CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this study is to investigate the role of the principal as an instructional leader in a secondary school towards effective school based on teachers' perception.

Research on the subject in Malaysia is scarce and hence this review relies mainly on literature available from writings, journals and papers from both local and foreign countries.

2.1 Effective School

The Oxford Dictionary defines school as 'an institution for educating children or for giving instruction'. Effective is defined as 'making a striking impression'. Allee (1978) said that effectiveness is producing the intended result; efficacious; successful'.

Getzel (1969:22) concluded that:

A school may be said to be effective to the extent that there is congruence between its objectives and its achievements. In other words, it is effective to the extent that it accomplishes what it sets out to do.

Getzel believed that a school is said to be effective when there is high correlation between objective set and what actually has been accomplished. The school would be ineffective if correlation was low. Brookover et al (1979), Rutter et al (1979) stated, schools that scored under or above a national standard or those
who produced worse or better outcomes then could be expected on the basis of students intake characteristics were defined as less or more effective schools.

Edmonds (1979) defines that:

Effective school as an effective school brings the children of the poor to those minimal materials of basic school skills that now describes minimally successful pupil performance for the children of the middle class.

However, Brookover et al, (1982) defined effective school is one in which essentially all of the students acquire the basic skills and other desired behavior within the school.

In the local scenario, Hussein (1993) defines an effective school is not an established or premier school but a school, which has high achievement while Ramaiah (1995) felt that an effective school is a school, which has influence towards the academic achievement of students. This does not mean that a school, which produces 100% passes in Sijil Pelajaran Malaysia, is effective but with good discipline, good attendance rate and a conducive school climate.

There are many more definitions on effective schools. As we know a school is a complex and dynamic entity, which is constantly, interacting with its members may it be within its boundary or outside. There has been a lot of studies and research done on effective school. Among them are: Coleman Report 1966 in Equality of Educational Opportunity was one of the important reports done at this time. Data from 4000 over schools and the administration of standardized tests of ability and achievement of 645,000 pupils were used to determine school resources to pupil achievement. Coleman’s report stated that ‘school made no difference, that teaching was unimportant’. (Hopkins and Reynolds 1994:79)
Jencks and colleagues (1972) in the book ‘Inequality’ obtained the same data as the Coleman’s Report, that schools do not have effect on academic achievement of students. Jencks and friends found that by making resources in school equal would not make students ‘appreciably more equal after they finish school’.

Public criticism and negative messages associated with education brought about a lot of concern in the function of schools. This was made worse with the failure of The Headstart program. School do not make a difference became an issue of concern not only by the public but also the educationist. This brought about the ‘effective school movement in the 1970s whereby attempts to review and evaluate the role of schools were the main concern.

Owens (1995:308) concluded that:

The effective schools concept turns 180 degrees from traditional educational thought that tends to blame the victim, namely the student, for low academic achievement.

Weber (1971) in his research on ‘Inner-City children can be taught to read’ found that children in the four effective and ineffective schools had reading achievement, which equaled or exceeded the national norm. Weber further identified eight factors that influenced the achievement of students. The factors are strong leadership, high expectations, good atmosphere, strong emphasis on reading, additional reading personnel, use of phonics, individualization and careful evaluation of pupil progress. Rutter et. al. (1979) in his ‘Fifteen Thousand Hours’ found important within school factors, which determines school effectiveness. The factors are balance of intellectually able and less able children
in school, the reward system, the school's physical environment, the use of homework, the possession of academic goals, the teacher operating as a positive model, good management of classroom and strong head teacher.

Edmonds (1979) in Search for Effective Schools concluded that certain urban schools which is situated in the minority group and with low SES have students who are high achievers. Edmonds formulated six points that would be used, expanded, revised and amended by other researchers. His formulation represented the clearest and most firmly based expression to date of the effective schools research and movement. (Hopkins and Reynolds, 1994:88)

The six points are summarized as strong administrative leadership, instructionally effective schools, orderly school atmosphere, basic school skills made important, school energy and resources and constant pupil evaluation.

Thus it can be said that school effectiveness research has seen a turning point whereby variables like strong leadership, positive ethos, teachers attitude and expectations and student expectations and readiness, parental involvement are some of the variables used to bring about an effective school.

It can be said that the strongest determinant of an effective school is the principal. The principal sets the tone and makes a difference in the school.

Barth (1980:3-4) says that:

It is not the teachers, or the central office people, or the university people who are really causing schools to be the way they are or changing the way they might be. It is whoever lives in the principal's office.

