

**PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES AND 21ST CENTURY
TEACHING AND FACILITATING METHODS AMONG SECONDARY SCHOOL TEACHERS
IN NORTHERN REGION**

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ABSTRACT

The purpose of this research is to identify the relationship between the Principals' Instructional Leadership Practices and 21st Century Teaching and Facilitating Methods among teachers. This study used a quantitative method, and the data was obtained from the questionnaire. A total of 243 secondary school teachers from Kedah, Perlis and Penang participated in this study. In the pilot study, some aspects of item adjustment were carried out resulting in high Cronbach Alpha values (0.89). The collected data were analysed using Descriptive Statistics, Pearson Correlation and Regression Analysis. The findings showed that the level of Principals' Instructional Leadership Practices was high. The finding also showed that there was a significant relationship between the Principals' Instructional Leadership Practices and Teachers' 21st Century Teaching and Facilitating Methods in the school. The regression analysis showed that Principals' Instructional Leadership Practices variable had a stronger effect on Teachers' 21st Century Teaching and Facilitating Methods. Based on the outcome, the principals were aware of the importance of instructional leadership practices implementation for the sake of their schools' achievement, and therefore, illustrate genuine effort on consistently demonstrating these behaviours as part of their daily life.

Keywords: Instructional leadership, 21st century, Teaching and facilitating, Secondary school

INTRODUCTION

Leadership is about making connections, and it requires instructional leaders to be focused on their purpose and intense in their beliefs (Jones, 2018). It is clearly understood that success depends on the choices that are made and based on their principles. Therefore, instructional leadership is an art that must be learned and not a theory that is put into practice (Jones, 2018). Velarde, Adams, and A. Ghani (2020) stated that the role of the principal as school leaders in schools has been characterised in terms of its effects on students' learning outcomes. The principal's roles have undergone significant transformation due to the ever-changing trends in education as well as increasing expectations for the graduating students for the new millennium. Consequently, now is the best time to revolutionize our school's commanders to empower them better in manoeuvring our institutions well into the future. An ideal principal would be the one who goes out of their way to nurture their students, assist their teachers, and simultaneously maintain within their radar screen day-to-day tasks that are vital to the school's goals and visions. All those roles are essential in the school journey towards ongoing progress (Gupton, 2010).

In Malaysia, instructional leadership has been brought to the spotlight, primarily due to the focus on the headmasters' and principals' roles based on their significant

characteristics in creating effective schools (Yusoff, Ku Ahmad, Abang Engkeh, & Abu Bakar, 2007). The focus is that students' learning process should be equivalent to the world's best education systems. On the other hand, the reality is that, in comparison, Malaysians' performance in international examinations such as Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) are much lower than other countries where Malaysia's performance in the Mathematics and Science in TIMSS is below the international average in the year 2011. According to the PISA 2009 and 2012 report, out of 74 participating countries, Malaysia's ranking is in the lower third region (Lean, & Smyth, 2016). To this end, the extensive studies conducted by Şahin (2011) illustrate that instructional leadership does have a definite bearing on student's achievement. The primary reason for choosing the principal for the focal point of this research is that he or she is the core person who will profoundly impact the educational institution.

According to Hallinger (2005), instructional leadership methods are still relevant and can continue in contributing to school's excellence towards the 21st century. As stated in the Malaysian Education Quality Standards wave 2, instructional leadership practices are needed to ensure the accomplishment of all the three waves in the Malaysia Education Blueprint 21st century 2013-2025 (Ministry of Education (MoE), 2012). It clearly shows that the direction of instruction is mandatory for school leaders in Malaysia. Şişman (2016) refers to instructional leadership as the power and behaviour used by school leaders, teachers, and school supervisor to affect individuals and situation in school. The most important aspect that differentiates instructional leadership and other educational leadership is that it focuses more on the T&L process in school. He added that there are five behaviours of instructional leadership that should be practiced by school leaders which are (1) identifying and sharing school objective; (2) administrating curriculum and instructional process; (3) evaluating instructional process and students' academic achievement; (4) supporting teachers while enhancing their quality and (5) creating a positive learning environment and school climate (Hassan, Ahmad, & Boon, 2018).

