CHAPTER FIVE

Summary, conclusions, implications and recommendations

5.0 Introduction

This study was conducted to see the perception of teachers on the role of the principal as an instructional leader towards an effective school. The role of the principal as an instructional leader was categorized into five dimensions which are defining the mission and vision, managing the curriculum, supervising the teaching-learning process, monitoring student achievement and promoting conducive climate.

The data was collected by distributing questionnaire to teachers in a secondary school in Petaling Jaya. A total of 85 teachers from both the morning and afternoon session were the respondents.

In chapter four, the data was analyzed based on the teacher’s perception towards the role of the principal as an instructional leader. The descriptive data was based on the five dimensions of an instructional leader. Simple frequency counts, percentages, mean value and mean percentages were used. This was followed by the analysis of the relationship between age with the role of the principal as an instructional leader. One-way analysis (ANOVA) was used to see if the variables were related significantly. Significant level used was 0.05. (p<0.05). On the analysis of the relationship between the years of service with the role of the principal as an instructional leader, t-test was used to see the significant level. Chapter 5 starts off with the summary, followed by conclusions, implications and finally recommendations for future studies.
5.1 Summary of Findings

The Role of the Principal in Defining the Mission and Vision of the school based on teacher’s perception.

Findings of the data analysis showed that the principal plays an active role in defining the mission and vision of the school based on teacher’s perception. From the 8 roles of the principal in this dimension, the principal played an active role in 7 of them.

The following presents teachers perception on the frequency of the principal in defining the mission and vision in a declining pattern; 1,2,3,7,6,8,5,4.

The above information showed teachers perception on the role of the principal as active in carrying out the following duties; has a clear vision and mission for the school, 88.2% (1), specifies the vision and mission of the school through oral, 85.9%, (2), documentation 64.7% (3), the vision and mission is accepted by the members of the school, 64.7%, (7), the vision and mission is in accordance with the National Education Policy which emphasizes student achievement, 63.5% (6), the school programs are suitable for achieving the vision and mission of the school 62.4% (8), and the vision and mission is in accordance with the National Education Policy which emphasizes on basic skills 58.8% (5).

However, on the task of specifying the vision and mission of the school through exhibiting in strategic place (4) 54.1%, teachers found that the principal was not active.

The total mean percentage for the scales never (8.64%) and sometimes (23.5%) was 32.14%. For the scale frequently, the mean percentage was 67.8%. 
This concluded further that the teachers perceive the principal to be active in the role of defining the mission and vision.

The Role of the Principal in Managing the Curriculum based on teacher’s perception.

Findings of the data analysis showed that the principal plays an active role in managing the curriculum based on teacher’s perception. From the 9 roles of the principal in this dimension, the principal played an active role in 8 of them.

The following present’s teacher’s perception on the frequency of the principal in managing the curriculum in a declining pattern; 10,11,9,19,12,25,24,13,14.

The above information showed teachers perception on the role of the principal as active in carrying out the following duties; The principal keeps the staff informed on recent developments in education 83.5% (10), the principal is involved with planning and implementation of the curriculum 80.0% (11), the principal provides guidelines for the preparation of school schedules 76.5% (9), the principal explains the rationale behind the school policy to pupils, teachers and parents 74.1% (19), the principal encourages the staff to take in-service courses 72.9%(12), the principal encourages teachers to develop new teaching strategies at meetings or during informal discussions 70.6% (25), the principal organizes school-based workshops on professional needs of teachers 69.4% (24), and the principal helps in developing long term plans for the school 67.1% (13)

On the task of making informal visit 49.4% (14), teachers found the principal did not play an active role.
The total mean percentage for the scales never (7.97%) and sometimes (20.52%) was 28.49% while the scale frequently had the mean percentage of 71.5%. This concluded that the teachers perceive the principal to be active in managing the curriculum.

The role of the principal in supervising the teaching-learning problem based on the teacher’s perception.

For this dimension, teachers found that the principal does not play an active role. Based on teacher’s perception, the principal played an active role in one of the task, which was the principal monitors, the effective implementation of the instructional program 53.0% (16).