Wellish et al, 1978; Berman & McLaughlin, 1975; Sikorski et al, 1976; Lipham, 1977; Little, 1981 stated that a strong principal is one of the hallmarks of
an effective school and any attempt to make a substantial lasting impact on a school must involve its principal.

Shahril (1997) used Edmonds’ (1979) fine factor model of school effectiveness, found that strong effective principal leadership, positive school climate, high expectations of student achievements, frequency of evaluation and strong parent-teacher association were determinants of effective schools.

Researches on school effectiveness done over the years have put a lot of emphasis on the principal, Weber (1977), Edmonds (1979), Rutter (1979), PhiDelta Kappa (1980), Mortimore (1988), Shahril (1997), Kementeriaan Pendidikan Malaysia (1996) and Salmah (1998). Finn (1983:13) on five years research of effective schools stated that what nearly always sets those extraordinary schools apart from others turns out to be their principals.

2.2 The Role of the Principal as an Instructional Leader.

There are various definitions of the term role in the literature of social science. Getzels, Lipham, Campbell (1968:60) defined ‘role’ as the structure or normative elements defining the behavior of role incumbents of actors; that is, their mutual rights and obligations.

The role of the principal has moved from the tradition autocrat to a chief executive. At the beginning of the century, principals or ‘headmaster’ traditionally known; yield vested power or had the absolute power in the school.

The headmaster in most English schools, certainly holds a position of absolute power, for which no analogy can be found in other professions whatever,
a position, further, of authority and influence far surpassing all that is exercised by
those of the same rank in other countries.

Norwood and Hope (1982:399)

The headmaster is in control in his school. Towards the end of 1930’s a
new role emerged- the leading professional. The principal’s role is more of
educational knowledge.

This role persona was characterized by openness to consultation with
colleagues, external professional influences for innovation in curriculum and
teaching methods and involvement in educational activities outside the school –
the leader by professional teaching expertise and more cosmopolitan educational
knowledge. (Morgan and Bell 1982:399)

In the early 1970’s however, the leading professional role model began to
undergo a change. Changes in school size, total enrolment and the growing
interest from the public have challenged the relevance of a headship role model,
which still largely concentrated in decision-making process in the hands of one
person.

Wallace (1992:8) found that the leadership role of the principal now as a
chief executive whereby principals need to work together with members of the
school, need to be proficient in staff development, experts in human relations and
convenes of business, political and social service execution.

The concept of instructional leadership emerged in the early 1980’s. Principals were now charged of academic mission, and not just managing
school operations. Present views on leadership suggest the principal’s role is to
create a school culture in which decisions are made collaboratively.
As Conley and Goldman (1995) states:

Such ‘facilitative’ leadership exercises power through others, not over them.

There are many researches done on the characteristics of effective principals. Among them are: Hoy and Miskel (1987) says that a principal is responsible in curriculum and instruction, negotiation, physical facilities, finances and business and recruitment and public relation. Novetry (1979) states principal, as an instructional leader should emphasize on teaching and not just do administration work, plan and discuss strategy with teachers and do observation.

Sergiovanni (1987:23) listed five leadership forces or behaviors of an effective principal who practices instructional leadership. The five forces are technical force, human force, educational force, symbolic force and cultural force. Husein (1993) states that responsibilities of a principal includes the school philosophy, objective, guide teachers in the teaching-learning process, have staff development and coordinate all activities related to education. Johnson and Snyder (1986:237) stated that the central job thrust for principals has been redirected in recent years from school maintenance to instructional leadership. Student achievement has been the single most important outcome of schooling and it is to that end the principals’ behavior has been redirected.

Peterson (1993:188) distinguishes instructional leadership as direct and indirect. Direct instructional leadership is immediate interactions of principal with teachers and others about the classroom, teaching, student performance and curriculum. Direct instructional leadership is hands on and face to face where else, indirect instructional leadership are behaviors that deal with schools internal and
external environment, the physical and cultural context surrounding the classroom, teaching and curricula.

The principal is confronted with a variety of tasks. Managing a school is time consuming and demanding. Many of the tasks are routine, while others require planning and expertise. Jacobson (1972:135) stated that changed societal conditions have resulted in conditions that make the task more difficult. In spite of all this, still and always the principal’s most important task is the improvement of instruction. Krajewski, Martin and Walden (1983:78) said that the function of an elementary school is to provide instruction and learning experiences for students. The principal occupying the leading position in the school, is therefore the instructional leader.