As mentioned in Hallinger (2011), there was already an emergence of the instructional leadership idea. They claimed that instructional leadership could either expand or aggravate the students' achievement level and the general school performance (Marzano, Waters & Mcnulty, 2005a). Hallinger and Heck (1998), citing the results of their 40 testing studies between 1980-1995, identified three categories as follow:

- i. Direct effect models that challenge the link between the principal's behaviour and their student's achievements,
- ii. Studies on the central effect contemplate that, the principal affects students only through other teachers, and that the principal's impact is indirect and
- iii. Models based on reciprocal correlative implications demonstrating that the principal and teachers do influence each other and the learning process (Hallinger, 2011).

Teaching supervision requires the monitoring of teacher-class activities and providing professional help for them. However, there is no clear policy to guide the responsibilities. In the absence of literature carried out in the teaching supervision of schools in Malaysia, it is necessary to study the nature of the teaching supervisory concept practised in schools based on the documentation available from the United

States, United Kingdom, Australia and New Zealand. Besides, the school leaders are the ones who take care of and are responsible for the supervision of teachers.

Many past studies demonstrate the teaching leadership factor which contribute positively to the quality of teaching (Hallinger, 2008). For example, a survey conducted by Yusoff et al. (2007) investigates the relationship between teacher leadership, teaching and teacher's teaching competence. The findings show that teaching leadership is the predictor variable to the teachers' teaching competence. The study conducted by Sirinides (2009) also indicates that the principals' teaching leadership has a positive relationship and contributes to the quality of a teacher's teaching.

The Ministry of Education Malaysia (MoE) has been building a mission in developing a world-class education system to boost individual potentials as well as meeting the country's aspirations fully. This mission is in line with the Malaysian Education Quality Standards (SKPM) statement which outlines the purpose of Malaysian Education to develop individual potential through quality education. Based on Hallinger and Lee (2012), the Malaysian Ministry of Education recommends that principals practice instructional leadership in schools to bolster students' academic achievement (Ibrahim & Amin, 2014). The achievement of teacher's work depends mainly on how the headmaster implements instructional leadership which can be a crucial milestone in ensuring the teachers under their supervision demonstrate outstanding performance and professional development (Davarajoo, 2010).

Various efforts including the implementation of the 21st Century Teaching and Facilitating Methods for both principals and teachers in achieving a higher learning quality for the students. In meeting this goal, the concepts of principal-driven instructional leadership are of great importance to reach a high level of learning outcomes for the students. This vision should be championed by the principal who is accountable for the school's smooth operation and students' excellent accomplishment in the examinations. The purpose of this research is to identify the relationship between the Principals' Instructional Leadership Practices and the 21st Century Teaching and Facilitating Methods among teachers.

Research Objectives

1. To identify the level of Principals' Instructional Leadership Practices.
2. To identify the relationship between the Principals' Instructional Leadership Practices and Teachers' 21st Century Teaching and Facilitating Methods.
3. To identify the influence of the Principals' Instructional Leadership Practices on Teachers' 21st Century Teaching and Facilitating Methods.

LITERATURE REVIEW

Instructional Leadership

Hallinger and Murphy (1985) define instructional leadership as what the principals do to improve teaching and facilitating excellence towards the school's progress. De Bevoise (1984) explains instructional leadership encompasses all principals or principals' actions aimed in improving student's learning. The principal's actions consisted of forming school goals, allocating resources for teaching and learning, supervising and evaluating teachers, regulating staff development programs and forming nutritional links among teachers. Southworth (2002) defines that

instructional leadership principles are closely related to the teaching and facilitating of the pupils. The three strategies used in instructional leadership are leader models for school teachers, supervisors supervising school activities and principals regularly conducting professional dialogues. This means that the instructional leaders are models for teachers in schools aiming primarily to develop the school and improve student's academic achievement.

Instructional leadership is a process in which principals identify school directions, motivate staff, supervise schools and design effective strategies aimed at improving teaching and facilitating in the classroom. In other words, instructional leadership is the action taken by a principal to achieve the stated goals aimed at improving students' academic achievement through teacher intervention. The role of the principal as a manager of the curriculum encompasses the principal's responsibility in allocating time for a subject, syllabus, lesson plan, resource centre, staff development, evaluation system and supervision in the classroom.

