

Instructional Leadership, School Climate and Teacher Job Satisfaction

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ABSTRACT: The Malaysia Education Blueprint 2013-2025 focuses on empowering the leadership of school principals as a key platform to develop school excellence. Therefore, this study was conducted to look at the relationship of instructional leadership practiced by principals to the two main elements that influence school excellence, namely school climate and environment and also teacher job satisfaction. A cross sectional survey was used to collect data involving Residential Secondary School teachers in Kelantan. A total of 390 teachers from the population 10866 were selected randomly using graded sampling method. The Instrument consist of 52 items were used to measure the instructional leadership among principal (Hallinger & Murphy, 1985), 3 items to measure teachers job satisfaction (Johnson, Stevens & Zvoch, 2007) and 21 items were used to measure the school climate (James Griffith, 2003). The data were analyzed using IBM SPSS Version 25.0. The findings of the study indicate that, there is a significant positive relationship between principals instructional leadership towards school climate and teacher job satisfaction. The findings of the study can be used by school leaders in an effort to develop the school climate and environment while using the recommended approaches to increase the level of job satisfaction of teachers.

KEYWORDS: Instructional leadership, School climate, Teacher job satisfaction, Teacher commitment

I. INTRODUCTION

The Malaysia Education Development Plan (2013-2025) is a long-term education plan that includes the development of school leadership, the development of professionalism and the holistic development of students. To realize this aspiration, three main elements have been emphasized, namely the leadership of principals who are able to lead the school as a learning institution based on community needs, quality teachers and able to face current educational challenges and ensure that every student in the school can follow the teaching process and the best learning. The goal is to produce the value of discipleship that includes spiritual and physical aspects (Kementerian Pendidikan Malaysia, 2017). To realize this aspiration, the leadership practice of principals has always been a major topic of discussion in knowledge discourse gatherings both domestically and internationally. A sustainable school culture and climate has always been associated with a principal's leadership style ("Success. Sch. Leadersh.," 2016). In fact, the effectiveness of principal leadership has always been associated with instructional leadership style which is believed to be one of the most effective leadership styles in school management (Pan, Nyeu, & Cheng, 2017). Principals who practice instructional leadership is an icon who is always seen as someone who can influence others, can also make changes, especially in the aspects of teaching and learning. The principals who practice instructional leadership are normally labeled as an icon who is always seen as influence others to make changes, especially in the aspects of teaching and learning (Schiefele & Schaffner, 2015). The features embodied in this instructional leadership provide an opportunity for principals to develop the school environment as well as create a school culture and climate towards a fun learning environment (Gumus, Bellibas, Esen, & Gumus, 2018).

Harris and Jones (2019), stated that instructional leadership will drive a positive school climate. A positive school climate will contribute to teacher job satisfaction which will have an impact on student learning. He has listed 11 characteristics of schools that can contribute to the development of school climate and job satisfaction of teachers, namely; (1) professional leadership, (2) sharing of vision and goals, (3) existence of learning culture, (4) focus on teaching and learning, (5) purposeful teaching, (6) high expectations, (7) positive reinforcement, (8) monitoring of progress, (9) student rights and responsibilities, (10) home-school consensus, and (11) dynamic organization. Teacher job satisfaction will be reciprocated by the development of the school climate inherent from the effectiveness of instructional leadership.

II. PROCEDURE FOR PAPER SUBMISSION

Statement of the problem : Teachers in schools have gone through almost the same process of education, expertise, training and work experience, but why the quality of their teaching is different. Teachers need to be managed well to produce quality first-class human capital in the future. However, recently as a result of various changes in the national education system through educational transformation, teachers began to express their dissatisfaction in the task and felt they were burdened from before (Kementerian Pendidikan Malaysia, 2013). Nowadays, teachers are not only instructors in the classroom but also involved in documentation tasks and matters related to the school as a whole (Ambotang, 2013). As a result, teachers need to show a more skilled, innovative and creative attitude in balancing the time required to teach and perform the task in line with the requirements of the national education system (Jamil Ahmad & Norlia Goomally., 2008). Found that only 12% of teachers' teaching was delivered at a high standard, while another 38% were at a satisfactory standard and 50% of teachers' teaching was delivered at an unsatisfactory level (PPPM 2013-2025). What is causing this problem? What is the cause of such a scenario, is it due to job dissatisfaction among teachers or the school climate which is not conducive to the PdP process. Based on these needs and problems, the researcher wants to know the extent of job satisfaction of teachers in performing daily teaching tasks and whether it is influenced by the school climate or the type of leadership brought by the school administrator. What is the cause of such a scenario, is it due to job dissatisfaction among teachers or the school climate which is not conducive to the teaching and learning process. Past studies have found that one of the most important factors that determine a school's performance is the leadership style of its principals (Bush, Abdul Hamid, Ng, & Kaparou, 2018; "Success. Sch. Leadersh.," 2016; Harris & Jones, 2019).

