mean 3.00 – 3.99 = Effective; Mean 4.00 – 5.00 = Very Effective

The finding of the study on Table 4.0 indicated that nine tasks of promoting professional development of instructional leadership among principals of high performing secondary schools Malaysia were practiced at 'effective' level.

It is shown on Table 4.0 that the effective practiced rank number 2 was statement 16 ‘Select in-service activities that are consistent with the school's academic goals’ mean 3.8469 and standard deviation 0.7485, rank number 3 item 17 ‘Support teacher requests for in-service training that is directly related to the school's academic goals’ mean 3.7486 and standard deviation 0.8334, rank number 4 item 21 ‘Arrange for outside speakers to make presentations on instruction at faculty meetings’ mean 3.6783 and standard deviation 0.7648, rank number 5 item 19 ‘Actively support the use of skills acquired during in-service training in the classroom’ mean 3.6218 and standard deviation 0.7539, rank number 6 item 23 ‘Sit in on teacher in-service activities concerned with instruction’ mean 3.6113 and standard deviation 0.7490, rank number 7 item 22 ‘Provide time to meet individually with teachers to discuss instructional issues’ mean 3.5073 and standard deviation 1.0107, rank number 8 item 15 ‘Inform teachers of opportunities for professional development’ mean 3.5011 and standard deviation 1.0148, rank number 9 item 20 ‘Ensure that instructional aides receive appropriate training to help students meet instructional objectives’ mean 3.4950 and standard deviation 1.0506, and, the least effective rank number 10 item 18 ‘Distribute journal articles to teachers on a regular basis’ mean 3.1754 and standard deviation 1.2571.

In summary, Table 4.0 indicated that that the practice effectiveness for **Promoting Professional Development** of instructional leadership among principals of high performing secondary schools Malaysia rank Number 1 was item 24, Number 2 item 16, Number 3 item 17, and, Number 4 item 21, rank number 5 item 19, Number 6 was item 23, Number 7 item 22, Number 8 item 15, rank number 9 item 20, and, finally, rank number 10 item 18.

5.5 Developing and Enforcing Academic Standards

Question 5:

What is the Effective Practice of Developing and Enforcing Academic Standards among Principals of High Performing Secondary Schools Malaysia?

Table 5.0 presented the mean, standard deviation, rank and effectiveness for each task involved in the practice for **Developing and Enforcing Academic Standards** of among principals of high performing secondary schools Malaysia from principals’ and teachers’ perceptions.

Interestingly, the findings of the study on Table 5.0 indicated that four of five tasks in developing and enforcing academic standards of instructional leadership were practiced by the principals at the ‘very effective’ level with mean scores ranging from 3.8798 to 0.5373.

Table 5.0:
Effective Practice of Developing and Enforcing Academic Standards among Principals of High Performing Secondary Schools Malaysia (N = 418)

No.	Items	Mean	Std. Dev.	Rank	Effective Level
25.	Set high standards for the percentage of students who are expected to master important instructional objectives	4.1008	0.7383	4	Very Effective
26.	Encourage teachers to start class on time and teach to the end of the period	4.3512	0.6482	1	Very Effective
27.	Make known what is expected of students at different grade levels	4.1137	0.6724	2	Very Effective

28.	Enforce a promotion standard requiring mastery of grade-level expectations	4.1029	0.6287	3	Very Effective
29.	Support teachers when they enforce academic policies (e.g. on grading, homework, promotion, or discipline)	3.8798	0.5373	5	Effective
Total Average		4.1097	0.6450		Very Effective

Scale of Practice:

Mean 1.00 – 1.99 = Not effective; Mean 2.00 – 2.99 = Rarely effective

Mean 3.00 – 3.99 = Effective; Mean 4.00 – 5.00 = Very Effective

The highest ‘very effective’ practiced rank number 1 was item 26 ‘Encourage teachers to start class on time and teach to the end of the period’ with mean 4.3512 and a standard deviation 0.6482. It was followed by second highest item 27 ‘Make known what is expected of students at different grade levels’ mean 4.1137 and standard deviation 0.6724, third was item 28 ‘Enforce a promotion standard requiring mastery of grade-level expectations’ mean 4.1029 and standard deviation 0.6287, and, fourth highest was item 25 ‘Set high standards for the percentage of students who are expected to master important instructional objectives’ mean 4.1008 and standard deviation 0.7383. On the other hand, the result shows that the least effective rank number 5 was item 29 ‘Support teachers when they enforce academic policies’ mean 3.8798 and standard deviation 0.5373.

In summary, Table 5.0 indicated that that the practice effectiveness for **Developing and Enforcing Academic Standards** of instructional leadership among principals of high performing secondary schools Malaysia rank Number 1 was item 26, Number 2 item 27, Number 3 item 28, and, Number 4 item 25, and, rank number 5 item 29.

5.6 Providing Incentives for Learning

Question 6:

What is the Effective Practice of Providing Incentives for Learning among Principals of High Performing Secondary Schools Malaysia?

Table 6.0 presented the mean, standard deviation, rank, and effectiveness for each task involved in the practice for **Providing Incentives for Learning** among principals of high performing secondary schools Malaysia from principals’ and teachers’ perceptions. (N=418).

The results of the study on Table 6.0 demonstrated that there were two tasks related to Providing Incentives for Learning of instructional leadership among Principals of High Performing Secondary Schools Malaysia were practiced at a ‘very effective’ level with mean scores of 4.2617 and 4.2843. The highest ‘very effective’ practiced rank number 1 was item 31 ‘Use assemblies to honor students for their academic work and/or behavior in class’ with mean 4.2984 and a standard deviation 0.6785, and, followed by rank number 2 on item 30 ‘Recognize students who do superior academic work with formal rewards such as an honor roll or mention in the principal’s newsletter’ mean 4.2758 and standard deviation 0.8462.