Marks and Printy (2003) recommend that principals should encourage the teachers to participate in instructional leadership, a sharing which involves collaboration between the principals and teachers in curriculum, teaching and evaluation. The sharing of instructional leadership also depends on the commitment of high school leaders to the lower levels in coordinating and supporting each instructional activity at school. According to Thien, Lim and Adams (2021), instructional leadership has a significant and direct relationship with the teacher's commitment to school, students, and teaching except the dimension of teacher's commitment to the profession. Today's education world needs a more collective leader and often collaborates with their followers (Amey, 2006). Hence, a good leadership with an efficient sharing between the members of the school has a positive impact on the achievement of an organization.

Principals are accountable for facilitating their active organizational operations in achieving the established goals. The principal's success factor in managing the organization depends on his or her ability and skill to implement management practices efficiently and effectively. Ishak and A. Ghani (2013) commented that the vital element in ensuring successful instructional teachers' teaching practices is a principal who practices instructional leadership practices in their institution. The instructional leadership practices by the principal are the most instrumental factor in boosting teacher's teaching performance and students' achievement. Instructional leadership designates the path, funds, and provision provided by the principals to the teachers and students alike in enhancing the teaching and facilitating process (Tan, 2012).

The Malaysian education system has also moved towards enhancing teacher's professionalism to improve student's achievements as written in the Malaysia Education Blueprint (2013-2025) by the Ministry of Education. (MoE) under the segment of school leaders in chapter five of the MEB, MoE (p.5-12, 2012) states that "The Ministry will ensure that every school, regardless of location and performance level, will have a high-quality principal and supporting leadership team to provide instructional leadership and drive overall school performance".

An effective school is being led by principals who practice high instructional leadership. Studies on instructional leadership can enhance the knowledge and importance of instructional leadership in education (Hallinger & Lee, 2014; Bush & Glover, 2014). This is because instructional leadership has a positive impact on the

learning organization's performance (Lee, Walker, & Chui, 2012) and instructional leadership improves the quality of teaching (Li, Hallinger & Ko, 2016; Bush, 2015; Shatzer, Caldarella, Hallam, & Brown 2014; Antoniou, 2013). Previous studies explained that instructional leadership indirectly impacted the teaching and learning process. However, instructional leader claimed that other responsibilities such as management often takes the primary attention that causes them to be faced with a lack of alignment between their action plans and daily tasks (Adams & Muthiah, 2020).

Instructional Leadership Model

The instructional leadership theory of Hallinger and Murphy (1985) focuses on efforts to create productive work environments and meet the needs of teachers and provide a conducive learning environment for students. Hallinger and Murphy propositioned a model focusing on three variables of the principal's instructional leadership role: Defining the School's Mission; Managing the Instructional Program; and Developing the School Learning Climate Program (Hallinger & Murphy, 1985). The three main dimensions of instructional leadership are: (a) defining school goals; (b) managing curriculum and teaching; and (c) fostering teaching and facilitating climate in schools.

The first dimension to define the school's mission is to determine the goals and to spread the goals of the school. As such, principals as instructional leaders must have a clear vision of the current and future school goals and disseminate such information to school and community stakeholders (Hallinger & Murphy, 1987). This dimension focuses on the role of principals in collaboration with teachers to ensure that planned activities are running smoothly. When organizational members combine daily work with shared goals, the task is made more meaningful (Larraz, Vázquez, & Liesa, 2017).

Managing the instructional program dimension focuses on the principal's plan, supervision, guidance, and monitoring teaching and facilitating. The wise principals who can manage and evaluate teaching and facilitating in the classroom can produce effective teaching and facilitating systems at school (Packard, 2011; Peariso, 2011) as well as improving the academic achievement of students (Glickman, Gordon & Ross-Gordon, 2010; Horng, Klasik & Loeb, 2010; Leithwood & Levin, 2010). Next, the planned strategy should be collaboratively implemented by teachers and students. Principals should supervise and evaluate teachers by providing teachers with advice and support to improve student academic learning (Hallinger & Murphy, 1985).

The third dimension is to develop the school learning climate program in schools. Creating a climate for positive learning is the role of principals because the factors that arose during student's learning can affect the trust, values and behaviours of the students. Improving the learning climate in schools is a predictor of academic achievement (Hallinger & Murphy, 1985).

