Role of Principal's Leadership in Enhancing Teaching Effectiveness in International Secondary School Malaysia (ISSM) (IIUM)

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Abstract
The purpose of this paper is to investigate the teaching effectiveness in Malaysian schools and how does leaders ensure credibility in relation to the learning process. Not only for the school leaders but for teachers to improve their profession and students' performance through studying other relevance findings base on the present study. Secondary method of data collection were used to get the relevant and related materials in the study where attention were drawn for leaders to plan, organize the activities for development, the study found that leaders alone cannot ensure teaching effectiveness without support from teachers and students, the study also provides references for school leaders to consider the teachers by motivating them during teaching and learning so that they will improve .finally, the paper discovered that principal alone cannot meet up with the aims and objective of the ministry of education and that of school without having mutual understanding between teachers, students and the ministry of education to plan and organize the core curriculum activities base on the needs and interest of principals and students to meet up the stated goal of Malaysian plans towards achieving teaching effectiveness and extracurricular activities .

INTRODUCTION

The role of leadership in an organization is to enhance teaching effectiveness while purpose of this study is to investigate the Role of Principal's Leadership in Enhancing Teaching effectiveness. Based on the Malaysian education blue print 2012, indicates that the education system has made tremendous progress since 1957. At the time of Independence, over half the population had no formal schooling, while only 6% of Malaysian children had been educated to secondary level, more than 55 years, access to the education has been transformed beyond recognition. The International Islamic Secondary School Malaysia (IISSM) was established in 1998 to carter the educational needof young children in the area of teaching and learning. The government has sustained high levels of investment in education since independence. As early as 1980, the Malaysian federal government's spending on primary and secondary education, as a percentage of Gross Domestic Product (GDP), was the highest in East Asia. In 2011, the amount spent, at 3.8% of GDP or 16% of total government spending, was not only higher than the OECD average of 3.4% of GDP and 8.7% of total public spending respectively. The greatest improvement was undoubtedly at upper secondary level, where enrolment rates had almost doubled, from 45% in the 1980s, to 78% in 2011. These enrolment rates are even higher once enrolment in private schools is factored in: 96% at primary, 91% at lower secondary, and 82% at upper secondary level. Inthe process to address the needs of Malaysians, and to prepare the nation to perform at an international level, it is significant accomplish successful education systemthis will guide you to know the kind of students prepared to

meet the challenges of a 21st century. This vision, and these aspirations, will set the stage for the transformation of the Malaysian education system

Malaysia is a multicultural societythat consists of three major ethnic groupsnamely Malays and Bumiputraswhich comprises 58.1%, Chinese made up of 32.1%, while, Indians has 8.3%.Sensitive to the multi-ethnic of the population, Malaysia has set up two sets of regular school i.e. the *National* and *National-type school.* The National schools use Malay language as the medium of instruction and English is a compulsory subject. International Islamic University Malaysia established International Islamic Secondary School in September 1998 and at this point it was located in Batu 11 Jalan Gombak; the school moved to its present premise close by the IIUM Gombak campus in 2005. The International Islamic School has grown from a humble beginning of 30 students to an enrolment of approximately 800 students today, ranging from nursery to A-level. To develop a Muslim generation capable of critical, creative and ethical thinking who Muslims are by conviction and who will strive to fulfill their role as Allah's vicegerents on earth. To develop strong and highly educated Muslim persons for whom Islam is a complete way of life. This is achieved by developing a balanced and wholesome Islamic personality whereby one's behavior and attitude are guided through training of the spirit, intellect and emotion as well as developing sound and healthy body.To create Islamic awareness thus strengthens the Islamic faith by

 instill Islamic *adab*, values & ethics; to inculcate familiarity and adherence to Islamic; to practices & traditions; to inspire love of God, the prophets & of Islamic teachings and to awaken the spirit of vicegerency. The school focus on the following teachers' quality for ALL subjects which includes proficiency in subject matter & delivery; Islamic adherence & observation; the School Curriculum emphasis on Islamic observations inside & outside the class; academic & Co-curriculum in-house & outsourced; coaching of teachers and staff (Abdallah, 2014).