The importance of the role of the principal as an instructional leader is further emphasized by Pink (1983) in a detailed study in 30 days in mid-Western high school to show that student academic achievement associated with the administrators rather then other background factors. He found that neglect of the instructional leadership functions by the administration staff (principal, three vice-principal and heads of department) resulted in low/declining student achievement in school. He emphasized the importance on instruction, expectations of high student achievement, helping teachers in instruction, stress on improvement of resources, a good staff development program and a standardized student monitoring system under the instructional leadership role of the principal. Based on views from educators on the role of the principal, it all boils down to the most important function of the principal as an Instructional Leader. There are several
views on the tasks of the principal as an instructional leader. Some of them are as follows: Hallinger 1984, Hallinger and Murphy 1985 whose studies of principal behavior led to the conclusion that instructional leader could be conceptualized in terms of 10 categories:

i) Frame the school goals   vi) Protect instructional time

ii) Communicate the school goals   vii) Maintain high visibility

iii) Supervise & evaluate instruction   viii) Provide incentives for teachers

iv) Coordinate the curriculum   ix) Promote professional development

v) Monitor student progress   x) Provide incentives for learning

Principal as instructional leaders cannot exercise instructional leadership in a vacuum. They need support from teachers, students, parents and the community. Instructional leadership is a responsibility that is shared by a group of people both in and out of the school boundary.

Bevoise (1984:20) stated that principals initiate, encourage and facilitate the accomplishment of instructional improvement according to their own style, abilities and contextual circumstances. They still need a lot of help from others if improvement is to become the norm.

Hallinger and Murphy (1987) stated that the principals role comprises three dimensions of instructional leadership activity which are defining the school mission, managing the instrument program and promoting the school learning climate. Pajak (1993) concluded that, in contrast to the common practice of
instructional leadership as ‘reinforcing specific prescribed teacher behavior and skills’, the emerging dialogue, stresses classroom teaching, curriculum, staff development and helping teachers discover and construct professional knowledge and skills. Krug 1989, Krug, Ahadi and Scott 1991, Maehr and Ames 1988, Maehr, Braskamp and Ames 1988, came out with the similar conclusions regarding on the tasks of instructional leadership

i) Defining Mission  ii) Managing curriculum and instruction

iii) Supervising teaching  iv) Monitoring student progress

v) Promoting instructional climate.

From the views from the educators it is found that the role of the principal as an instructional leader is important. Based on the above five dimensions, the role of the principal as an instructional leader will be emphasized.

Good instructional leaders are able to harness the interests of the community taking advantages of its strengths which at the same time focusing on its needs. Overtime, effective instructional leaders will even mould the community’s expectations for the school, changing satisfaction with mediocrity or special interests to expectations for excellence in the entire program. (Ubben and Hughes, 1987:22)

2.3 Defining Mission /Vision

Goodlad (1979:346 ) stated that the principal is central to the attainment of the kind of school implied. He or she, far more than any other person, shapes and articulates the prevailing ambience and creates a sense of mission. Hallinger and Murphy (1987:57) stated that instructional leaders have a clear vision of what the School is trying to accomplish.

By defining the mission, staff, students and the community share a sense
of purpose which unites all the school activities. Clear school goals promotes both accountability and instructional improvement. A clear sense of mission is particularly important during time when schools are undergoing structural changes. (Krug 1992:433) Clear mission will keep and guide members of the school to keep on track with the schools objectives. Running a school without a clear mission is like beginning a journey without having a destination in mind.

Principals as instructional leaders should collaborate with members of the school while formulating mission. Rogers (1995), cited that at a minimum, major stakeholders (teachers, parents, community, students) should be invited to participate in formulating the mission. Strong school leadership is recognized as a key to school improvement. Strong leaders are needed to set school goals and to develop plans and motivate teachers to achieve those goals. Hopkins (1998).

Fritz (1996) said that organizations advance when a clear, widely understood vision creates tension between the real and the ideal, pushing people to work together to reduce the gap. Conley and Colleagues (1992) stated that schools with a clear vision have a standard by which teachers can gauge their own effects.

People are speaking the same language, they have the same kinds of informal expectations for one another, more common ground. Principals need to remain focused and emphasize the importance of institutionalizing the vision. The vision will wither unless it takes in the form of policies, programs and procedures. At the same time, the curriculum, staffing, evaluation and budget must feel the impact of the vision or it will gradually lose credibility. (Lashway, 1997)

Lashway (1997) adds that developing a vision requires continuos reflection, action and reevaluation. It is inevitable to say that the principal plays a pivotal role in shaping the vision, he is the chief instigator, promoter and guardian
However, besides taking the lead, principals need to involve teachers in achieving
the vision, as teachers are the ones who are directly able to translate the school’s
mission through the teaching and learning process.