This paradigm has recognised many significant elements, under each dimension that reinforce the principal as an instructional leader, who whole-heartedly thrust forward to improve students' experiential learning. According to Hallinger and Murphy (1985), these practices are: frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, promote professional development and provide incentives

for learning. Instructional leadership consists of principal behaviours that set high expectations and clear goals for student's and teacher's performance, monitor and provide feedback regarding the teaching and facilitating of schools, provide and promote professional growth for all staff members, and help create and maintain a school climate of high academic pressure.

21st Century Teaching and Facilitating Methods

21st Century Teaching and Facilitating Methods is a learning system that experiences dramatic progress in technology and information. The 21st Century Teaching and Facilitating are not only focused on the infrastructure and arrangements in the classroom but the main factor that determines the success of a student is student-centred learning. 21st Century Teaching and Facilitating Methods have become a hot issue in the education world as it is seen to meet the current educational needs, as well as bringing new changes in the education world. 21st Century Teaching and Facilitating Methods are said to be a student-centred learning process. There are several elements applied: communication, collaboration, critical thinking, creativity and application of pure and ethical values. These elements are also referred to as the basic standards of 21st Century Teaching and Facilitating Methods.

Due to the significance of modern teaching methods and teachers' practices in the classroom for distinctive teaching, it has become a necessity to concentrate on the best-in-class approaches governed by the student-centred educational process (Simon & Johnson, 2015). Teachers' classroom-based instructional practices very much relate to the 21st Century Teaching and Facilitating Methods, for examples by facilitating students working in groups, expressing lesson goals, or inspecting the students' exercise books etc. Teachers' instructional leadership is seen as one of the key predictors of student's achievement, and a crucial enabler in improving the quality of education in schools (Gawlik, 2018; Al Hosani, 2015). The 21st century teachers, therefore, are expected to master and understand the 21st century learners' attachment and what they do with it in their teaching and facilitating the process.

Principals' Instructional Leadership Practices and Teachers' 21st Century Teaching and Facilitating Methods

For the first dimension, a flourishing principal must have a well-defined vision and goals for their school's future path, communicate them distinctly to their constituents, and advocate their necessary proficiencies to propel the organization in achieving its goals (Stronge, Richard & Catano, 2008). Principals need to outline school goals as the primary step before progressing with other variables to succeed in their schools (Ghavifekr, Ibrahim, Chellapan, Sukumaran & Subramaniam, 2015). Niqab, Sharma, Leong, and A. Maulod (2014) explain that the principal's necessary actions are to set and communicate clear goals for academic improvement to the teachers and staffs. Schools that lack goals and directions do not have the required metric to properly evaluate schools' success in executing teaching and facilitating the process. Baharuldin, Jamaluddin, and Shaharom (2019) found that school administrative support plays an important role in shaping the teachers' ICT competence and improve teaching and facilitating.

Guerra's (2014) studies illustrate those teachers' instructional leadership practices and interpersonal skills development driven by goal setting practice results in

maintaining honest communication and teachers' thrust towards principals. Citing Sekhu's studies (2011), as a prominent instructional resource, the principal should have a vision that is well comprehended and abided by all stakeholders. This first pillar of instructional leadership that is defining the school mission makes the shared vision, and clear goals become one of the critical factors that influence the instructional leadership practices. By sharing the vision and mission with all of the staffs, they will understand their responsibilities, the required workflow, and the objectives that they should achieve. Through goals sharing, the subordinates will creatively come up with their tactics to achieve the common goals. Otherwise, the members will work on their objectives independently without attaining a common goal for the organization. Instructional leadership behaviours have a significant impact on the technical core of schools.

RESEARCH METHODOLOGY

Research Design

The quantitative approach in this study was descriptive by using the survey method. The survey method is applied as it describes the problem being studied and analyses the relationship between the variables (Sekaran & Bougie, 2013).

Population and Sample of Study

In this study, the population consisted of 11 107 teachers who are currently teaching at Secondary Schools in Perlis, Kedah and Penang. The sampling method used in this selection process was random sampling. A total of 243 teachers were selected as the participants. The random sampling was to ensure that the sample selection was in line with the purpose of this study.