The above effort makes the international Islamic Secondary School Malaysia to play a significant role in enhancing teaching effectiveness of the educational system, from the setting goals to accomplish the educational objectives of the educational endeavor. In the absence of effective principal role, the goal accomplishment and school teaching effectiveness will not take place. However, for education to change and ensure effectiveness, the role of principal is needed for their success. The principal is responsible to establish the culture of quality that penetrates to the smallest elements, processes and the systems of an institution. It is common experience that under the same set of rules and regulations, with same set of teaching staff and students from similar background, an educational institution maintains or rises to effective change by the principal(Sharma, 2011).

And it is also provides development initiatives for the growth of teachers which subsequently affect quality of instruction that pave to student achievement. The role of leadership in creating favorable conditions, structures that enhances teaching and learning among students as well as maintaining the school system to achieve the objective cannot be under estimated. In instructional leadership roles, principal exerts influence in teaching and learning that enhances student achievement and this only be achieved when enabling environment is established and thereby demanding an implementation of teacher evaluation systems aims at improving both teacher and student performance(Hoy & Hoy, 2003).

Halverson; GriggandThomas(2007) assert that the central function of instructional leadership is to transform the school cultures of internal accountability to that of external accountability through meeting the demands. The accountability demand does not propose that

principal as instructional leader should produce new instructional methods and techniques but should take a stand against status quo and provide administrative support for new ideas and applications (Johnson and Johnson, 1989), thus Glickman (1985) describes the practices of instructional leader as amalgamation of the tasks of direct assistance to teachers, group development, staff development, curriculum and action research. The issue of accountability being a central issue in the school system must be given a priority attention in order to justify the efforts of school principals and teachers and ensure that the enormous resources being channeled school commensurate with value of outcomes. Failure to pay attention to accountability as obtained in other countries will results to inadequate check and balance that might have negative effect on learning outcome of student.

The tasks of effective school management are enormous and for leadership to meet the numerous objectives of school, it must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a profound involvement with definite aspects of teaching and learning. Cotton (2003) maintains that effective instructional leaders are very much involved in curricular and instructional issues that directly affect student achievement. In exercising the instructional roles, effective leaders use powerful approach in an indirect manner that influence school effectiveness and students' achievement (Leithwood and Jantzi 2000) as well as strategic, power in bringing the desired reforms to teaching and learning and students' outcome (Caldwell, 1998). However ,the purpose of this study is to investigate the teaching effectiveness in international secondary school Malaysia(ISSM) in relation to the learning process.

Research Question: How does school principal ensure teaching effectiveness in International secondary school Malaysia?

The system has change, scholars like Halverson ; Grigg and Thomas (2007) assert that the central function of instructional leadership is to transform the school cultures of internal accountability to that of external accountability through meeting the demands. The accountability demand does not propose that principal as instructional leader should produce new instructional methods and techniques but should take a stand against status quo and provide administrative support for new ideas and applications (Johnson and Johnson, 1989), thus Glickman (1985) describes the practices of instructional leader as amalgamation of the tasks of direct assistance to teachers, group development, staff development, curriculum and action research. The issue of accountability being a central issue in the school system must be given a priority attention in order to justify the efforts of school principals and teachers and ensure that the enormous resources being channeled school commensurate with value of outcomes. Failure to pay attention to accountability as obtained in other countries will results to inadequate check and balance that might have negative effect on learning outcome of students.

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The principal is the most potent factor in determining school climate this further explains that show me a good school, and I'll show you a good principal'. The quality of leadership in the context of accountability cannot be underscored as it positively promotes teaching and learning (Sammons, 1999). Significantly impact on effectiveness and improvement of a school depends on principal organization in the school .However, and instructional leadership is associated with target regarding its vision and mission. It is in recognition of this feature, International Centre for Leadership Education (ICLE) describes the target as strong vision of instructional leadership and building agreement among school community members about the specific plan and purpose of instructional improvement efforts toward effectiveness in schools. Principals create internal structures aims at strengthen the instructional quality as well as promoting conditions effective teaching and learning. Principals actions comprise of establishing regular meeting period for group of teachers to plan instruction and reflect what they have been doing in the class, attaching the school professional development initiatives with the school goals, encouraging more interaction among members of staff and sharing of leadership responsibility constitute ways in which leadership provide enabling environment (Youngs and King 2002).