In addition to the influence of the principal on school performance, the principal is also said to have an influence on the formation of the school climate. School climate is also identified as one of the factors that influence school performance (Abrahamsen & Aas, 2016). So, the extent to which principal leadership whether any style of leadership or instructional leadership influences the formation of school climate and job satisfaction among teachers in improving the achievement of school academic performance. The school climate is very important for influencing personal job satisfaction, and also influencing job efficiency (Destler, 2016). As a result the level of teacher satisfaction is very high and has a positive impact on the goals of education becoming a reality. A school that has teachers who are at a high level of job satisfaction can contribute to quality education and be able to produce successful students. In addition, they gain significant benefits by utilizing balanced work among administrators, teachers, students and parents (Yieng & Daud, 2017). The results of the analysis of Grade Point Average (GPS) based on three consecutive years showed that the achievement of Grade Point Average (GPS) of schools is declining, that is in 2017-2019, no school in the state of Kelantan achieved a Grade Point Average (GPS) of 0.00-2.25, which is excellent.

Overall, the performance of secondary schools in the state of Kelantan is good. However, his performance is not consistent from year to year. In the state of Kelantan, the results of Sijil Pelajaran Malaysia (SPM) for 2017 to 2019 show that the majority of schools are in an unfavorable position, namely GPS satisfactory of 4.51-6.75 for the three years 2017-2019 among 118 out of 136 residential schools in 2017, 121 out of 136 residential schools in 2018 and 117 out of 137 residential schools. This shows that the GPS in the Kelantan State Education Department is only on a satisfactory GPS. Therefore, this study needs to be conducted to help improve the GPS to a good level of 2.26-4.50 and excellent 0.00-2.25 according to GPS, KPM since 2013 the issue of GPS is satisfactory in the Kelantan State Education Department. Thus, this study attempts to identify the level of instructional leadership practices that are significant in impacting the school climate and the level of job satisfaction of teachers in high-performing schools in the state of Kelantan.

Purpose of the study: The main purpose of the study is to identify, explore and analyze respondent to the influence and the impact of instructional leadership towards to school climate development and teacher job satisfaction in Kelantan state secondary school.

1. Identify the level of instructional leadership, school climate and job satisfaction of teachers in Kelantan residential secondary school
2. Identify the relationship between instructional leadership and school climate.
3. Identify the relationship between instructional leadership and teacher job satisfaction.

4. Identify the relationship between school climate and teacher job satisfaction

Research Questions : *The following research questions guided the study;*

1. What are the levels of instructional leadership, school climate and job satisfaction of teachers in Kelantan residential secondary school?
2. Is there a significant relationship between instructional leadership and school climate?
3. Is there a significant relationship between instructional leadership and teacher job satisfaction?
4. Is there a significant relationship between school climate and teacher job satisfaction?

Hypothesis

The following hypotheses are formed and expressed in the form of null hypotheses.

1. There was no significant relationship between instructional leadership and school climate
2. There was no significant relationship between instructional leadership and teacher job satisfaction
3. There was no significant relationship between school climate and teacher job satisfaction

III. METHOD

Research Methodology : Researchers used a cross-sectional study approach by surveying teachers' perceptions of the variables used through a standardized questionnaire. The cross-sectional survey is to identify the existence of a particular attitude, situation or condition among the population studied. Therefore, survey-based studies were chosen to allow the study to be conducted on larger groups more easily (Edmonds & Kennedy, 2020). This study was conducted in Kelantan Residential Secondary School involving a population of teachers. However, the respondents not include principals, senior assistants and senior subject teachers (n=10866) and the number of samples taken was a total of 390 as suggested by Krejcie and Morgan, (2006). The method of managing the questionnaire was self-administered, which is allowing the questionnaire to be managed well and retrieve the form much easier. SDSS Version 25 are used to analyzed the data.

