The Impact of Instructional Leadership Practices on Teachers' Job Satisfaction and Work Quality

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Abstract
The practice of leaders is able to mobilize teachers to achieve excellence. This concept paper aims to discuss the practice of instructional leadership and its suitability in dealing with teacher job satisfaction and work quality. Most previous studies have found that there is a relationship and influence of instructional leadership practices on teacher job satisfaction and work quality, but the extent to which the suitability exists has not been made. Based on the analysis and synthesis, it can be concluded that instructional leadership practices are relevant to be applied by school leaders and can develop the potential of teachers as well as improve the level of teacher job satisfaction and the quality of teacher work.
Keywords: Leadership, Instructional, Headmaster, Job Satisfaction, Job Quality

Introduction
The Malaysian Education Development Plan (PPPM) 2013-2025 has stated that school leaders need to be able to improve the results of a school and it is one of the main agenda of the Ministry of Education Malaysia. Instructional leadership is an aspect of educational administration that has been studied since 30 years ago (Boyce and Bowers, 2018). Based on the findings of studies conducted in Malaysia, it can be concluded that schools that achieve high success in the academic field are led by principals who possess effective leadership qualities (Rashidah et al., 2022). Daniel et al. (2017), support this statement, then it is correct that instructional leadership can form authoritative leaders and improve aspects of teacher job satisfaction and subsequently affect the performance and productivity of teacher work. Therefore, administrators need to be trained with quality instructional leadership so that they can be utilized in administration and management in schools, producing a productive work culture and an excellent school climate.

Job satisfaction and the quality of teachers' work are important factors in supporting the success of education in schools. According to Frost and Kersten (2011) have defined the instructional leadership style exists when the head teacher becomes proficient in the basics of leadership. An instructional leader always has a clear purpose and is technologically skilled in managing success in the school by emphasizing strategic planning in solving problems.

The success of a school begins with the important role played by the Principal in applying instructional leadership practices as the main foundation of the institution. This practice not only improves, but also strengthens the quality of education as a whole. This is due to the Head Teacher having high leadership ability and practicing an instructional leadership style, which will have a positive impact on teacher job satisfaction and affect the quality of their work in imparting effective knowledge to the next generation of students. In the context of education, instructional leadership acts as the main mentor in implementing various school programs, including the learning process, supervision, observation, monitoring, and curriculum adaptation. Therefore, effective instructional leadership will lead to an increase in the quality of teachers' work which is reflected through student achievement and the effectiveness of school operations.

Study Objectives
Assessing the appropriateness of selected theories and models in two articles on transformational leadership in education. This objective focuses on evaluating the extent to which theories and models fit the article's research questions. Is it relevant to Instructional leadership and the specific educational issues being addressed (teacher job satisfaction and teacher job quality).

Determine whether the theories and models used in the article contribute to the solution of the identified issues. These objectives go beyond suitability and delve into practical application. Explain how the selected framework helps address the issue of teacher job quality satisfaction.

Analyzing the Impact of Instructional Leadership Practices on the Quality of Teacher Work, which is by examining the extent to which instructional leadership practices can affect the quality of teacher work, including in aspects such as teaching skills, willingness to learn and self-improvement, and the use of effective teaching strategies. These objectives help provide a deeper understanding of the role of instructional leadership practices in shaping teacher job satisfaction and work quality and provide guidance for improvement in the education sector.

Literature Study
According to research done by Christopher Day et.al. (2016), found that the long-term effectiveness of the school does not solely depend on the leadership of the Headmaster, but rather on their understanding, the diagnosis of the school's needs, and the clarity of their application. Organizations can reinforce values education through a variety of approaches, including time-focused, context-sensitive strategies, and incremental progression embedded in school work, culture, and achievement. Studies conducted in various countries have provided the basis for the development and evolution of the concept of instructional leadership as described by Hallinger (2003).

Developments in the field of instructional leadership have opened up room for improvement in the leadership practices of Headmasters in schools or organizations. Focusing on student-centered learning is a key aspect in the pursuit of excellence in education. A study conducted by Hallinger and Wang (2015), based on student-centered learning shows that the Headmaster's leadership that focuses on student learning is a key element. This finding is supported by previous studies by Hallinger & Murphy (1985), Goldring et.al. (2009), Hallinger (2011), Leithwood, Patten and Jantzi (2010), Wang (2015), and Hallinger et.al. (2018). The results of their study, which involved the development of an empirical model based on the practice of instructional leadership in schools, have proven its effect on effective learning, as well as affirming the importance of this practice of instructional leadership among teachers.