Glickman, (2002) asserts that leadership improve classroom teaching and learning which essential force for making our dreams come reality by satisfying leaders needs to understand the teacher (his or her) needs, experiences, identity, and development, the instructional focus under consideration and the related student learning, and the context of the classroom in determining which approach might both meet in learning need and facilitate over time the teacher's own progress toward reflective, more autonomous, action research" in teaching. Moreover, Hallinger, (2005) said instructional leadership establishes good policy, research, and practice in school leadership and management. Indeed, since the new changes in educational system in country, monitoring, supervision from the ministry to ensure teaching effectiveness in secondary school system have increase.

leadership has been instrumental to the school system in Malaysia and it identify the relevance of leadership in teaching effectiveness, the U.S. Department of Education (2005) states that "effective school leadership today must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement with specific aspects of teaching and learning". Furthermore, the report written by Ralman, 1960;Razak 1959) where they mentioned that principal roles is significant in management and 'in any schools where below 15 students prepare to take religion in their classes, religion should be taught to them at public expenses. Instruction was also given that no child should attend any religious class without his /her parent consents. Islamic education or religion used to be taught in Malaysia after school hours starting from 1962, the religion of Islam as a subject was implemented by government and included in the school time table and designed to be taught for 120 minutes only in all schools in Malaysia i.e. 2hours per week by teachers (Educational ordinance, 1957).

Rosnani(1996) was on the opinion that the recommendation given in the report were positive because significant where given to religion better than national and national type schools. This reduced pupil's enrolment as a result of the advantage seen by parent in national schools. This happened as a result of rapid promotion given to students from form three and scraping of Malayan secondary school examination and approval of national schools. She pointed the second major issues was change of madarasah's curriculum in to the national educational policy, Malaya language replaced with Arabic as a medium of language, religion language were reduced while Malayu language, English, mathematics, geography, history and general science were increased and

included in the curriculum. The third is the problem of national education policy, shortage of teachers in Madarasah why because professional left the schools for better offered paid by schools and better facilities. Rosnani also asserts that instead of these factors to bring changes it brought decline of Madarasah and Pondok in 1960's.

According to Andrews and Sober (1987) principal as instructional leader that perform at high level in four areas that comprise of resource provider, instructional resources, communicator and visible presence in the school**.** In discharge the principal's instructional leadership functions Ovando and Ramirez (2007) found that principal set clear expectations, monitors instructions and connecting staff development to appraisal system. Mitchell and Castle (2005) identified three conceptual dimensions of instruction leadership as perceived by principals that comprise of curriculum expertise, delivery of professional development in formal way and informal building of culture and tradition. They also found that personal style, level of consistency in agenda and initiatives and the availability of enabling structures influence enactment of instructional leadership among principals.

According to the United State Department of education (2005) instructional leadership in the school possesses five elements as follows:

(a) Prioritization

Teaching and learning must be at the top of the priority list on a consistent basis. Leadership is a balance of management and vision (NAESP, 2001).While leaders cannot neglect other duties, teaching and learning should be the area where most of the leaders' scheduled time is allocated.

(b) Scientifically based reading research (SBRR)

Instructional leaders must be well informed of SBRR and effective reading instruction in order to assist in the selection and implementation of instructional materials and to monitor implementation. Leaders' participation in professional development sessions will help them remain informed and will provide a focus for monitoring.

(c) Focus on alignment of curriculum, instruction, assessment, and standards

If student achievement is the goal and that goal is measured by standards-based assessments, the curriculum, instruction, and assessments all must be aligned with the standards. If there is a disconnection among these elements, student achievement will not be evident. Alignment is an ongoing process as standards, curriculum, and assessments cycle through improvements.