Table 6.0:
Effective Practice of Providing Incentives for Learning among Principals of High Performing Secondary Schools Malaysia (N = 418)

No.	Items	Mean	Std. Dev	Rank	Effective Level
30.	Recognize students who do superior academic work with formal rewards such as an honor roll or mention in the principal's newsletter	4.2758	0.8462	2	Very Effective
31.	Use assemblies to honor students for their academic work and/or behavior in class	4.2984	0.6785	1	Very Effective
32.	Recognize superior student achievement or improvement by seeing students in the office with their work products	3.7685	0.7592	3	Effective
33.	Contact parents to communicate improvement of students' performance in school	3.6854	1.0427	4	Effective
Total Average		4.0075	0.8316		Very Effective

Scale of Practice:

Mean 1.00 – 1.99 = Not effective; Mean 2.00 – 2.99 = Rarely effective

Mean 3.00 – 3.99 = Effective; Mean 4.00 – 5.00 = Very Effective

Consecutively, two items scored at 'effective' level, namely item 32 'Recognize superior student achievement or improvement by seeing students in the office with their work products' mean 3.7685 and standard deviation 0.7592, and, the least effective was item 33 'Contact parents to communicate improves student performance in school' mean 3.6854 and standard deviation 1.0427.

In summary, Table 6.0 revealed that the practice effectiveness for Providing Incentives for Learning of instructional leadership among principals of high performing secondary schools Malaysia rank Number 1 was item 31, Number 2 item 30, Number 3 item 32, and, Number 4 item 33.

5.7 Summary: Analysis of Promotes School Climate

Question 7:

What is the Effective Practice of Promotes School Climate among Principals of High Performing Secondary Schools Malaysia?

Table 7.0 presented the effective practice of Promotes School Climate of instructional leadership by principals of High Performing Secondary Schools Malaysia from principals' and teachers' perceptions (N=418).

Table 7.0 demonstrated that two functions of promotes school climate were practiced at 'very effective' level among principals of High Performing Secondary Schools Malaysia. The highest rank at 'very effective' practiced was function 'Developing and Enforcing Academic Standards' achieved mean 4.1097 and standard deviation 0.6450. The second highest at 'very effective' practiced was function 'Providing Incentives for Learning' mean 4.0075 and standard deviation 0.8316.

Table 7.0 shows that four functions were practiced at 'Effective' level among principals of High Performing Secondary Schools Malaysia from Principals' and Teachers' Perceptions. The third rank at 'Effective' level was function 'Promoting Professional Development' mean 3.6189 and standard deviation 0.8929. Fourth was function 'Protecting Instructional Time' mean 3.5906 and standard deviation 0.8729. Fifth was 'Providing Incentives for Teachers' mean 3.5484 and standard deviation 1.0982. The lowest at sixth rank was function 'Maintaining High Visibility' mean score 3.3741 and standard deviation 0.9182.

Table 7.0:
Effective Practice of Promotes School Climate among principals of High Performing Secondary Schools Malaysia (N = 418)

No	Functions	Mean SD	Rank	Level of Practice
1.	Protecting Instructional Time	3.5906 0.8729	4	Effective
2.	Promoting Professional Development	3.6189 0.8929	3	Effective
3.	Maintaining High Visibility	3.3741 0.9182	6	Effective
4.	Providing Incentives for Teachers	3.5484 1.0982	5	Effective
5.	Developing and Enforcing Academic Standards	4.1097 0.6450	1	Very Effective
6.	Providing Incentives for Learning	4.0075 0.8316	2	Very Effective
Average Mean/ Standard Deviation		3.7082 0.8738		Effective

Scale of Practice:

Mean 1.00 – 1.99 = Not effective; Mean 2.00 – 2.99 = Rarely effective

Mean 3.00 – 3.99 = Effective; Mean 4.00 – 5.00 = Very Effective

In summary, Table 7.0 indicated that average practice of Promote School Climate among principals of high performing Secondary Schools Malaysia from Principals' and Teachers' Perceptions (N=418) was at effective level with mean 3.7082 and standard deviation 0.8738.

6.0 Discussion of Findings

The study indicated that the principals of high performing secondary schools practiced at very effective level in certain functions of promoting positive and conducive school climate. The study suggested that the principals should promote professional development by setting aside time at faculty meetings for teachers to share ideas on instruction or information from in-service activities. The principals need to develop and enforce academic standard at schools which focused on encouraging teachers to start class on time and teach to the end of the period, make known what is expected of students at different grade levels, enforce a promotion standard requiring mastery of grade-level expectations, and, set high standards for the percentage of students who are expected to master important instructional objectives. It was interesting to discover from the study that the principals were required to provide incentive for learning. The study suggested the principals to use assemblies to honor students for their academic work and/or behavior in class and recognize students who do superior

academic work with formal rewards such as an honor roll or mention in the principal's newsletter.

7.0 Conclusion

In conclusion, the most important and the most difficult job of promoting School Learning Climate of instructional leader is to change the prevailing culture of a school. The principal must ensure all the elements within school, especially something which challenges the teaching and learning process. The principals should consistently review the high effective practice influenced the positive and conducive school climate towards enhancements of students' achievements in academic, curriculum and co-curricular as aspired by high performing secondary school Malaysia in the realm of Teaching and Learning of 21st Century. It is hoped that the findings of the study would effectively inspire principals and teachers to facilitate students' academic performance in their respective schools and join hands in the collective effort of raising the work force compatible to meet national goals towards realization of Education Blueprint 2013-2025 and Malaysia Development Plan 2030.

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