When leaders practice effective leadership, it will lead to the achievement of job satisfaction among teachers. The level of teacher job satisfaction affects their attitude towards student achievement, as mentioned by Salehi et.al, (2019). Success in educational performance will lead to the development of a superior generation. In the organizational context, job satisfaction plays an important role in improving work performance, as explained by Noor Syakirah et.al, (2016). According to Mohamad (2013), effective teaching administration, skills in management and guidance are important elements in achieving individual job satisfaction. Furthermore, a study by Erfrizal, (2011) found that job satisfaction is the factor that most affects performance and job satisfaction. This shows that when job satisfaction is achieved, employees tend to perform better, as well as perform tasks with full dedication.

The Concept of Instructional Leadership
According to a study by Lokman, M. Al Muzammil, and Mislina (2013), some instructional leadership scholars such as Hallinger and Murphy (1985) and Glickman, Gordon, and Ross-Gordan (2004) have explained instructional leadership as a formal interaction between teachers, involvement overall, teacher professional development, curriculum development, and the implementation of actions aimed at increasing the credibility and efficiency of teachers in the classroom. Thus, school principals play an important role in obtaining excellent performance at school (Sahin, 2011). Through this study, it can be concluded that instructional leadership is a set of behaviors that are taught with a clear purpose to influence, guide, teach, and give encouragement to teachers in an effort to improve and complete programs related to the learning process of students, with the goal achieve each set school objective.

The Concept of Teacher Job Satisfaction
In traditional theory, the basis of job satisfaction is when individuals respond to dissatisfaction in their jobs through their behavior or attitude (Locke, 2014). Locke (1976) defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences," which means that job satisfaction is a pleasant or positive emotional state arising from the evaluation of one's job or work experience. In addition, job satisfaction refers to positive attitudes and feelings that teachers have towards their jobs (Azida et al., 2015). The researchers explained teacher job satisfaction as the Headmaster's efforts in providing adequate equipment and ensuring the infrastructure needed by teachers to teach, as well as providing opportunities for promotion or salary increases. This action not only improves the quality of teaching, but also indirectly improves the quality of learning delivered by educators to students.

The Concept of Teacher Work Quality
Work quality is understood as the level or standard of work performance that affects employee motivation, enthusiasm, quality, and satisfaction (Fitzsimmons, 2002). Mohanraj and Ramesh (2010), stated that work quality is an innovation that ensures employee satisfaction and also helps improve organizational efficiency and productivity.

Holt (1998), on the other hand, defines work quality as the creation of a conducive work environment that meets the needs of employees, motivates them to perform tasks, and find satisfaction in their work. Overall, work quality can be considered as an increase in individual self-awareness that includes benefits such as beneficial and satisfying work experiences, meeting individual needs, and reducing stress and negative perceptions of work.

In this context, the definition of the quality of teacher work is highly dependent on the Headmaster's leadership in providing opportunities for teachers to voice their views and providing sufficient training to improve the quality of teaching. This aims to achieve the quality standards set by the school.

Research Methodology
Study design
A quantitative approach is used in this study, the respondents receive and give answers to the questionnaire that will be given by the researcher. In order to maximize the results, a simple random sample method was used and the teachers were selected from all the primary schools in the Beluran area.

Population and Sampling
The sample required by the researcher to complete the study is 248 respondents as stated in the table introduced by Krejcie and Morgan (1970). Based on the set number of samples, then each school will be distributed by distributing the number of samples using the determined proportion ratio.

Survey Tool
The researcher chose a questionnaire as a measuring tool in the study. This questionnaire consists of four (4) parts, namely the first part is A, the second is B, the third is C and the last is D. In part A, the questionnaire will contain the background of the selected respondents, Part B will contain matters which is related to the instructional leadership of the head teacher and part C related to the satisfaction in the work of the respondents. Part D which is the final part will include the quality of work of an individual who holds the title of teacher.

In the study conducted this time, the questionnaire instrument related to instructional leadership used the Principals Instructional Management Rating Scale (PIRMS) which is a teacher questionnaire (Teacher Form 2.0) which contains ten sub-dimensions.
Meanwhile, to measure satisfaction with teacher work, the researcher used The Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss et al. (1967) aimed to measure job satisfaction which contained 20 dimensions of job satisfaction. This job satisfaction includes aspects of hygiene factors and motivator factors.

