Best Practice of Principals' Communicating the School Goals and Evaluating Instruction in Generating Quality Teaching

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Abstract. This study aims to analyse the principals' best practice of Communicating the School Goals and Evaluating Instruction in generating Quality Teaching at Excellent Secondary Schools Malaysia. The Principal Instructional Management Rating Scale (PIMRS) modified by Hallinger and Murphy (1985), Latif (2006), Salleh and Abu Bakar (2018), Salleh and Hatta (2018), and Kamaruddin (2019) was used as the data collection instrument through survey questionnaire. There were 436 teachers of excellent secondary schools in Malaysia were selected and participated as the respondents of the study. The data gathered from the survey was analysed using descriptive and inference statistics of the SPSS-Versions 22.0 programme. The results show that dimension Communicating the School Goals achieved a 'Very High' level of practice, while task Supervising and Evaluating Instruction acquired a 'High' level of practice by principals of excellent secondary schools Malaysia. The highest score in Communicating the School Goals was item "Discuss the school's goals related to school and learning with teachers at teachers' meetings" achieved mean 4.2543 and standard deviation 0.8265. While the highest score in Supervising and Evaluating Instruction was item "Meet the teachers and helpers to ensure that they are working toward the same goals" mean 4.1192 and standard deviation 0.8534. It is hope that the findings of the study will be useful to effectively inspired and aspired the practice among principals of all secondary schools in generating quality teaching of high performance school towards realisation of education Blueprint 2013-2025 and achievement of Malaysia as developed nation by 2030.

Keywords: Principals' leadership, Quality teaching, Excellent Secondary Schools

Introduction

Principals play an important role in creating an environment and develop a policy that encourages and supports quality teaching. The great effort contributed by the Principal in developing teachers' performance and professionalism may enhance the school achievement towards the predetermined and well-planned vision and mission of the school. The principal need to alert and motivate their staff especially teachers to fully committed in their main responsibilities as a teacher-educator and capability of teacher-leader by developing their competency in quality teaching. This definitely would accelerate the students acquisition of knowledge, skills and values towards their integrated harmonious personality, high academic achievement and great sincere commitment. These sacred and credible gorgeous goals require proactive principal commitment in communicating the school vision-mission to all staff and effectively supervise-evaluate the instruction practice of truly the teacher quality teaching. In fact, these are intimately related to the principals practice of communicating the school goals as well as monitoring and evaluating instruction of the teachers.

Literature Review

'Communicating the School Goals' and 'Monitoring and Evaluating Instruction' functions of instructional leadership were clearly defined by Hallinger and Murphy (1985) which was later academically accentuated by Latif (2006), Salleh and Abu Bakar (2018), Salleh and Hatta (2018), and Kamaruddin (2019) in advocate of educational leadership practices in Malaysia.

Communicating the School Goals – Vision and Mission

Effective school leaders need to have a very strong and clear vision, mission and set of values for their school, which heavily influenced their decisions, actions and the actions of others, and established a clear direction, purpose and objective for the school. These should be effectively communicated, shared widely, clearly understood and supported by all teachers and staff.

The mission provides an overview of the steps planned to achieve that future. A vision is concise and easy to recall, whereas a mission is lengthier and more explanatory in nature. When the vision and mission are authentically embedded in school's practice, and when students, staff and community members stay true to the shared mission, a school remains bound together by a common drive and is united in its success. The vision, values and direction of the school must be in line with National Philosophy of Education in 1996. (Ministry of Education, 2012; Salleh, 2019).

Every leader wants to improve the learners' academic performance, but it takes a strong leader to formulate an achievable vision to accomplished. Shaping a vision of academic success for all students is the first of the five that shape Instructional Leadership. In addition, the vision must be accompanied by a list of actionable steps needed to achieve the vision. The steps might include meetings with students and their parents to point toward the right courses, using more tutors, and training teachers in new instructional methods. (Hallinger, 2005; Mohd Ali, 2016).

Communicating and explaining school goals is one of the essential roles of the principal as an instructional teacher-leader. Clear goals and high expectations commonly shared among the school community are one of the characteristics of an effective school. Obviously, a clearly defined purpose is necessary in order to achieve success. Within the limits imposed by the selected public school philosophy, schools need to focus on those tasks they deem most important. This allows the school to direct its resources and shape its function towards the realization of those goals especially which was intimately inherited and the pre-determined by the Ministry of Education (Salleh & Abu Bakar, 2018; Salleh & Hatta, 2018; Kamaruddin, 2019).

This function is concerned with the ways in which the principal communicates the school's important goals to the school stakeholders; teachers, parents, and students. Before the new school year starts, principals can ensure that the importance of school goals is shared and understood by discussing and reviewing them with staff periodically, especially in the context of instructional, curricular, budgetary decisions and school new paradigm. Both formal communication such as goal statements, staff bulletins, articles in the principal or city-council newsletter, curricular and staff meetings, parent and teacher conferences, school handbook, assemblies, and informal interaction including conversations with staff can be used to communicate the school's vision and mission (Hallinger & Murphy, 1985; Latip 2006; Hatta, 2010; Salleh, 2018).

