Literature Review on Instructional Leadership Practice among Principals in Managing Changes

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Abstract
Various initiatives have been planned in an effort to improve the quality of education in each country to be consistent and relevant to the needs of globalization. In line with the success of this goal, principals as head of school are important people in spearheading change. To mobilize the implementation of education changes, principals need to practice instructional leadership that can have a positive impact, especially on the improvement of the quality of teaching and learning which is the mainstay of excellence in school. Recognizing this need, policymakers deeply emphasize the need for instructional leadership practices among school leaders to realize the major agenda of their respective countries' education. The role of instructional leadership is still influential and relevant in managing education changes in the 21st-century towards preserving the quality of education in the country. Principals can act as instructional leaders who prioritize teaching and learning in schools. In that regard, ongoing research and discussion to explore instructional leadership practices in schools is a necessity.
Keyword: Instructional Leadership Practice, Managing Change, Education Change

Introduction
With the ever-increasing needs of today's globalization, the transformation in the education system needs to be put in place to ensure that nation's education seeks to provide the best 21st-century education to future generations. In line with the rapid development of the world

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since recently, most countries in the world are considering or re-evaluating the education system in their country (Abu Bakar, 2013). However, planning of these various initiatives will not work if the school leaders who are the change managers fail to handle them effectively. Competent school leaders in leadership skills are expected to help the government achieve the agenda of the nation's education transformation, while the weak and troubled school leaders in leadership are expected to thwart this great agenda (Mohd Yusri, 2012). Hence, emphasis on the quality of school leaders is one of the key shifts to mobilizing education transformation.

School leadership practices are among the key elements that contribute to the effectiveness of education change as well as external factors. The findings from previous studies show the importance of instructional leadership principals in managing change (Shafinaz, 2017; Nor Azni, 2015; Jameela Bibi, 2012; Hazura, 2009). When education changes take place, instructional leaders with the help of teachers are responsible for achieving school academic goals and are willing to devote their efforts in implementing school changes with emphasis on pedagogical aspects, teaching methods, and learning to improve academic quality of the school. This suggests that school leaders act as instructional leaders to mobilize changes among teachers. Accordingly, instructional leaders are among the major contributors to success in the implementation of change in schools (Carrier, 2011; Leithwood & Day, 2008; Sahin, 2011; Southworth, 2002). Due to this importance, in every transformation related to the education system, the practice of instructional leadership is one of the things that are emphasized.

The Concept of Instructional Leadership

The concept of instructional leadership has been widely studied in the 1980s and 1990s (Hallinger, 2000, 2003). There are various models and concepts that exist to explain instructional leadership. Among the instructional leadership models and theories can be referred to as the Hallinger and Murphy Models (1985), Model Weber (1996), Model Murphy (1990), and Mc Ewan Model (2009). Hallinger and Murphy (1985) define instructional leadership as principals' behaviors aimed at promoting and improving the process of teaching and learning in schools involving teachers, students, parents, school planning, school management, school facilities and resources. Many instructional leadership researchers make Model Hallinger and Murphy (1985) as the main reference (Nor Azni, 2015; Jamelaa, 2012; Yusri, 2012; Premavathy, 2010; Sukarmin, 2010; Wan Roslina, 2011; Brown and Chai, 2012; Lyons, 2010; Mattar, 2012; Peariso, 2011). Based on this model there are three dimensions in instructional leadership activities, namely determining school missions, managing instructional programs and creating school learning environment. While instructional leadership sub-dimensions in this model include eleven leadership functions, which include drawing on school goals, explaining school goals, supervising and evaluating teaching, coordinating curriculum, monitoring student progress, assure instructional time, maintaining learning support, providing incentives for teachers, enforcing academic standards, promote professional development and provide incentives for learning. Based on this model, Philip Hallinger built the Principal Instructional Management Rating Scale (PIMRS) Instrument that has been applied in more than 175 worldwide surveys (Hallinger, 2013). To improve this model, Hallinger renamed the model

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and instructional leadership concepts of Hallinger and Murphy (1985) models. According to him, the concept of instructional leadership is still in line with the needs and requirements of policy, research and management and practice of school leadership. Hence, the assessment on the extent of instructional leadership practice by principle in every school should be identified in the effort to produce high-impact leaders.