The questionnaire that was built by Shahril (2005), was chosen to be adapted by the researcher to measure the quality of the teacher's work which is Effective Teaching According to the Slavin Model, a very high reliability value resulted from the reliability analysis for the three items for the variables of instructional leadership, job satisfaction and the quality of teacher work. The Cronbach alpha value of each element for all the variables involved is between 0.91 and 0.96. A five-point scale is used to measure each variable included in the study.

Analysis of Article 1
Headmaster's Instructional Leadership Practice and its Relationship with Teacher's Job Satisfaction

Introduction
The level of competence and efficiency of the Headmaster in handling the main role in the school has a great impact on the progress and performance of the school. One of the forms of leadership that can contribute to reform and excellent school performance as well as increase teacher job satisfaction is the practice of instructional leadership. As the main leader in the school, the Headmaster is responsible for directing the direction, objectives, and development as well as improving the school's performance. Although the Headmaster's duties are specific, their excellence and efficiency can be distinguished through the style and approach of leadership and management they apply (Fauzi, 2013).

A study by Hallinger (2005), asserted that the positive impact on the growth and achievement of student performance will be more evident when the Headmaster plays the main role as an instructional leader. This shows that the excellence of a school is highly dependent on the job satisfaction of teachers which, in turn, strengthens their enthusiasm in carrying out their duties.

In the domain of educational research, many studies have been conducted related to the practice of instructional leadership in government schools throughout Malaysia. Findings from these studies show a positive relationship between the instructional leadership of the Principal and teacher job satisfaction (Nik and Zuraida, 2016). Therefore, this study was carried out to identify the Headmaster's instructional leadership practices and their relationship with the level of teacher job satisfaction.

Instructional Leadership Theory
Michael Fullan is an educator and author known for his contributions to the field of educational leadership. Since the 1980s, Fullan has introduced and expanded the concept of instructional leadership as a primary strategy for improving the quality of teaching and learning in schools. The concept of instructional leadership introduced by Fullan emphasizes the important role of school leaders, especially professors or principals, in guiding and influencing teaching and learning practices throughout the school. According to Fullan, instructional leaders must be agents of change who encourage innovation, collaboration, and continuous reflection in an effort to improve student achievement.

In addition, Philip Hallinger in 1980 stated about the practice of instructional leadership that school leaders, such as head teachers or principals, play an important role in improving the

quality of teaching and learning in schools. He emphasized that school leaders need to play an active role in instructing teachers to use effective teaching methods and influence the learning process in the classroom. Effective instructional leadership practices are key to improving student academic achievement and also increasing teacher job satisfaction.

Instructional Leadership Model
The instructional leadership practice model is a framework or approach used by school leaders, such as head teachers or principals, to influence the teaching and learning process in schools. Among them include

Teaching Supervision
School leaders monitor and evaluate teacher teaching performance continuously to ensure it is effective and in line with the school's educational goals.

Teacher Competency Building
School leaders provide opportunities and support for teacher professional development, including training, coaching, and self-development classes.

Curriculum Monitoring
School leaders ensure that the curriculum taught in the school is in line with educational standards and meets the needs of students.

School Culture Development
School leaders foster a learning-oriented school culture, where collaboration, reflection, and innovation are widely practiced.

Collaboration and Knowledge Sharing Leaders School leaders encourage collaboration and knowledge exchange between teachers to improve collective teaching and learning practices. This model provides guidance to school leaders in implementing effective instructional leadership practices to improve the quality of education in schools and achieve high academic achievement goals.

Leithwood and Jantzi (2008), concluded that effective instructional leadership practices have a positive effect on student academic achievement. Strategies such as effective teaching supervision, curriculum monitoring, and teacher professional development have been proven to play an important role in improving school performance.

Spillane (2006), revealed that instructional leadership that is active and involved in the teaching and learning process is able to increase teacher motivation and the spirit of learning among students. This shows that the direct involvement of school administrators in the practice of instructional leadership plays an important role in shaping an effective learning environment.

Next Hallinger and Heck (1996), instructional leadership practices that focus on the professional development of teachers and provide continuous support to teachers in improving teaching skills have been linked to an increase in the quality of teaching and learning in schools.

A study by Robinson, Lloyd, and Rowe (2008), found that instructional leadership practices that emphasize a culture of learning and collaboration among teaching staff can improve the quality of work and teacher job satisfaction. Building an environment that focuses on continuous learning and knowledge sharing also helps create a positive atmosphere in the school.