The principal need to effectively communicate the school vision and mission especially related to students' harmonious personality and academic achievement towards school excellence. The school goals should be highlighted and displayed visibly in school compound and environment such as in posters, newsletter, written announcement boards and during student assemblies. The stakeholders, parents and education officials may be invited to school for special highlight of school goals, resources needed, staff capacity, and, effective mechanism towards school excellence.

Supervising and Evaluating Instruction

Principals have a great role in supervising and evaluating the teaching aspect of the job in order to promote and conform the teaching quality. As instructional leaders, the principal

should carry out supervision on teachers to make sure and to assist them in quality teaching and thus produce effective learning for the students.

One central task of the principal is to ensure that school goals are translated into classroom practice by teachers and students. This involves coordinating the classroom objectives of teachers with those of the school, providing instructional support to teachers, and monitoring classroom instruction through numerous informal classroom visits. The principal needs to fully committed to develop and support quality teaching among teachers. Feedback to teachers for both supervisory and evaluative purposes is concrete and related to specific instructional practices carried out by the teachers (Hallinger & Murphy, 1985; Harris et al., 2017; Samsiah & Khalip, 2019).

Hallinger and Murphy (1985) stated that there are three important points of supervising and evaluating instruction, namely to control school quality, professional development, teacher motivation. Through this task, the principal can determine that the minimal standard has been achieved. According to Samsiah and Khalip (2019) through supervising and evaluating instruction, principals can support teacher instruction, contribute through their skills in developing teacher professionalism and giving feedback regarding teacher instruction.

There are two ways of conducting the evaluation of instruction: formal and informal evaluation. According to Hallinger and Murphy (1985), informal observation can be done together with teachers where teachers walk through each classroom. A walkthrough need not be long, certainly averaging no longer than five minutes in each classroom. The key is consistency and commitment. In conducting this observation, Salleh and Hatta (2018) said that the principal can improve teacher satisfaction on the instruction when walking through each classroom.

On the other hand, formal observation provides visibility of the whole instructional process in the classroom over a long period Kouzes and Posner (2015) was of the view that based on this formal visibility, the principal can ensure that teachers are prepared, enthusiastic, professional, and educated. According to McEwan (2013), this formal observation will create teacher quality which is a most important factor in school effectiveness. It will improve teacher quality in terms of exhibiting enthusiasm, knowing the content, being organized, teaching actively, showing a good attitude, establishing successful classroom management, pacing instruction, maintaining good people skills, communicating clearly, questioning effectively, differentiating instruction, building success into the classroom, holding high expectations, creating a pleasant atmosphere, and being flexible.

Salleh and Abu Bakar (2018), Salleh and Hatta (2018), and Kamaruddin (2019) said principals practising instructional leadership would set goals, manage curriculum, monitor teaching, and teacher evaluation. Principals should also act like professionals and not just solely focus on governing the schools and at times should also serve as counsellors and supervisors when necessary. Results of a study conducted by Salleh and Hatta (2018), found that school principals could change the status from ineffective to effective school principals by supervising teachers in the teaching and learning process.

However, Hallinger (2005) stated that a principal found it difficult to perform the duties of supervising over teachers in schools because sometimes the teachers had more expertise than the principals.

Next, a school leader must offer constructive feedback or suggestions. They must offer a list that includes any weaknesses which they find during the evaluation. A school leader also should also give detailed suggestions to guide teacher improvement. If the list is exceedingly comprehensive, then pick a few of the things that you believe is the most important. Once those have improved to an area deemed effective, then can move on to something else.

School leader need to provide a mentor among experience and expert teachers. Principal, Senior Teachers Great or expert teachers can provide tremendous insight and encouragement to an inexperienced or novice teacher. School leaders have to develop expert teachers who want to share best practices with other teachers. They must also build a trusting encouraging atmosphere in which their entire faculty communicates, collaborates and shares with each other. School leaders must make mentor connections in which both sides have similar personalities, or the connection may be counterproductive.

Rationale of the Study

Many school principals lack the time for and an understanding of their instructional leadership functions. Most of them spend little time in classrooms and less time analysing curriculum delivery with teachers. While they may arrange a time for teachers' meetings and professional development programmes, they rarely provide intellectual leadership for growth on instructional issues.

This is related to the initial principal's role in the 1970s which were more concerned with supervision and administration of the school. In the 1980s and 19990s, principal's role and functions were expanded to as a leader, administrator, problem solver, executive leader, professional leader, and provider of resources. In year 2000s, the roles and responsibilities of the principals were more philosophical, pedagogical, sociological and technological in the realm of internationalization and globalization.