The Relationship between Instructional Leadership and Excellence in Schools
Policymakers and policy practitioners believe that instructional leadership is a key factor in making effective schools (Hallinger, 2011) because the concept of instructional leadership (Hallinger, 2003; Hallinger, Taraseina, & Miller, 1994) is based on effective school research, implementation of change and school improvement conducted in various countries by Edmonds (1979), Leithwood et al. (1989), Heck et al. (1990) and Rutter et al. (1979). In this regard, the practice was also emphasized by the Ministry of Education (MOE) in the school leaders to ensure excellence in schools. The Malaysian Quality Standards introduced by the Inspectorate and Quality Assurance stipulates that principals in Malaysian schools serve as instructional leaders, principals leading the implementation of the curriculum and creating a learning environment that encourages the adoption learning culture among students (2010). In the Malaysian Education Quality Standards wave 2 (KPM, 2017), the role of principals as instructional leaders is still emphasized in spearheading instructional activities at schools in ensuring the success of all the three waves in the Malaysia Education Blueprint 21st-century 2013-2025. Hoy and Hoy (2003) reinforce the importance of instructional leadership by stating that the main function of the school is to be related to the teaching and learning process, while the other is the second any aspect. As such, being instructional leaders, principals need to prioritize action to improve the quality of teaching and learning which is the main thrust of the school.

The quality teaching has a significant relationship with the level of instructional leadership practices practiced by school leaders. Most studies studying the relationship between instructional leadership and the quality of teacher teaching found significant relationship between the two (Ahmad Fauzi Ahmad, 2014; Mohd Yusri, 2012; Zahara and Suria, 2011; Che Bahaman, 2010; Roshilah, 2010; , 2009; Sazali, Rusmini, Abang Hut and Zamri, 2007). The findings of Mohd Yusri and Aziz (2014) show that instructional leadership has a positive relationship and contributes significantly to teachers' teaching competence (CR = 7.635,0.349, p = 0.00). This is also evidenced by the findings of Mat Rahimi and Mohd Yusri (2015) findings that the principal instructional leadership of principals contributes significantly to the teaching competence of teachers. Teachers are the main implementing agencies of teaching and learning in the classroom. The influence of instructional leaders on improving the quality of teaching of teachers can affect the learning of students. In addition, based on the research synthesis conducted by Hallinger on the leadership models studied (2011), he found that instructional leadership also had a great impact on student learning. The findings of Abdul Ghani and Anandan (2012), Zahara & Suria (2011) and Quah (2011) also show that instructional leadership practices contribute to the quality of student learning. Instructional leadership has a

stronger influence on student learning than transformational leadership (Abdul Ghani and Anandan, 2012). In line with this importance, instructional leadership practices play a major role in achieving the main goal of the school in improving student success.

The Role of Instructional Leadership in Managing Changes
Lately, most organizations need to perform changes including in the field of education (Herscovitch & Meyer, 2002; Khalid & Norhafezah, 2011; Santhidran et al., 2013). Education changes are aimed at improving the quality of existing education in order to provide quality human capital in the future (MEB, 2013). In this regard, the school should be wholly involved in ensuring the education changes implemented achieve its aim in terms of attitude, thoughts, values and practices for these changes have an impact on the situation of teaching and learning, the situation classroom environment in addition to the role of teachers and students (Tan, 2010). However, the previous researchers found that the changes in an organization is hard to be implemented (Hallinger, 2009; Fullan, 2007; Schein, 1996). Thus, school leaders need to serve as a effective spearheader`s to move the teachers to achieve the desired aim. Ability of the leadership can affect any changes and innovation in the organization (Tai, 2013; Jamelaa, 2012; Izani, 2012; Mohammed Sani & Izham, 2012; Leithwood & Strauss, 2009; Hoy and Miskel, 2008; Fullan, 2007). Most of previous researchers found that leadership is often associated with changes is instructional leadership. School leaders who practice leadership instructional are found to have a positive relationship with the implementation of changes in education in Malaysia (Nor Azni, 2015; Shafinaz, 2014; Rahimi, 2014; Yusri, 2012; Jameela, 2012; Rohilah, 2010; Azhan, 2009). Therefore, this leadership practice is continually emphasized in perform any education changes till nowadays.