Thus, these statements have proven that how important instructional leadership practices are in forming an effective learning environment in schools as well as improving the performance and job satisfaction of teachers.

Importance
According to a study by Christopher Day et al. (2016), it was found that the long-term effectiveness of the school depends not only on the leadership of the principal, but also on their understanding, the diagnosis of the school's needs, and their clear commitment. Organizations will be able to support educational values through a variety of time-focused strategies, context-sensitive strategies, and progress embedded in school culture and achievement. Studies from various countries have formed the basis for the development of the concept of instructional leadership by Hallinger (2003).

The development of instructional leadership has provided room for improvement in the practice of head teachers in schools or organizations. Student-centered education is the main agenda in the effort to achieve success in education. A study by Hallinger and Chung Wang (2015) emphasizes the important role of headteacher leadership that is oriented towards student learning. This finding is supported by other studies such as Hallinger & Murphy (1985), Goldring et al. (2009), Hallinger (2011), Leithwood, Patten and Jantzi (2010), Hallinger Wang (2015), and Hallinger et al. (2018), which involves the development of an empirical model based on instructional leadership practices in schools. This has proven a positive effect on effective learning and puts this instructional leadership in the main focus in the context of the classroom. In addition, when leaders implement leadership with excellence, teachers will feel satisfied in their work. The level of teacher job satisfaction affects the teacher's attitude towards student achievement (Salehi et al., 2019).

Outstanding achievements will give birth to a quality generation. In the organizational context, job satisfaction plays an important role in improving work performance and helping the organization achieve a high level of performance (Noor Syakirah et al., 2016). Junaidah Mohamad (2013) stated that teaching management in the classroom, leadership skills, and guidance are important factors to achieve individual job satisfaction. Meanwhile, Musfi Erfrizal (2011) found that job satisfaction is the main factor that affects performance and job satisfaction. This shows that when job satisfaction is achieved, employees will be more enthusiastic and achieve better work performance, as well as perform tasks more diligently.

Explanation of Constructs in Leadership Practice Theory
Constructs in the theory of instructional leadership practice in the context of Malaysian education refer to the important aspects that make up an effective instructional leadership approach in schools. These constructs help educational leaders, such as head teachers or principals, in influencing the teaching and learning process in schools to achieve the set

educational goals. The following is a description of some of the main constructs in the theory of instructional leadership practice in Malaysia:

Formulation of School Goals
This construct involves setting clear school goals and objectives in line with the country's educational aspirations. Educational leaders need to formulate strategies to organize school goals based on the needs and potential of students and take into account demographic factors and the local school context.

Instructional Program Management
This construct includes the efforts of educational leaders in managing the implementation of teaching and learning programs in schools. This includes aligning the curriculum with educational standards, providing quality teaching materials, and ensuring that the entire learning process runs smoothly.

Creating a Positive School Climate
This construct is related to building a school culture that promotes learning and positive development among students and staff. Educational leaders need to create a safe, harmonious, and competitive environment to ensure that all school members feel motivated to reach their maximum potential.

Through understanding and appreciating these constructs, educational leaders in Malaysia can plan and implement effective instructional leadership strategies to improve the quality of teaching and learning, as well as achieve the desired educational success.

Appropriateness of instructional leadership practices in the context of education in Malaysia.

Cultural Diversity: Malaysia is a country rich in cultural, ethnic, and religious diversity. Instructional leadership practices need to be sensitive to this diversity and be able to promote integration and harmony among students and school staff.

National Education Policy: Instructional leadership practices should be consistent with national education policies such as the National Education Policy and the Malaysian Education Development Plan. School leaders need to ensure that the strategies and initiatives taken support the goals and targets of national education.

Integrated Student Development: Effective instructional leadership practices should focus on holistic student development, including academic, moral, and social aspects. School leaders need to encourage a holistic learning approach to ensure balanced development among students.

Innovation and Technology: In the digital era, instructional leadership practices also need to take into account the use of technology in teaching and learning. School leaders should promote the use of technology wisely and effectively in the educational process.

Local Challenges and Issues: Instructional leadership practices should be able to address unique challenges and issues in the context of Malaysian education, such as the educational gap between urban and rural areas, the problem of student excellence, and the need to improve the quality of education.

