



Instructional Leadership in Malaysia: Practices and Challenges in High Performing Schools

Haji Zainal Aalam bin Hassan

The aim of this study is to examine the instructional leadership practices and challenges of school leaders in Malaysian High Performing Schools (HPS). The focus is to ascertain if instructional leadership practices is evident among HPS leaders. Sixty-one High Performing Schools throughout Peninsular Malaysia were involved in this project. The analysis is based on the empirical data collected through questionnaire, semi-structured interviews and open-ended interviews. Data analyses resulted in descriptive and categorization of findings into thematic components. Seven dimensions of Instructional Leadership based on Quah (2011) were used to confirm the activities and challenges of the practice of instructional leadership in high performing school. The following findings were obtained: (i) The present study ascertained that instructional leadership practices are evident among HPS leaders. (ii) Three prominent dimensions of instructional leadership that were practiced among HPS school leaders are framing school goals followed by monitoring student progress and developing staff. (iii) This study affirmed that school leaders of HPS encountered challenges in every domain when practicing instructional leadership in their respective schools. The bottom line pertinent to the practice of instructional leadership is that schools are focused on teaching and learning that vitally pave way to student academic achievement. Thus, the practices and challenges of instructional leadership can also be extrapolated to other school leaders and not only high performing schools' leaders.

Keywords: instructional leadership, high performing school, practices and challenges



7

AS:A LEADERSHIP ROUNDTABLE 2017 | 亞太領導圓桌會議二零一七

years on: The state of the Asian knowledge base?
年以來亞太教育領導知識基礎述評

Taipei 台北