As transformational, the leaders should create a willingness to change in school. Thus, the principal, as chief must first be ready to accept changes. Willingness to change is the first change phase based on Model Changes Kurt Lewin (1951) which should be addressed to ensure resistance to change is minimized. Organization will fail in their attempts to manage the changes effectively if the members of organization are not ready to change even in the first stage of changes (Armenakis et al., 1999). Hallinger (2003) concluded that when teachers consider that the practice of instructional leadership is an appropriate practiced in implementing changes, they will carry out changes and in fact will become more committed to perform such changes as described by Sheppard (1996). Findings by Jamelaa (2012) in Pahang shows that there are significant relationship between instructional leadership and the attitude of the principals on changes. Her findings found that three constant variables correlated and contribute (61.8%) significantly (P <0.05) to the attitude of changes in secondary school principals in Pahang from the perspective of the principals and teachers. When the leaders of instructional show positive attitude towards changes, teachers will also provide support and ready to implement changes (Nor Azni, 2015). Readiness of leaders and teachers to face with changes should also be accompanied by an effort to improve their knowledge and skills to manage the coming changes. If the principals do not have the skills and deep knowledge of changes, it is impossible to implemented the changes effectively (Suseela & Sim, 2010). In this

regard, the principals that practice instructional leadership should be a role model to teachers in implementing changes by increasing their knowledge and skills in order to be a reference to the teachers (Leithwood & Day, 2008). The role of the instructional leadership as a reference can help teachers who are faced with confusion and problems in the implementation of changes in school.

The practice of instructional leadership by principals is much needed to influence teachers` behaviour in improving the quality of teaching and learning as well as implementing effective academic management so the teachers can teach effectively (Alimuddin, 2010). Simin et al., (2015) who run the study of instructional leadership among principals in vocational and technic schools in Kuala Lumpur found out that the principals practicing instructional leadership are one of the factors that influences the behavior of teachers. However, it is not easy to urge the teachers to move away from their status quo. Thus, the instructional leader should creating school environment conducive as well as providing a significant impact in guaranting students excellence (Alimuddin, 2010). Previous findings found that principals practicing instructional leadership can create a safe and conducive learning environment through the collaboration between teachers, students and community as provide opportunities for students to learn, promoting cooperation with teachers, students and local communities (Jameela, 2012). While Shafinaz (2017) and Yusri (2012) found that the efficacy of teachers can also be increased with practice of instructional leadership to manage education changes. With high efficacy in education changes, teachers will be more prepared to accept changes. When the teachers` efficacy is successfully influenced by instructional leadership, the commitment of teachers also can be improved. Azni (2015) found that there a positive relationship between instructional leadership and teachers` commitment to implement the school-based assessment. As such, the importance of instructional leadership cannot be denied because this practice shows a positive relationship with teachers attitude. Principals and teachers as change agents in school should implement education changes that contribute to develop the potential and performance of the student optimally.

Conclusion

Based on the importance of instructional leadership that has been empirically proved in managing educational changes, the role of instructional leadership in improving the quality of education should not to be ignore. This discussion shows that instructional leadership is still relevant to be practiced to manage education changes in the 21st-century. Therefore, the school leaders who act as instructional leaders need to strive to be a high-impact leader to lead the implementation of education changes effectively.

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