By understanding and taking into account the appropriateness of instructional leadership practices with the context of education in Malaysia, education leaders can ensure effective and sustainable development in the country's education system.
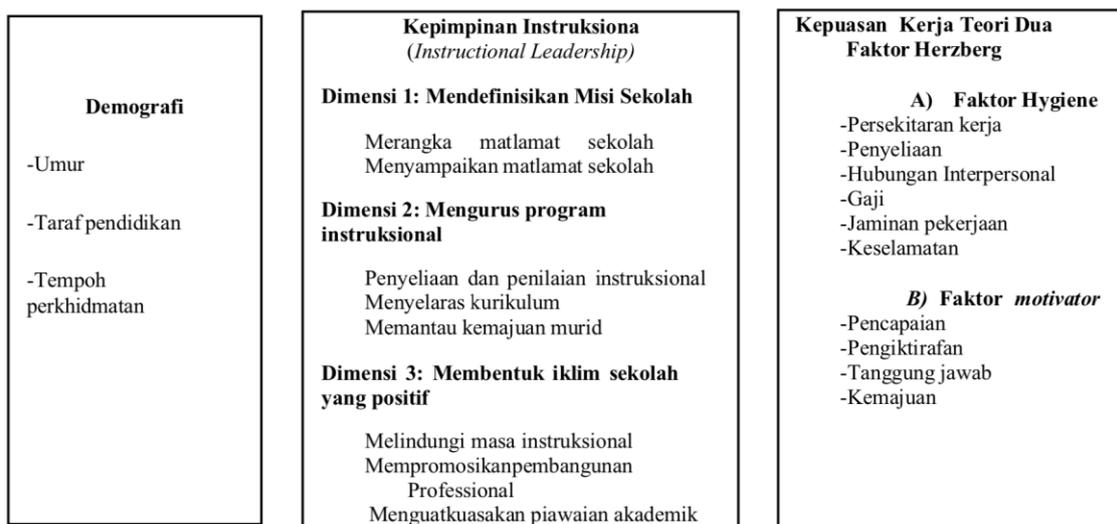
Teacher Job Satisfaction
The definition of job satisfaction by Locke (1976), as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" which is job satisfaction as a reflex of an employee who is satisfied with his job. In addition, job satisfaction is the positive attitude and feelings teachers have towards the work they do (Azida et al., 2015).

The researcher defines teacher job satisfaction as the Head Teacher having to provide complete equipment and provide the infrastructure needed by teachers in teaching as well as opportunities for promotion or salary. This can not only improve the level of quality but also improve the quality in the teaching and learning of educators towards students indirectly. Teacher job satisfaction is an important element that affects teacher attitude and performance

Teacher job satisfaction is the main factor in self-improvement. (Caprara, Barbaranelli, Borgogni, and Steca, 2003). Teacher job satisfaction includes the types of daily classroom activities such as working with students, seeing student progress, working with supportive colleagues, and building a positive school climate (Cockburn and Haydn, 2004). Teachers who are dissatisfied with their work display lower commitment and are at higher risk of leaving the teaching profession (Ingersoll, 2001). Among job satisfaction theories are Maslow's Hierarchy of Needs Theory, Locke's Discrepancy Theory and Herzberg's Two Factor Theory.

The level of teacher job satisfaction affects the teacher's attitude towards student achievement Salehi et.al, (2019). A good achievement will produce a brilliant generation. In an organization, job satisfaction plays an important role in improving work performance and subsequently able to drive the organization to achieve a high level of performance. Syakirah et al, (2016). Mohamad (2013), stated that the wisdom of teaching in the classroom, leading and guiding skills are the main elements to achieve individual job satisfaction. Meanwhile, Erfrizal (2011), found that job satisfaction is the most powerful variable in performance and job satisfaction. This shows that when job satisfaction is achieved, then employees are more enthusiastic and show better work performance. In fact, he diligently carries out the tasks that have been entrusted to him.

Theoretical Framework

| Demografi

-Umur

-Taraf pendidikan

-Tempoh perkhidmatan | **Kepimpinan Instruksiona**
(Instructional Leadership)

Dimensi 1: Mendefinisikan Misi Sekolah

Merangka matlamat sekolah
Menyampaikan matlamat sekolah

Dimensi 2: Mengurus program instruksional

Penyeliaan dan penilaian instruksional
Menyelaras kurikulum
Memantau kemajuan murid

Dimensi 3: Membentuk iklim sekolah yang positif

Melindungi masa instruksional
Mempromosikanpembangunan
Professional
Menguatkuasakan piawaian akademik | **Kepuasan Kerja Teori Dua Faktor Herzberg**