The findings showed that on the other 4 tasks, the principal did not play an active role. The following present’s teacher’s perception on the frequency of the principal in supervising the teaching learning process in a declining pattern; 16,29,15,27,31.

Based on the information illustrated above, teachers found that the principal did not play an active role on offering useful suggestions to teachers after classroom observations 44.7% (29), on observing teachers in the classroom when necessary 41.2% (15), on taking steps to reduce class interruptions during lesson time 38.8% (27), and monitoring the use of instructional resources (teaching aids) with the aid of resource teacher 36.5% (31).

The total mean percentage for the scales never (19.06%) and sometimes (36.24%) was 55.3% while the scale frequently had the mean percentage of
44.71%. This concluded further that teachers perceive the principal to be inactive in the supervision of teaching-learning process.

**The Role of the Principal in Monitoring Student Achievement based on teacher’s perception.**

Findings of the data analysis showed that the principal played an active role in monitoring student achievement based on teacher’s perception. From the 11 roles of the principal in this dimension, the principal played an active role in 7 of them.

The following presents teachers perception on the frequency of the principal in monitoring student achievement in a declining pattern: 20,17,34,21,23,18,28,22,30,33,32.

The above information showed teacher’s perception on the role of the principal as active in carrying out the following duties; the principal leads the staff members to work as a team to improve the school program 88.2% (20), the principal motivates and encourages pupils to do well in their studies 85.9% (17), the principal uses assembly talks to motivate students to perform well in school examination 84.7% (34), the principal sets the school tone by emphasizing high standards of work 83.5% (21), the principal advises teachers to adopt a firm but encouraging and supportive approach to teaching 75.3% (23), the principal advises teachers to implement educational guidance strategies for pupils 68.2% (18) and the principal determines academic targets for subject areas in the basis of examination results 62.4% (28).
On the tasks of maintaining healthy school discipline to promote student-learning 54.1% (22), seeking expert help to assist students with learning problems 43.5% (33) and working with teachers to assist academically weak student gain proficiency in the basic subject areas 37.6% (32) and making a periodic review of students written assignments 28.2% (30) teachers perceive the principal to be inactive.

The total mean percentage for the scales never (13.69%) and sometimes (21.6%) was 35.29% while for the scale frequently it was 58.7%. This concluded that the teachers perceive the principal to be active in monitoring student achievement.

The Role of the Principal in Promoting Conducive Climate based on teacher’s perception.

Findings of the data analysis showed that the principal played an active role in all of the 9 tasks in the dimension of promoting a conducive climate. The following present’s teacher’s perception on the frequency of the principal in promoting a conducive climate in a declining pattern; 36,35,39,37,26,40,38,41,42.

The above information showed teachers perception on the role of the principal as active in carrying out the following duties; the principal emphasizes on the physical aspects of the school 91.8% (36), the principal encourages open communication with teachers 89.4% (35), the principal is friendly and approachable 87.1% (39), the principal emphasizes on student achievement 77.6% (37), the principal takes steps to promote a conducive classroom and school
atmosphere 75.3%(26), the principal gives freedom to teachers in running their
daily work 71.8% (40), the principal finds time to listen to teachers problems 68.2
(38), the principal is willing to accept ideas/opinions from teachers regarding the
running of the school 67.1% (41) and the principal practices empowerment in the
running of the school 64.7% (42).

The total mean percentage for the scale never (5.88%) and sometimes
(17.12%) were 23% while for the scale frequently was 76.99%. This concludes
that the principal is active in promoting a conducive climate.

The Role of the Principal as an Instructional Leader towards an Effective School
based on teacher’s perception

The total mean percentage for the scales never (10.13%) and sometimes
(22.97%) was 33% while for the scale frequently was 67%. With a percentage of
more than 50% for the scale frequently, it can be concluded that teachers perceive
the principal as an instructional leader.

The Relationship between Age and the Role of the Principal as an Instructional
Leader.

The findings of the ANOVA showed that there is no significant difference
between the age of teachers and the role of the principal as an instructional leader.
This showed that the age of the teachers did not influence the role of the principal.
The Relationship between the years of Service and the Role of the Principal as an Instructional Leader.