Questionnaire : The questionnaire consists of 5 (five) sections, namely sections A, B, C, and D. Section A contains the background of the respondents (5 items). While section B measures instructional leadership consisting of 52 items (Hallinger & Murphy, 1985). Part C is the items to measure teacher job satisfaction consisting of 3 items (Johnson, Stevens & Zvoch, 2007) and part D is a questionnaire to measure the school climate which consists of 21 items (James Griffith, 2003). These instruments have high validity and reliability values where the Cronbach's alpha value obtained in the study is above 0.71, which is a high value as classified by Sekaran (2003). This measuring instrument uses a seven-point interval type scale.

The data collected were analyzed using mean and standard deviation to answer the research questions and determine the homogeneity or otherwise of the respondents views.

Table 1:
Interpretation of Mean Score

Level	Mean
Very low	1.00 – 2.20
Low	2.21 – 3.40
Medium	3.41 – 4.60
High	4.61 – 5.80
Veri high	5.81 – 7.00

(Alotaibi et al., 2017)

Descriptive analysis showed that the mean scores for all study variables were at a high level, namely the variables, instructional leadership (M = 5.42, SD = .70), school climate (M = 5.42, SD = .79) and job satisfaction (M = 5.43, SD = .79).

IV. RESULT

Result of the study were presented in the table below.

Research question 1 : What are the levels of instructional leadership, school climate and job satisfaction of teachers in Kelantan residential secondary school?

The results of the descriptive analysis showed that the mean score for the level of instructional leadership and the mean score for each dimension in instructional leadership as below.

Table 2: Mean Score of Instructional Leadership and Dimensions

Variables and Dimensions	Mean	SD	Level
Instructional Leadership	5.42	.70	High
IL 3	5.46	.70	High
IL 1	5.43	.76	High
IL 2	5.36	.73	High

Descriptive analysis showed that the level of instructional leadership was high (M = 5.42, SD = .70). This result is obtained since all dimensions in this instructional leadership variable are in a high range, that is, the dimension of Promoting School Climate has the highest mean value (M = 5.46, SD = .70), followed by the dimension of Explaining the Mission with a mean value (M = 5.43, SD = .76) and (Managing Instructional Programs with a mean value (M = 5.36, SD = .73) which are also at a high level

The results of the descriptive analysis showed that the mean score for the level of school climate and the mean score for each dimension in the school climate based on the position according to priority are as shown in Table 3.

Table 3:
Mean Score School Climate and Dimensions

Variables and Dimensions	Mean	SD	Level
School Climate	5.42	.78	High
ISSS	5.43	.83	High
ISIP	5.43	.75	High
ISK	5.42	.82	High
ISHP	5.41	.79	High
ISMK	5.40	.88	High

Data analysis showed that the level of school climate was high (M = 5.42, SD = .78). This result is obtained since all dimensions in the school climate variable are also in a high range, which is between (M = 5.40, SD = .88) to (M = 5.43; SD = .83). Of all five (5) components for this school climate, the dimensions of Resources in Schools and Teaching Innovation had the highest mean values, namely (M = 5.43, SD = .83) and (M = 5.43, SD = .75), followed by the dimensions Collaboration with mean (M = 5.42, SD = .82) and Student Relationships with mean (M = 5.41, SD = .79). While the ISMK (Decision Making) dimension is the lowest mean value (M = 5.40, SD = .88).

The results of the descriptive analysis showed that the mean score for the level of job satisfaction is as shown in Table 4

Table 4:
Mean Score of Job Satisfaction

Variable	Mean	SD	Level
Job satisfaction	5.43	.79	High

Data analysis showed that the level of school climate was high (M = 5.43, SD = .79).

Hypothesis 1: There was no significant relationship between instructional leadership and school climate

The strength of the relationship was measured based on the value of the coefficient r for the hypothesis involving Pearson correlation analysis. The interpretation of the value of the coefficient r referred to is as shown in Table 5.