A) Faktor Hygiene
-Persekitaran kerja
-Penyeliaan
-Hubungan Interpersonal
-Gaji
-Jaminan pekerjaan
-Keselamatan

B) Faktor *motivator*
-Pencapaian
-Pengiktirafan
-Tanggung jawab
-Kemajuan |

Rajah 1: Kerangka Koseptual Kajian

Sumber: Model Kepimpinan Hallinger & Murphy (1985) dan Teori Dua Faktor Herzberg (1959)

The conceptual framework of this study is based on the Leadership Model of Hallinger and Murphy (1958). This research focuses on demographic factors, including age, education level, and length of service. Hallinger and Murphy's (1958) concept of instructional leadership includes three main dimensions: the definition of the school's mission, the management of the instructional program, and the creation of a positive school climate. The researcher focuses on the three elements of this dimension in the study, which includes setting school goals, delivering school goals, supervising and coordinating curriculum, monitoring student progress, managing instructional time, promoting professional development, strengthening academic standards, and providing incentives for students and teachers. .

Further, teacher job satisfaction is measured using Herzberg's Two Factor Theory. This study adapted Herzberg's Two Factors, namely the Hygiene Factor and the Motivation Factor. Dimensions used in the Hygiene Factor include work environment, supervision, interpersonal relationships, pay, job security, and safety. Whereas, Driving Factors include achievement, recognition, responsibility, and progress

By using this conceptual framework, the study is expected to provide a holistic understanding of the relationship between instructional leadership practices, teacher demographic factors, and their job satisfaction.

Analysis of Article 2
Instructional Leadership Practices of Principal Teachers with Teacher Job Satisfaction in Elementary Schools in Kota Setar District

Introduction

The leader's leadership can affect the instructional leadership of the leader, the teacher and also the teacher's job satisfaction. According to Hashim and Shahrin's (2018) study on schools and leadership effectiveness, more complex school organizations require changes in practice and the ability to adapt from a leadership perspective. Changes in education are always in response to problems, changes in policy, and community needs. Headmasters should be prepared to face changes in education with discoveries that can trigger and move organizations to survive, grow, and continue to progress (Mohammad Sani & Mohd Izham, 2012). Therefore, to build a successful school, the head teacher must be able to create a suitable school atmosphere by combining the energies of all employees, especially teachers.

Instructional Leadership is defined by Hallinger and Murphy (1985), as all the behavior of the head teacher that is implemented with the aim of advancing and improving the learning and teaching process (PdPc) in schools involving teachers, students, parents, planned school programs, school management, resource facilities, and school culture.

Pioneer

Hallinger and Murphy (1985), and Glickman, Gordon and Ross-Gordan (2004), have defined instructional leadership as formal teacher interaction, holistic involvement, teacher professional development, curriculum development, and implementation, examined in the form of actions aimed at increasing credibility and competence teacher in class.

Therefore, the school principal is the driving force to achieve excellence in the school (Sahin, 2011). Through this study, it can be concluded that instructional leadership is the practice of all behaviors that are taught with the clear purpose of influencing, directing, teaching and encouraging teachers in an effort to improve and refine programs related to the process of student learning to achieve every school goal that has been given

Instructional Leadership according to Halingger and Murphy (1985) refers to 3 dimensions. The first dimension defines the school's mission with two elements, namely formulating the school's goals and communicating the school's goals. The second dimension manages the instructional program with three elements, namely instructional supervision and evaluation, coordinating the curriculum and monitoring student progress. The ketig dimension forms a positive school climate with six elements, namely protecting instructional time, promoting professional development, maintaining clear visibility, enforcing academic standards, providing incentives to students and providing incentives to teachers.

Teacher Job Satisfaction according to Herzberg's 1959 Two-Factor Theory, Herzberg's Two-Factor Motivation Theory is used in this study because this theory focuses more on the level of employee motivation in an employment organization. Next, this study also only focuses on motivational factors or intrinsic factors that come from within an individual themselves determined by internal factors called satisfy or motivation and external factors or better known as hygiene factors. Motivational factors

includes the job itself (workload) recognition, achievement, responsibility and progress (promotion). The second factor in teacher job satisfaction is known as the hygiene factor, which is salary, administrative policy, supervision, job security and relationships

interpersonal (colleagues).

Importance
The Headmaster, who is the head of the department in a school, has been given the mandate and responsibility to implement the vision of educational development in the institution (Awang et al., 2002). He is the main administrator in the school system and is responsible for all activities in the school. According to Goldhammer Anderson and Krajewski (1997), the Principal acts as a supervisor who stimulates the development and progress of teachers, influences behavior in the classroom, and evaluates the effectiveness of teaching and learning.