Instrument

The questionnaire was used as a research instrument and it was adapted from Principal Instructional Management Rating Scale, or PIMRS, Hallinger and Murphy (1987) and Al Hosani (2015). The instrument consists of 65 items representing two variables (Principals' Instructional Leadership Practices and Teachers' 21st Century Teaching and Facilitating Methods. A five-point Likert scale (1 = Always Never to 5 = Almost Always) was used to indicate the respondents' level of agreement with each statement. The higher the score, the more important were the variables or constructs as the evaluative criteria. The questionnaire was given to two instructional leadership experts and two language experts for the validity of the instrument. Cronbach Alpha tests were conducted to determine internal consistency. In the pilot studies, some aspects of item adjustment were carried out resulting in high Cronbach Alpha values (0.89).

Table 1: *Questionnaire Item Source*

Variables	Source	Num. of item
Principals' Instructional Leadership Practices	Principal Instructional Management Rating Scale, or PIMRS, Hallinger and Murphy (1987)	50
Teachers' 21st Century Teaching and Facilitating Methods	Al Hosani (2015)	15

Data Analysis

The collected data were analysed using Descriptive Statistics, Pearson Correlation and Regression Analysis. A descriptive statistic is a technique to identify the maximum, minimum, mean, variance and standard deviation. It also helps the researcher to obtain frequencies and summarizing data quantitative before making inferences. Descriptive analysis helps to summarize the whole questions asked in the survey (Sekaran, 2003). In this research, research question one is analysed by using SPSS to determine the mean of the data. The findings were translated into scores and mean scores based on each of the reasoning components as described in Table 2 below.

Table 2: Mean score range interpretation

Mean Score	Reasoning Level
1.00 – 2.7	Low
2.71 – 3.4	Moderate
3.41 – 5.0	High

(Source: Adapted from Wiersma, 2000)

Pearson's correlation is a part of the inferential analysis that researchers perform when observing the relationship between the Principals' Instructional Leadership Practices and Teachers' 21st Century Teaching and Facilitating Methods. The correlation coefficient (r) determines the strength of the variable relationship, where zero indicates no relationship between the variables, the value "+ 1" indicates a perfect positive relationship, and the value "-1" indicates a completely negative relationship (Cohen & Cohen, 1983; Pallant, 2013). Davis (1971) proposed the strength level of the variable relationship based on the finding of the coefficient as represented in Table 3 below. Hence, the variables and hypotheses of this study will be using the Pearson correlation analysis in determining the strength of the relationship between variables. In this research, research question two is analysed by using SPSS to determine the correlation of the data.

Table 3: Measurement scale of Correlation coefficient (r)

Correlation value, r	Strength of Relationship
± 0.70 or higher	Very high relationship
± 0.50 to ± 0.69	High relationship
± 0.30 to ± 0.49	Moderate relationship
± 0.10 to ± 0.29	Low relationship
± 0.01 to ± 0.09	Very low relationship
0.0	No relationship at all

The researcher has conducted a linear regression analysis to determine the significant influence of Principals' Instructional Leadership Practices on Teachers' 21st Century Teaching and Facilitating Methods. Regression analysis is a reliable method of identifying the impact of the independent variable on the dependent variable. The process of performing a regression allows the researcher to determine how these factors influenced each other. This technique is used to find the causal effect relationship between the variables.

FINDINGS

Demographic Profile

The demographic profiles of the respondents are stated below.

Table 4: *Respondents by Gender*

Information	Frequency (f)	Percentage (%)
Male	76	31.3
Female	167	68.7
Total	243	100.0

The respondents involved in this study are 243 teachers. The respondents consisted of 76 males and 167 females, which made up a percentage of 31.3% and 68.7% respectively. This figure shows the female respondents exceed (91 teachers) the number of male respondents.

The Level of Principals' Instructional Leadership Practices

Table 5: *The Level of Principals' Instructional Leadership Practices*

Variable	Mean	Standard Deviation
Principals' Instructional Leadership Practices	3.34	.60

Table 5 shows the mean score and the standard deviation for the Principals' Instructional Leadership Practices. The mean score shows that Principals' Instructional Leadership Practices have a higher mean value (Wiersma, 2000) of 3.34 and a standard deviation of 0.60.