Table 5:
Interpretation of Coefficient Value r
(Resource : Dancey & Reidy, 2017)

Nilai Pekali r	r
0.00	Not exist
0.10 - 0.39	Weak
0.40 – 0.69	Medium
0.70 – 0.99	Strong
1.00	Perfect

Pearson correlation analysis shows that instructional leadership has a strong and significant positive relationship with school climate as shown in Table 6

Table 6:
Pearson Correlation Analysis for the Relationship between Instructional Leadership and School Climate

Variable	Mean	SD	1	2
1. Instructional leadership	5.42	.70	1.00	.90**
2. School climate	5.42	.78		1.00

** $p < .01$ (2-tail)

The value of Pearson coefficient in Table 6 shows a strong positive relationship and this value is significant ($p < .01$). This value of r explains the indicator of the existence of a significant and strong positive relationship (Dancey & Reidy, 2017) between instructional leadership and school climate, $r = .90$, $p < .01$. Therefore the value of the coefficient of determination, $r^2 = .81$, means 81% of the school climate level is contributed by the instructional leadership variable. Thus the H_01 stating that there is no significant relationship between instructional leadership and school climate is rejected.

Hypothesis 2: There was no significant relationship between instructional leadership and teacher job satisfaction

Pearson correlation analysis shows that instructional leadership has a strong and significant positive relationship with job satisfaction as shown in Table 7.

Table 7:
Pearson Correlation Analysis for the Relationship between Instructional Leadership and Job Satisfaction

Variable	Mean	SD	1	2
1. Instructional leadership	5.42	.70	1.00	.87**
2. Job satisfaction	5.43	.79		1.00

** $p < .01$ (2-tail)

The value of the correlation coefficient in Table 7 indicates a positive relationship and this value is significant ($p < .01$). This r value explains the indicator of the existence of a significant and strong positive relationship (Dancey & Reidy, 2017) between instructional leadership and job satisfaction, $r = .87$, $p < .01$. Therefore the value of the coefficient of determination, $r^2 = .76$, means 76% of the level of job satisfaction is contributed by the instructional leadership variable. Thus the H_02 stating that there is no significant relationship between instructional leadership and job satisfaction is rejected.

Hypothesis 3: There was no significant relationship between school climate and teacher job satisfaction

Pearson correlation analysis shows that school climate has a strong and significant positive relationship with job satisfaction as Table 8.

Table 8:

Pearson Correlation Analysis for the Relationship between School Climate and Teacher Job Satisfaction

Dimention	Mean	SD	1	2
1.School climate	5.42	.78	1.00	.93**
2. Job satisfaction	5.43	.79		1.00

** p<.01 (2-tail)

The value of Pearson coefficient in Table 8 shows a strong positive relationship and this value is significant ($p < .01$). This value of r explains the indicator of the existence of a significant and strong positive relationship (Dancey & Reidy, 2011) between school climate and job satisfaction, $r = .93$, $p < .01$. Therefore the value of the coefficient of determination, $r^2 = .86$, means 86% of the level of job satisfaction is contributed by school climate variables. Thus the H_0 stating that there is no significant relationship between school climate and job satisfaction is rejected.

V. DISCUSSIONS AND FINDINGS

Overall, from the point of view of teachers, the results of the study showed a high level of instructional leadership, school climate and job satisfaction. The results of descriptive analysis showed that the mean scores for all study variables were at a high level, namely instructional leadership variables ($M = 5.42$, $SP = .70$), school climate ($M = 5.42$, $SP = .78$) and job satisfaction ($M = 5.43$, $SP = .79$). In addition, all the dimensions in the four variables are also at a high level. Leadership requires a process of adaptation (Cansoy, Polatcan, & Kılınç, 2019) and leaders take action through a an instructional leadership as well as address a variety of tasks and roles effectively (Zuckerman & O'Shea, 2021). School leaders should always be prudent in maintaining interpersonal sensitivity and integrity (Thien, Adams, & Koh, 2021). In fact, to realize an excellent school, instructional leadership should be practiced simultaneously for the improvement of school performance through the development and sustainability of collaboration, shared vision and mission as well as a conducive environment for student learning. In fact, to realize an excellent school, instructional leadership should be practiced simultaneously for the improvement of school performance through the development and sustainability of collaboration, shared vision and mission as well as a conducive environment for student learning. Good relationships between principals and teachers will generate collaborative work movements and involvement of all teachers. This is important to help schools to improve the achievement of their respective schools (Cansoy & Parlar, 2018). The findings of this study are in line with Vogel (2018) study which found that teachers' job satisfaction will have a positive impact on their respective teaching. This shows that with job satisfaction among teachers, quality teacher teaching will also be able to be implemented effectively.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made.