Headmasters certainly have the credibility to lead a school and are given the responsibility of being a leader. In addition, each head teacher has their own leadership style and also practices leadership according to their own principles and also as stipulated in the circular of the Ministry of Education Malaysia. This study aims to see the extent of instructional style leadership practices used and adapted by head teachers and further, this study aims to look at the level of job satisfaction among teachers. Job satisfaction is one of the important aspects that can encourage the quality of teachers' work and at the same time help in improving school performance.

From previous studies, the importance of instructional leadership practices can be seen through several aspects:

1. Improvement of Academic Performance
Many studies show that effective instructional leadership practices contribute positively to student academic achievement. This includes curriculum monitoring, teacher professional development, and instructional strategies that focus on deep learning.

2. Teacher Job Satisfaction
Teacher job satisfaction is an important factor in improving the quality of teaching and learning. Good instructional leadership practices can provide support, direction, and recognition to teachers, which in turn increases their job satisfaction.

3. Improve Learning Culture
Effective instructional leadership can create a positive learning culture in schools. This includes encouraging collaboration, reflection, and continuous learning among school staff.

4. Improving the Quality of Teaching and Learning
Directed instructional leadership practices can provide clear guidance to teachers in delivering an effective curriculum, using innovative teaching methods, and providing support to students to achieve maximum performance.

5. Construction of Professional Learning Community
Effective instructional leadership promotes the building of professional learning communities among teachers. This involves sharing ideas, best teaching materials, and continuous reflection to improve teaching practice.

Description of Constructs in Hallinger and Murphy's Model Theory (1985)
As shown in Table 1, Hallinger and Murphy (1985) created an instructional leadership framework with three (3) dimensions and eleven (11) areas. The first dimension that must be determined by the head teacher is the purpose of the school. This dimension has two functions: I set school objectives and (ii) create school goals. The head teacher's role as an instructional leader includes the function of developing the school's objectives. The task of (iii) overseeing and evaluating teaching, (iv) organizing the curriculum, and (v) monitoring student development is included in the dimension of managing the instructional program.

The main responsibility of the head teacher is to supervise and evaluate teaching in order to ensure that the school's objectives are transformed into best practices in the classroom. High curriculum coordination function, curriculum coordination function is a significant feature in successful schools. Forming a good school environment has six functions: (vi) maintaining instructional time (MMI, (vii) supporting professional development, (viii) maintaining a clear vision, (ix) giving primary focus to academic standards, (x) giving incentives to students, and (xi) giving incentives to teaching staff. If each aspect in the Halingger and Murphy Model (1985) is handled and implemented with honesty and trust, each dimension has the potential to shape the performance of a leader, a teacher as a leader who applies an instructional leadership style.

Jadual 1: Model Kepimpinan Hallinger dan Murphy (1985)

Mendefinisikan Misi Sekolah	Mengurus Program Instruksional	Membentuk Iklim Sekolah yang Positif
• Merangka matlamat sekolah yang jelas • Menyampaikan matlamat sekolah dengan jelas	• Menyelia dan menilai pengajaran • Menyelaras kurikulum • Memantau kemajuan murid	• Melindungi masa pengajaran • Mempromosi pembangunan profesional • Mengekalkan visibiliti yang tinggi • Menguatkuasakan piawaian akademik • Menyediakan insentif kepada murid • Menyediakan insentif kepada guru

Sumber: Accessing Instructional Management Behavior of Principals, The Elementary Scholl Journal (1985)

Herzberg's Two-Factor Theory of Job Satisfaction
Based on this theory, it can be concluded that job satisfaction for employees who are new to work and those who have been working for a long time is different. Factors that determine their job satisfaction vary depending on their needs at that time (Winardi, 1992).
This difference also depends on other things, especially involving the amount of income earned. The amount of income or salary is usually the first measure and answers the question of why an employee is willing to work or do a job (Luthan, 1998).

Teacher Job Satisfaction is the second variable in the theory.
According to Hoy and Miskel (2006), academics are interested in job satisfaction because human relationships have successfully convinced administrators that employees who are happy with their environment and their jobs are productive employees. Employees will feel proud and will work as a team if this environment exists.