The Relationship between the Principals' Instructional Leadership Practices and the Teachers' 21st Century Teaching and Facilitating Methods

Table 6: *The Relationship between the Principals' Instructional Leadership Practices and the Teachers' 21st Century Teaching and Facilitating Methods*

	Teachers' 21st Century Teaching and Facilitating Methods (r)
Principals' Instructional Leadership Practices	.78**

**significant at the 0.01 level

The correlation (Table 6) between Principals' Instructional Leadership Practices and Teachers' 21st Century Teaching and Facilitating Methods variable indicates a positive and strong relationship (Davis, 1971) with the overall high value of correlation analysis, $r = 0.78$, $p < .05$. This correlation enforced the hypothesis of the high frequency of Principals' Instructional Leadership Practices and Teachers' 21st Century Teaching and Facilitating Methods in the classroom and clarifies that when Principals' Instructional Leadership Practices increases, it also increases the Teachers' 21st Century Teaching and Facilitating Methods and vice versa.

The Influence of the Principals’ Instructional Leadership Practices on Teachers’ 21st Century Teaching and Facilitating Methods

Table 7: *Regression Analysis of the Principals’ Instructional Leadership Practices and Teachers’ 21st Century Teaching and Facilitating Methods*

Dependent variable					
Teachers' 21st Century Teaching and Facilitating Methods					
	B	Std. Error	β	t	P
(Constant)	1.100	.137		8.049	.000
Principals’ Instructional Leadership Practices	.357	.103	.500	3.479	.001
F	75.905				.000
R ²	.561				
R ² Synced	.553				

Sig. at p<0.05

Table 7 shows the regression analysis of the Principals’ Instructional Leadership Practices and Teachers’ 21st Century Teaching and Facilitating Methods. Table 7 also shows a significant influence between the independent variable (Principals’ Instructional Leadership Practices) and the dependent variable (Teachers’ 21st Century Teaching and Facilitating Methods). The level of benchmark obtained by the independent variable was $p < .05$. The results of the regression analysis showed that there was a significant relationship between the dependent variable and the independent variable were $R^2 = 0.561$, Adjusted $R^2 = 0.5553$, $F = 75.905$, $p = 0.000$. The result shows that the Principals’ Instructional Leadership Practices variable has a stronger effect ($\beta = 0.357$) on Teachers’ 21st Century Teaching and Facilitating Methods.

R^2 value was .561 which was equivalent to 56.1% of the strength of the influence from the independent variable (Principals’ Instructional Leadership Practices) and the dependent variable (Teachers’ 21st Century Teaching and Facilitating Methods). Meanwhile, the remaining 43.9% of the Teachers’ 21st Century Teaching and Facilitating Methods was influenced by other factors.

DISCUSSION

This findings in this study validate the notion by Al Hosani (2015), which signifies a positive and significant relationship between Principals’ Instructional Leadership Practices and Teachers’ 21st Century Teaching and Facilitating Methods. The findings also endorse the studies by Shen’s and Xie’s (2013) which emphasize the principal's instructional leadership practice’s prominent effect on the influence of teachers’ performance, and eventually, impacting the students’ performance. The result of this regression analysis is also applicable to Hallinger’s (2008) research which describes those principal's instructional leadership roles would improve teachers’ classroom behaviours, attitudes, and effectiveness.

As the principals engage the instructional leadership practices in the academic environment, the teachers will, to a certain extent, make use of the 21st Century Teaching and Facilitating Methods that aligned to the Principals’ Instructional Leadership Practices. A good example would be, when the principal monitors the students’ progress or achievement, the teachers will tend to focus more on a

particular teaching practice. The findings have proved that the relationship between Principals' Instructional Leadership Practices and Teachers' teaching practices is significant when the principal performs specific leadership practices; it encourages the teachers to pay more attention to specific instructional teaching practices in ensuring an upsurge in students' academic accomplishment. The school's principal should play the active role in developing their teachers towards excellence in improving the students' academic achievement.

The output of this study justifies that the teachers will practice the method to a greater length when their principals themselves set the example to practice the instructional leadership effectively. When the teachers embraced school's visions, they will strive harder to ensure the attainment of that audacious vision. Hence, as the results of goals sharing, the teachers will seek for innovative and workable strategies to meet the common goals. It is suggested that practicing principals start focusing on achieving the curriculum and nurture positive Teaching and Facilitating activities.