Lashway (1999:3) further concluded that above all principals must create a
climate and a culture for change. They do this by speaking about the vision often
and enthusiastically, by encouraging experiments, by celebrating success and
forging failures and by remaining steadfast in the face of the inevitable problems
and mistakes.

Kotter (1996) stated six characteristics of a vision:

i) Can it be visualized?
ii) Does it build desire and interest to achieve the vision?
iii) Focused and in detail
iv) Flexible
v) Can be explained easily

A successful leader is one with a clear vision. Vision determines the running of an
organization. Principals who have vision are said to be proactive, responsible,
confident, committed, dedicated, creative innovative and is ready to move away
from their ‘comfort zone’.

Rahimah and Zulkifli (1996, 1997) stated that the principal is the key to an
effective school whereby the principal has to have a clear vision and mission.
They further found that among the characteristics of an effective principal is one
who practices ‘open door’ policy, democratic, encourages teacher’s participation
in decision making and collaborates his mission into the school’s mission.

Rahimah (1999) concluded that principals in the new millenium should be
visionary leaders whereby they portray characteristics such as clear, realistic and
meaningful vision which can increase teacher’s commitment. Rahimah further emphasized that the vision has to be flexible and in line with policies and development of the country.

Rahimah, Zulkifli and Shahril (1999) stated that principals who emphasized on mission and vision for the schools were said to be effective schools. These were manifested in clearly stated philosophy, aims, objectives, vision, mission and school motto, each of which were explicitly made know to every member of the school community. Principals also plan out the various programs towards realizing the vision and mission of the schools. The principals in these effective schools were highly committed in their work and strive to make the school attain the vision and mission and encourage the inoculation of high quality work ethics and accountability among the staff.

From the findings of the above studies, it can be concluded that the role of the principal in defining the mission and vision of the school is important and it influences the teaching-learning process.

2.4 Managing Curriculum

The core business in schooling is instruction; therefore effective principals need to provide sufficient information so that teachers can plan their classes effectively. Principals need to be constantly aware of special needs of each instruction area.

Anderson, Hiebert, Scott and Wilkinson, 1985 stated:

Similarly in reading, principals need to be aware of newly emerging theories of reading that argue for an instructional approach that focuses on broad, integrated strategies rather than on discrete subskill acquisition.

With a broad base of knowledge, principals can provide the resources that
teachers need to effectively carry out the school’s mission. Reitzug (1999:352) in a case study of Instructional Leadership examined the instructional leadership behavior of a principal who, provided staff development, modeled inquiry, asked questions, encouraged risk taking, required justification of practices and critiqued by wandering around. This behavior of the principal would make teachers implement innovation, teamwork and consider alternatives in their work. Traditionally instructional management by principal has been viewed as supervision and evaluation of instruction. However, based on research on effective schools and school improvement, indicated those principals should also pay equal attention to coordinating the curriculum and monitoring student progress.

Hallinger and Murphy (1987:57) found that principal’s coordinate curriculum by ensuring that students receive appropriate instruction in areas identified by the school district. Principal’s involvement in monitoring student progress both within individual classroom and across grades is an equally potent but under emphasized, area of principal activity. However Snyder, (1983:36) added that curriculum development or program planning often becomes burdensome and inefficient in a school when staff members fail to establish priorities and to concentrate on a manageable portion of total program development.

In general the school’s learning program needs to be coordinated and defined in terms of expected levels for student achievement. Principals need to emphasis on staff involvement in the development, implementation and evaluation
of programs. This would help teachers, students and parents to know what is expected of the program and hence work towards it. An instructional leader is one who is well versed in the literature and is ready to provide appropriate staff development for teachers.

Principals need to be visible. In Goodlad’s (1984) study of schooling states that teachers in typical schools did not want their principals in the classroom. But in schools where the principal practices instructional leadership, teachers go to the principal with instructional matters or concerns whereby they want their principal in their classroom.

Principal who is an instructional leader need to provide guidelines and keep teachers informed on recent developments in education. The principal encourages the staff to take up in-service courses and organizes school-based workshops on professional needs for teachers. The principal is always around, visible to all members of the school.