TEAHING EFFECTIVENESS IN INTERNATIONAL SECONDARY SCHOOL

The role of principal on teachers and students learning is to create conductive atmosphere that will enable to produce positive impact of teaching and learning among students (Hallinger and Heck, 1996).Danielson and Stronge(2007) identified five aspects in effective teaching such as teaching planning, class management, teaching strategy teacher attribute and professional responsibility. The teaching planning defines how a teacher designing teaching. Robinson& Rowe, (2008) in Meta-analysis report that school leadership effect on student teaching (Robinson et al., 2008).Stronge (2007) also mention majority of the effective teaching teacher admit that they emphasis on classroom rules when start schooling in order to create a Systematic class procedure which can follow by the students. Quinn (2002) further examined that the relationship between instructional leadership practices and instructional practices among teachers and a significant correlation was found in active learning/active teaching, student seatwork/teacher disengaged and total disengagement. According to Danielson (2007), planning is considered as a back stage tasks that organizing teaching in a classroom. This attempt needs high stage of subject content knowledge in designing suitable teaching for different type of students in their learning Classroom Management

also plays an important role in effective teaching establishing cultures that inspire teacher professionally and increases efficacy belief capacity to make a difference to students' learning among teachers constitutes a key function of principal as a leader in the school (Ainley et al., 2005).

METHODOLOGY
The study employed secondary method of data collection that were used to get the relevant and related materials through consulting books, journals articles, government reports and newspapers in other to get previous conceptual and empirical research about the school in order to consider the present situation on school leadership and teaching effectiveness.

FINDINGS
Based on their viewed literature, the paper found that majority of the scholars indicates similar finding which shows that the role of school leadership has a significant impact in ensuring teaching effectiveness in Malaysian secondary school system. Their findings are to;

(1) emphasized obtaining specified reading and Mathematics goals and objectives
(2) Held the belief that all students could learn regardless of factors outside of the school's control
(3) Set high academic expectations for all students
(4) Had higher levels of efficacy in teaching the basic reading and Mathematics skills
(5) Directed more time to the acquisition of reading and mathematics
(6) Embraced the school and state accountability assessment programs.
(7) Honest, objective, fair and firm.
(8) - Opened and democratic;
(9) - Approachable;
9- Creative, imaginative and innovative;
10- Good listener and observer;
11- Both should be friendly, courteous and consistent in his interactions with teachers and others;
12. Both should educational facilitators. He further stated that for supervision to be efficient in any school in Malaysia there is needed to put these things in to consideration planning, staffing, coordination, observation and curriculum development. In the year

in the study conducted Skudai, Johor, Malaysia the findings cited that sampled teachers have elevated scores in practicing effective teacher attributes, following by teaching planning, classroom management, teaching approach and finally was professional responsibility. In addition, significant difference were establish between teachers less than three years teaching experience with 3-5 years, 6-10

12- Years, 11-15 years, 16-20 years and more than 20 years across five sub aspects of effective teaching practice.
13- identifying a specific objective for instructional improvement initiatives • rather than simply embracing a broad objective to improve instruction
14- Aligning all instructional practices with the agreed upon target
15- Recognizing that having a target is more important that what the target is
16- Realizing that is it easier to "get all staff on board" when you introduce the target before introducing a practice, such as professional learning communities or classroom walk-through
17- Creating multiple professional learning activities aligned with the target

18- Selecting among several optional targets that have been successful in rapidly improving schools in increasing student achievement.

In view of the above findings with regards to principal role in ensuring teaching effectiveness the paper discovered that principal alone cannot meet up with the aims and objective of the ministry of education and that of school without having mutual understanding between teachers, students and the ministry of education to plan and organize the core curriculum activities base on the needs and interest of principals and students to meet up the stated goal of Malaysian plans towards achieving teaching effectiveness and extracurricular activities .

CONCLUSION

The aim of this paper is to investigate the role of principal's in teaching effectiveness in international secondary school Malaysia (ISSM) in relation to the learning process, not only for the school leaders but for teachers to improve their profession and students' performance. The findings show that principal alone cannot meet up with the aims and objective of the ministry of education and school without having mutual understanding between teachers, students and plan to organize core curriculum activities designed by the ministry of education and even extracurricular activities for achieving its objective. This findings has similar view with other findings mention in the paper, which indicates that emphasized should be obtained through specified reading of Mathematics to achieve goals and objectives, it also belief that all students could learn regardless of the factors outside of the school's control, set high academic expectations for all students, had higher levels of efficacy in teaching the basic the basic skills required in the process of ensuring school and state accountability assessment programs.

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