The Implications of the Findings

The principal has an obvious need to be visible and get involved with the teachers and students during the school hours. Paying a quick visit to the classrooms, during breaks, or when the morning assembly is in session, are some of the recommended actions. Getting away from the office desk regularly during the day aids the principal in being cognizant of the goings-on around their school's environment. The principal is also responsible for the teachers' regular and constructive feedback. Ongoing feedback with regards to the teachers' performance needs to be communicated as to ensure that the teachers are aligned with the need for continuous in-class teaching practices' improvement.

Teachers should inspire the students to be productive and innovative. They could be guided to be involved in beneficial projects, such as constructing educational panels or executing scientific experiments for other subjects. The outcome of these projects would greatly enhance the relationships between different topics which are unquestionably an affirmative way of using diverse thinking skills. Activities and tasks should be designed to necessitate students to stimulate their higher order thinking skills, such as specific problem-solving skills or critical thinking skills on the lessons that they have implemented in the class.

Based on the fact that the Principals' Instructional Leadership Practices technique has already been proven to contribute enormous impact to teachers' teaching practices, the Ministry of Education is expected to embark on forthcoming inquiry to determine the factors that can increase both variables in boosting further improvements on students' achievement success rate. From a merit standpoint, MoE should not appoint principals based on seniority level, but rather on their expertise, skills and commitment in developing the teachers' as well as students' competencies at the school.

CONCLUSION

From the teachers' perspective, the verdict specified that their respective principals are actively exhibiting all the instructional leadership practices. Based on the outcome, the principals are aware of the importance of instructional leadership practices implementation for the sake of their schools' achievement, and therefore,

illustrate the genuine effort on consistently demonstrating these behaviours as part of their daily life.

The findings also revealed a statistically significant influence of Principals' Instructional Leadership Practices dimension on Teachers' 21st Century Teaching and Facilitating Methods. As the principals engage in the instructional leadership practices within the academic environment, the teachers will, to a certain extent, make use of the instructional teaching practices which aligned with the Principals' Instructional Leadership Practices. A good example would be when the principal monitors the students' progress or achievement, the teachers will tend to focus more on a particular teaching practice. The Principals' Instructional Leadership Practices notions and practices allow the educators to engage in Teaching and Facilitating. Thus, principals as the instructional leaders need to support and guide their teachers to improve their Teaching and Facilitating in the classroom generally or any of their teaching and facilitating activities respectively. The role of the principal in determining the direction of the school will help to improve the student's excellence as a whole. Principals are indeed indirectly impact the student's learning and therefore, instructional leadership must be practised for its vital impacts on the academic performance of in the school's climate.

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APPENDIX: INSTRUMENT

PART A: PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES

No.	ITEM	ALMOST NEVER	-	ALMOST ALWAYS		
A FRAME THE SCHOOL GOALS						
1.	Develop a focused set of annual school-wide goals	1	2	3	4	5
2.	Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3.	Use needs assessment or other formal and informal methods to secure staff input on goal development	1	2	3	4	5
4.	Use data on student performance when developing the school's academic goals	1	2	3	4	5
5.	Develop goals that are easily understood and used by teachers in the school	1	2	3	4	5
B COMMUNICATE THE SCHOOL GOALS						
6.	Communicate the school's mission effectively to members of the school community	1	2	3	4	5
7.	Discuss the school's academic goals with teachers at faculty meetings	1	2	3	4	5
8.	Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5
9.	Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	1	2	3	4	5
10.	Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	1	2	3	4	5
C SUPERVISE & EVALUATE INSTRUCTION						
11.	Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	1	2	3	4	5
12.	Review student work products when evaluating classroom instruction	1	2	3	4	5
13.	Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	1	2	3	4	5
14.	Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
15.	Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5