Employee groups will be able to improve work performance indirectly. Job satisfaction is the result of a combination of psychology, physiology, and the environment that motivates a person to feel satisfied with his job. Job satisfaction, on the other hand, can be described by Berry (1997) as a person's reaction to their work experience.

Meanwhile, Groot and Brink (1999), assert that when working hours increase, so does job satisfaction. Job satisfaction includes intrinsic, or internal, and extrinsic, or external, satisfaction. Efrizal (2011), defines job satisfaction as the emotional state of employees towards the benefits obtained as a result of their efforts in the job. They will get any reward, whether financial or non-financial. According to Azrul Hisham's study (2009), the reason for teacher stress is because of workload. This is due to the fact that teaching staff are always tied and burdened with many side tasks in addition to their main responsibilities.

Suitability in Malaysia
The findings of this study show that there is a significant relationship between the principal's instructional leadership practices and teacher job satisfaction. This finding is also in line with the findings of the study by Faustine & Hamzah, (2017) who also found that there is a relationship between the head teacher's instructional leadership practices and teacher job satisfaction. It also shows that instructional leadership practices by head teachers have a positive impact on overall teacher job satisfaction. In addition, another study also found a parallel to this study that there is a relationship between the head teacher's instructional leadership practices and teacher job satisfaction by the study (Elangkumaran Davarajoo, 2013). Findings are also supported by research (Anak & Mansor, 2021). This shows that instructional leadership has an impact and has an impact on teacher job satisfaction as a whole. The findings also accept the research hypothesis that there is a relationship between the principal's instructional leadership practices and teacher job satisfaction.

Quality of Teacher's Work
Success in the education system of a country is linked to the excellence of school leadership and the level of teacher quality in a school (Kantrowitz & Wingert, 2000). The quality of a teacher is the highest contribution in determining the success of a student. This is in line with the findings of a study by Farhah and Fatimah (2018), that what students get does not depend on the school they attend, but depends on the teachers in the school. In the classroom, the teacher is responsible as a facilitator, reference expert, evaluator (Jahangir, 2010), educator and facilitator (Eggen and Kauchak, 2012). In order to become a quality teacher, the teacher must first improve the personal quality of an educator and cleanse the soul before guiding people (Rashidy, 2011). With that, the teacher is an individual who is able to create something different in the student's individual personality through various means.

Work quality is conceptualized as a condition or standard of work that encourages motivation, enthusiasm, quality, and job satisfaction of employees (Fitzsimmons, 2002).

According to Mohanraj and Ramesh (2010), work quality is an innovation that ensures employee satisfaction and helps improve organizational efficiency and productivity. While Holt (1998), defines work quality as a condition of providing a conducive work environment that meets the needs of employees, enabling them to be motivated to perform tasks and find satisfaction in their work. In general, the quality of work can be said to be a comprehensive construction of individual self-awareness, which involves benefits for teachers such as useful and enjoyable work experiences, fulfilling individual needs, and avoiding stress and negative perceptions caused by work.

Ahmad et al. (2018), found that organizational support factors such as recognition of teachers' efforts, continuous professional development, and a positive work environment positively influence teacher job satisfaction in Malaysian schools." Tan and Lim (2019), the influence of school leadership on work quality teachers were found to be significant, with principals who provide effective support and have an instructional leadership style having a positive effect on teacher performance and commitment." While Wong (2017), comprehensive and continuous professional development helps improve teachers' skills in teaching and classroom management, which in turn has a positive impact on their work quality and job satisfaction."

Summary

The impact of instructional leadership practices on teacher job satisfaction and work quality is significant in the context of educational development. Nik and Zuraida (2016) showed that there is a positive relationship between the Headmaster's instructional leadership and teacher job satisfaction. The results of this study provide evidence that supports the importance of instructional leadership practices in increasing the job satisfaction and quality of teacher work in the context of educational development. Through effective practices, such as effective teaching supervision, curriculum monitoring, and teacher professional development, Headmasters are able to increase teacher motivation and enthusiasm, as well as have a positive impact on school performance and teacher job satisfaction. Local and external studies show that instructional leadership practices that focus on the development of teacher professionalism have had a lasting impact on the quality of work and teacher job satisfaction.

Implications

Implications from a practical point of view, it is hoped that this writing can generate additional knowledge and provide guidance on transformational leadership practices for principals and head teachers as well as school administrators in Malaysia to increase the willingness of teachers to make educational changes. Future researchers are suggested to examine the elements in the theory referred to so that the proposed strategy to deal with the issue or problem is more appropriate.

Appreciation

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