The findings of the t-test showed that there is no significant difference between the number of years of service and the role of the principal as an instructional leader. This concluded that the years of service did not influence the role of the principal as an instructional leader.

5.2 Discussion and Implication of the Study

Conclusions in the previous section seem justified on the basis of the evidence from the data analysis and findings. These implications are presented in this section.

It was concluded that the principal played an important, active and effective role in four dimensions as an instructional leader based on teacher’s perception. The four dimensions were defining the mission and vision, managing the curriculum, and monitoring the student achievement and promoting conducive climate.

This study concluded that the role of the principal was not active in supervising the teaching learning process.

Nor Azizan (1998) also found similar conclusions in her study of the role of the principal as an instructional leader. Her study concluded that the principal played an active role in defining the mission, monitoring student achievement and promoting a conducive climate. Her study concluded that the principal did not
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play an active role in managing the curriculum and in the supervision of the teaching-learning process.

Educational Planing, Research and Development unit (1989) on 20 secondary schools found similar findings in Peninsular Malaysia. This study found that the principal did not play an active role in the supervision of teaching and learning process and managing of the curriculum.

Therefore the principal needs to place more emphasis on supervising the teachers by giving them more guidance and advice on the goals and objective of the school. With a clear objective, teachers can conduct the teaching-learning process more efficiently.

Principals can administer the teaching-learning process by observing teachers more frequently and offering useful suggestions to teachers after classroom observation. Principals should also encourage the use of various teaching aids to make the teaching-learning process more interesting and effective. In this millenium, teachers should be encouraged to use computers in their teaching-learning process and not just stick to chalk and talk.

The principal can play an important part in reducing class interruptions during lesson time by altering activities to maximize instructional time. Harrison (1968:78) stated that the principal is responsible towards the supervision of the teaching-learning process, as the principal is the main determinant of an effective and successful lesson in a classroom.

Sergiovanni (1991:284) concluded that supervision and evaluation in schools can determined the quality, professional development and can motivate
teachers. Therefore by supervising the teachers and the teaching-learning process, principals not only has set a standard but also encourage the teachers to work towards achieving the schools goal.

Hussein (1993) stated that the 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.

Factors that influence the role of the principal as an instructional leader are support from teachers, students, parents and the community. The principal cannot exercise instructional leadership alone or in a vacuum. It is a shared responsibility by a group of people both in and out of the school boundary.

5.3 Recommendations

From the results of the study, the following recommendations were suggested.

i) A more elaborate study, involving more schools, to be made in order to obtain a more clearer and precise results.

ii) Steps must be taken to improve and help principals in supervising the teaching-learning process, as this is the core business of schooling.

iii) Although the study revealed that the principal is active as an instructional leader, several questionnaire items indicated that the principal was inactive. Steps must be taken to improve on these tasks of the principal.

iv) Personal observations and interviews could be done to verify the data or supply new information
5.4 **Further Research**

This study is on the role of the principal as an instructional leader towards an effective school based on teacher's perception in a secondary school in Petaling Jaya. This study can be done in a wider range by including all schools in the state of Selangor. This would be able to give a clearer picture in the role of the principal as an instructional leader towards an effective school.

The other recommended studies to be carried out are:

i) Further research involving schools from the various districts in Selangor should be made.

ii) Further research involving both urban and rural schools should be made.

iii) Further research in the other determinants, which can help the principal as an instructional leader, should be made.

iv) Further elaborate qualitative and quantitative research should be done for more schools to obtain more precise results.

5.5 **Conclusion**

The results obtained from this study found that the principal in a secondary school in Petaling Jaya played an active role in four dimensions of the instructional leadership. The four dimensions are defining the mission and vision, managing the curriculum, monitoring student achievement and promoting conducive climate.

However, it was found that the principal did not play an active role in the supervision of the teaching-learning process. The principal needs to place more
emphasis on this dimension to become more effective as an instructional leader as this is the core business of schooling. A school is only effective when the principal plays an effective role in all the five dimension of an instructional leader.

The study also concluded that the age and the years of service of teachers did not influence the role of the principal as an instructional leader.