No.	ITEM	ALMOST NEVER	-	ALMOST ALWAYS		
D COORDINATE THE CURRICULUM						
16.	Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	1	2	3	4	5
17.	Draw upon the results of school-wide testing when making curricular decisions	1	2	3	4	5
18.	Monitor the classroom curriculum to see that it covers the school's curricular objectives	1	2	3	4	5
19.	Assess the overlap between the school's curricular objectives and the school's achievement tests	1	2	3	4	5
20.	Participate actively in the review of curricular materials	1	2	3	4	5
E MONITOR STUDENT PROGRESS						
21.	Meet individually with teachers to discuss student progress	1	2	3	4	5
22.	Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	1	2	3	4	5
23.	Use tests and other performance measure to assess progress toward school goals	1	2	3	4	5
24.	Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	1	2	3	4	5
25.	Inform students of school's academic progress	1	2	3	4	5
F PROTECT INSTRUCTIONAL TIME						
26.	Limit interruptions of instructional time by public address announcements	1	2	3	4	5
27.	Ensure that students are not called to the office during instructional time	1	2	3	4	5
28.	Ensure that tardy and truant students suffer specific consequences for missing instructional time	1	2	3	4	5
29.	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
30.	Limit the intrusion of extra- and co-curricular activities on instructional time	1	2	3	4	5
G MAINTAIN HIGH VISIBILITY						
31.	Take time to talk informally with students and teachers during recess and breaks	1	2	3	4	5
32.	Visit classrooms to discuss school issues with teachers and students	1	2	3	4	5
33.	Attend/participate in extra- and co-curricular activities	1	2	3	4	5
34.	Cover classes for teachers until a late or substitute teacher arrives	1	2	3	4	5
35.	Tutor students or provide direct instruction to classes	1	2	3	4	5

No.	ITEM	ALMOST NEVER	-	ALMOST ALWAYS		
H PROVIDE INCENTIVES FOR TEACHER						
36.	Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	1	2	3	4	5
37.	Compliment teachers privately for their efforts or performance	1	2	3	4	5
38.	Acknowledge teachers' exceptional performance by writing memos for their personnel files	1	2	3	4	5
39.	Reward special efforts by teachers with opportunities for professional recognition	1	2	3	4	5
40.	Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5
I PROMOTE PROFESSIONAL DEVELOPMENT						
41.	Ensure that in-service activities attended by staff are consistent with the school's goals	1	2	3	4	5
42.	Actively support the use in the classroom of skills acquired during in-service training	1	2	3	4	5
43.	Obtain the participation of the whole staff in important in-service activities	1	2	3	4	5
44.	Lead or attend teacher in-service activities concerned with instruction	1	2	3	4	5
45.	Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	1	2	3	4	5
J PROVIDE INCENTIVES FOR LEARNING						
46.	Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	1	2	3	4	5
47.	Use assemblies to honor students for academic accomplishments or for behavior or citizenship	1	2	3	4	5
48.	Recognize superior student achievement or improvement by seeing in the office the students with their work	1	2	3	4	5
49.	Contact parents to communicate improved or exemplary student performance or contributions	1	2	3	4	5
50.	Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	1	2	3	4	5

PART B: 21ST CENTURY TEACHING AND FACILITATING METHODS

No.	ITEM	ALMOST NEVER	-	ALMOST ALWAYS		
1.	I use tests or quizzes to assess my students' learning.	1	2	3	4	5
2.	I assign students to work in small groups to complete the tasks.	1	2	3	4	5
3.	I assign students to work on projects require	1	2	3	4	5

one week/some time to complete.

4.	I give different works to the students according to their abilities (differentiation instructions)	1	2	3	4	5
5.	I ask my students to plan or suggest different classroom activities.	1	2	3	4	5
6.	I ask my students to write an essay to explain their thinking.	1	2	3	4	5
7.	I ask my students to think of every step of the lesson.	1	2	3	4	5
8.	I state learning goals clearly.	1	2	3	4	5
9.	I ask the students to work in small groups according their ability.	1	2	3	4	5
10.	I present a short revision about the previous lesson in the beginning of the new lesson.	1	2	3	4	5
11.	I review with the students their homework.	1	2	3	4	5
12.	I ask different questions to check up understanding of the students.	1	2	3	4	5
13.	I ask my students to create products\projects that will be used by someone else.	1	2	3	4	5
14.	I ask my students to reflect and evaluate their works.	1	2	3	4	5
15.	I ask my students to hold debates to express their opinions.	1	2	3	4	5

PART C: RESPONDENT DEMOGRAPHICS

1. Gender Male
 Female

2. Age 25 – 35
 36 – 45
 46 – 55
 56 >

3. Highest level of Education PhD
 Masters
 Bachelors
 Postgraduate Diploma
 Others _____

4. Years of teaching experience 1 – 10 years
 11- 20 years
 21- 30 years