The Education Ministry of Malaysia (1998) categorized excellent principal into five dimension, which are a curriculum leader, administrator and manager (dealing with office, staff and students), quality personality, good communication and problem solver.

Rahimah (1999:10) concluded that as leaders, principals need to be committed and purposeful in line with the national education policies and make schools a learning organization. Besides this, principals need to be well versed in the running of the curriculum and managing the school.

Principals need to collaborate and work together in a team (a cause
beyond one-self). As leaders, principals too need to entrust and empower teachers in helping to manage the school. In other words, principals need to practice shared leadership. By working and collaborating in a team, management of the curriculum and instruction would be easier.

2.5 Supervision of the teaching-learning process

Teachers, who are after all the leaders in the classroom, also model behavior and attitude that affect a school’s climate. Squire, Huit and Segars (1983:75).

Teachers are the main people whom the school’s mission is directly fulfilled. The core business of schooling is the teaching-learning process whereby the key people who are involved in this process are the teachers. Gartland and Rosenberg (1987:223) states that at least 50% of class time should be devoted to interactive activities and 35% of instructional time be spent monitoring controlled and independent practice.

The principal can protect classrooms from external interruption and altering activities to maximize instructional time. Cohen and Hart and Hester (1987:223) suggest arranging the room so that educator is not facing the door during instruction. This will reduce the possibility that a passerby might be encouraged by eye contact to interrupt. Teachers on the other hand need to begin and end classes on time. The movement from one activity to another is known as transition time and needs to be completed both smoothly and quickly. The focus of the effective instructional leader is more oriented to staff development than to performance evaluation. The effective instructional leader is prospective rather
than retrospective.

Puckworth (1984:18) cited

Staff meetings, staff development activities and observation and consultation with individual teachers provide opportunities for the principal to encourage and recognize good work and show determination to remedy slack teaching.

Sheppard (1996) concludes by reporting

That promoting a teacher’s professional development was the most influential instructional leadership behavior at both the elementary and high school. Teachers were more committed, involved and innovative in their classrooms.

Rahimah (1981) concluded that the climate of elementary schools in the Federal Territory of Kuala Lumpur, was significantly correlated to student achievement. Principals who practiced open climate found that the achievement of students was higher and better.

Rahimah, Zulkifli and Shahril (1999) cited:

The better principals that significantly impact the schools are perceived as a ‘go getter’. He or she does not wait for directives to make things happen. They will manage the school using the school staff as a team. In other words, principal leadership tends to foster positive school climate and learning environment. This will in turn accelerate the attainment of school goals and objectives, which in many instances are used as a benchmark for school effectiveness and school improvement.

2.6 Monitoring Student Achievement

Mach (1992:440) cited that principals’ effect on students is usually indirectly exercised through their control of the school’s psychological environment. Good instructional leaders need to be aware of the different ways in which student progress can and should be assessed. Principals are the first-level quality control
on the preparation of students.

Other studies (Brookover, Beady, Flood, Schweitzer and Wisenbaker, 1979, Walberg 1979) have provided evidence that school climate is an important predictor of student learning even when the demographic factors with which school climate is correlated are held constant. The principal determines the climate of a school and therefore determines student achievement.

Krug (1991) suggested that 25% of the variance in student achievement could be attributed to effective school leadership and the learning climate that school leaders shape and nurture. Principals are in the best position to influence and emphasize quality relationship among members of the school. Student achievement is seen when teachers portray positive perception on their workplace and therefore are more productive. Results are better when principals emphasis less on punishment and critical critique but move towards more praising and rewarding students.

Brandt (1989:11) stated that

'Frankly I never anticipated that we would find such a powerful relationship between leadership of the principal and student outcomes. After all, the principal is one step removed from the direct instruction process. But what one found is that the teacher’s perception of their work environment is so important, the power of the principal’s leadership so pervasive, that it has a measurable impact on student learning'.

Continuous evaluation of student progress is important for effective school. The greater the involvement of assessment by the principal, the higher is student achievement.
In Malaysia, the study done by Kathiravelu (1980) stated:

There is a positive relation between leadership style of the principal and student achievement.

The Ministry of Education (1998) stated:

Effective principals should be able to plan, conduct, evaluate continuous staff development courses for the teachers. Principals should build a culture of success, help teachers in dealing with discipline cases and constant supervision and evaluation.

Rahimah (1999:11) concluded:

Principals should have effective, clear, open and accurate communication. Two-way communication would bring about a conducive atmosphere for teachers to Work in.