1. Other studies are needed to help further elucidate the elements of the study that were not focused on in this study. This study is limited to Kelantan Residential Secondary School.
2. In addition, this study uses a quantitative method which only involves data collection based on questionnaires only. Therefore, the next study is proposed to conduct a mixed method study with several respondents teachers and school administrators involved in addition to distributing questionnaires. Thus, the findings obtained are stronger because the qualitative findings can support the quantitative findings that have been obtained by researchers.
3. Further, this study only looked at the school climate as a whole dimensions which is related to instructional leadership and teacher job satisfaction but doesn't look in deep which dimensions has strong enough to contribute to instructional leadership and job satisfaction as well as teacher job satisfaction. Future studies are proposed to conduct tests on each dimension of school climate to ascertain which dimensions truly influence these independent variables and dependent variables. Therefore, the findings of the study will be more in-depth and meaningful for the future.
4. Finally, in this study the teacher evaluates the level of job satisfaction of the teacher to be achieved. Measurements of school climate, instructional leadership and teacher job satisfaction should also be evaluated

by other parties who are more authoritative and know the teachers involved more closely such as school administrators. Thus, the assessment of the level of school climate, instructional leadership and the level of job satisfaction of teachers will be more accurate and not based on perception alone.

VI. RESULT AND DISCUSSION

The contents of the journal are peer-reviewed and archival. The journal publishes scholarly articles of archival value as well as tutorial expositions and critical reviews of classical subjects and topics of current interest.

Authors should consider the following points:

1. Technical papers submitted for publication must advance the state of knowledge and must cite relevant prior work.
2. The length of a submitted paper should be commensurate with the importance, or appropriate to the complexity, of the work. For example, an obvious extension of previously published work might not be appropriate for publication or might be adequately treated in just a few pages.
3. Authors must convince both peer reviewers and the editors of the scientific and technical merit of a paper; the standards of proof are higher when extraordinary or unexpected results are reported.
4. Because replication is required for scientific progress, papers submitted for publication must provide sufficient information to allow readers to perform similar experiments or calculations and use the reported results. Although not everything need be disclosed, a paper must contain new, use able, and fully described information. For example, a specimen's chemical composition need not be reported if the main purpose of a paper is to introduce a new measurement technique. Authors should expect to be challenged by reviewers if the results are not supported by adequate data and critical details.

VII. CONCLUSION

The findings of the study indicate that instructional leadership dimensions have a strong relationship towards the school culture and teacher job satisfactions. Principals have a role to play in developing teacher professionalism to improve student well-being holistically. Therefore, instructional principals should present themselves as role models in teaching and learning. At the same time, instructional principals need to create positive interactions and relationships to create a school climate and environment that is supportive to student learning. This developed element will lead to an attitude of togetherness among teachers. This collaborative will foster a sense of belonging and impact, teacher job satisfaction can be increased. A strong combination of three elements, namely, instructional leadership of principals, conducive school climate and environment as well as the level of job satisfaction among senior teachers, excellent school management can be realized, student learning can be improved and teacher job satisfaction does not pose a problem to management. However, instructional leadership is not the best leadership style, in fact, there are various leadership styles that can be practiced in school management. There are also leadership styles that are intertwined to deliver effective impact. Nevertheless, within the scope of this study, instructional leadership is able to create a positive school environment and climate and is able to develop the level of job satisfaction of teachers.

APPENDIX

It is optional. Appendixes, if needed, appear before the acknowledgment.

ACKNOWLEDGMENT

It is optional. The preferred spelling of the word "acknowledgment" in American English is without an "e" after the "g." Use the singular heading even if you have many acknowledgments. Avoid expressions such as "One of us (S.B.A.) would like to thank" Instead, write "F. A. Author thanks " *Sponsor and financial support acknowledgments are placed in the unnumbered footnote on the first page.*

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