2.7 Promoting Conducive Climate

Every school has a learning climate. Brookover et al (1982:23) found that schools with effective learning climate have high achievement regardless of the type of community served by the school. By the same token, ineffective school learning climate is associated with low levels of achievement. Previous research indicated that schools make little difference in the achievement of students. Race and family background (SES) were factors, which contributed to student achievement. (Coleman 1966).

A positive school climate is both a mean and an end. A conducive climate makes it possible to work productively towards academic learning, social development and curriculum development.

Phi Delta Kappa (1973:9) states that an effective climate provides the basic
human needs within the school which are as follows:

Physiological needs – for involvement in learning. These would include the physical aspects of the school – electricity, water, safety, beautification of the school.
Safety needs - security from physical and psychological abuse and assault from others in and around the school.
Acceptance and Friendship needs – from other students, teachers, staff and administrators.
Achievement and Recognition needs – in regard to one’s endeavors. This would allow one to maximize one’s potential or to achieve the highest level.

The school administrator makes the difference. As an instructional leader, the principal provides a varied learning environment for students and teachers. This positive environment encourages members of the school to communicate openly and congenially. With a conducive climate students can further pursue their ideas, utilize the resources in school. The learning environment not only is conformed in the school but out into the community.

As an instructional leader, principal constantly encourages, support, reward and praise students and teachers. The principal constantly reinforces effective behavior. School leaders are key to shaping the school culture.

Phi Delta Kappa (1973:29) states that

Self-directed, change-oriented administrators lead faculties that move rapidly from theory to practice. Very simply stated, the principal knows where he is going. He reads widely, listens to teachers and other experts and reflects in the pressures that come from many sources. He has developed a philosophy of education.

Mortimore and Sammons (1987:29) states that in crafting school culture,

School leaders are models, potters, poets, actors and healers. They are historians and anthropologists. They are visionaries and dreamers.

Schools on the hold are very much alike. Darling-Hammond (1997) stated that schools really are much alike, regardless of where they are.
Mandates and regulations govern many school systems in ways that make schools impersonal, indifferent and generally insensitive to the individuals within them. Education appears to be a limited experience that takes place in a box called a classroom. However, this is not true for schools like Orem High School in Orem, Utah (Lightfoot, 1983). Lightfoot has described it as a place worthy of respect. Orem High School seeks to provide a safe environment for building student–teacher relationships, a place that offers a sense of security and belonging. The driving force behind the success of Orem High is the principal John Child who has created a school where people like to be, where teachers can teach and students can learn.

Keefe and Howard (1997) suggest that:

The most basic step is to cultivate and support an environment in the school that is risk free and conducive to learning. School leaders must take time to think and reflect, to develop and update strategic plans, to assess the utility of current school programs and to design new structures of procedures. Without an instructional climate staff morale and commitment will wither and student learning will stop.

Cordeiro (1987:19) added that

The principal needs to anticipate and eliminate potential stumbling blocks and create a climate conducive for students and teachers learning. The principal needs to nurture opportunities for the staff to learn the skills for collaboration. In schools, which have positive climate, the principals are receptive to ideas of individuals, feels no threat and provides opportunities for the expression of feelings and ideas.

Krug (1992:433) states that

When the atmosphere of the school is one that makes learning exciting when teachers and students are both supported for their achievement and when there is a shared sense of purpose, it is difficult not to learn, particularly in the critical first years of school when lifelong attitudes toward education are forming.

The Ministry of Education (1998) stated that education takes place in a dynamic
environment whereby there is a good place to work in and a conducive place to learn.

Rahimah (1981) cited that:

The leadership style of the principal was significant and positively related to the climate of the school.

Rahimah and Zulkifli (1996) stated:

A climate of good interpersonal relationship, greater evidence of teaching and learning, open door policy and better physical facilities for teaching and learning are characteristics of an effective school.

Shahril (1997) concluded that:

The climate in an effective school is when the principal is concerned about the welfare and problems faced by both the teachers and students. The principal also maintains open - door policy whereby the teachers and students are free to communicate with the principal whenever and wherever.

2.8 Conclusion

This chapter has attempted to review about literature pertinent to the present study. It traces the concepts and of effective schools, the role of the principal as an instructional leader and the tasks or dimensions of an instructional leader. The tasks of an instructional leader is narrowed down to five which are emphasized on the vision and mission, managing the curriculum, supervising the teachers, monitoring student progress and promoting a positive climate. Principals who are instructional leaders help to create the excitement, provide the reinforcement and channel the energy of students and teachers in productive directory. These principals would bring about an effective school.