Therefore, this study aims to analyse the principals' practice of 'Communicating the School Goals' and 'Supervising and Evaluating Instruction' in generating quality teaching at excellent secondary schools in Malaysia from teachers' perceptions. More specifically, the study intends to seek answer to the following questions:

Research Questions

The study aims to seek answers to the questions as follow:
1.0   What are the Principals' practice of Communicating the School Goals in Generating Quality Teaching at Excellent Secondary Schools Malaysia?
2.0   What are the Principals' best practice of Communicating the School Goals in Generating Quality Teaching at Excellent Secondary Schools Malaysia?
3.0   What are the Principals' practice of Supervising and Evaluating Instruction in Generating Quality Teaching at Excellent Secondary Schools Malaysia?
4.0   What are the Principals' best practice of Supervising and Evaluating Instruction in Generating Quality Teaching at Excellent Secondary Schools Malaysia?

A principal should have knowledge of quality teaching techniques, methods, and strategies and also the ability to create activities or programmes in particular situations. It is hoped that the results of this study will be useful in helping principals-teachers in secondary schools, specifically, to work more effectively together in generating quality teaching.

Methodology of the Study

In this study, questionnaires have been used as a research instrument for the data collection purpose. The questionnaire items of Communicating the School Goals and Supervising and Evaluating Instruction of Instructional Leadership were based on The Principal Instructional Management Rating Scale (PIMRS) modified by Hallinger and Murphy (1985), Latif (2006), Salleh and Abu Bakar (2018), Salleh and Hatta (2018), and Kamaruddin (2019) was used as the data collection instrument through survey questionnaire. There were 436 teachers of excellent secondary schools in Malaysia were selected and participated as the respondents of the study, particularly in the state of Selangor, Malaysia, consist of National Secondary Schools, National Religious Secondary Schools, Boarding

Secondary Schools and Government-Aided Religious Secondary Schools. The schools selected in the study were excellent in the achievements of national examination of the Lower Secondary School Assessment.

Prior permission to conduct the study was acquired from the Director of Education, Planning and Research Division (EPRD), Ministry of Education Malaysia, and, Director, State Department of Education, Selangor. The data collected from the survey was analysed using the most commonly used statistical software package in the social sciences which is the Statistical Package for Social Science (SPSS) version 22.0. The findings of the questionnaire employed descriptive statistics i.e. mean score, standard deviation and frequency to answer the research questions formulated in the study. The findings of the study are presented in the following sections.

Result of the Study

The Principals' practice of Communicating the School Goals Communicating the School Goals and Supervising and Evaluating Instruction of Instructional Leadership in Generating Quality Teaching at Excellent Secondary Schools Malaysia is presented in the following sections.

With regard to practices, the teachers as respondents were requested to rate the items by using a five-point Likert scale ranging from N-Never, S-Seldom, R-Rare, F-Frequent and A-Always. On the other hand, the level of practices was rate with a scale of Very Low = 1.0000-1.9999; Low 2.000–2.9999; High = 3.000-3.9999; Very High = 4.0000-5.0000.

Research Question 1.0: What are the Principals' Practice of Communicating the School Goals in Generating Quality Teaching at Excellent Secondary Schools Malaysia?

Table 1.0 shows in detail the frequency, percentage, mean score, and, standard deviation of each task involved in the Principals' practice of Communicating the School Goals to generate Quality Teaching at Excellent Secondary Schools Malaysia according to teachers' perceptions (N=436).

Table 1.0 Principals' Practice of Communicating the School Goals (N = 436)

No.	Items	Frequency/ Percentage				
		N	S	R	F	A
1.	Communicate the school's (related to school and learning) goals to people at school	3 (0.9)	12 (2.7)	72 (16.7)	139 (32.1)	210 (48.1)
2.	Refer to the school's (related to school and learning) goals in informal settings with teachers	6 (1.2)	25 (5.6)	97 (22.2)	161 (36.8)	147 (33.8)
3.	Discuss the school's (related to school and learning) goals with teachers at teachers meetings	3 (0.7)	9 (2.1)	68 (15.6)	158 (36.4)	198 (45.8)
4.	Refer to the school's (related to school and learning) goals when making (related to school courses) decisions with teachers	3 (0.6)	10 (2.2)	92 (21.0)	179 (41.2)	152 (34.8)
5.	Secure/make sure of that the school's goals are reflected in highly visible displays in the school (e.g. posters or written announcement boards)	4 (1.0)	11 (2.7)	108 (25.0)	164 (37.9)	149 (33.9)

| 6. | Refer to the school's goals in student assemblies | 2 (0.4) | 13 (2.8) | 71 (16.3) | 157 (36.0) | 193 (44.1) |

Key: N = Never; S = Seldom; R = Rarely; F = Frequently; A = Always

As shown in Table 1.0, the highest score of responses for item 1 'Communicate the school's (related to school and learning) goals to people at school' was 'Always' with 48.1% or 210 respondents. It was followed by 'Frequently' 32.1% or 139 respondents, 'Rarely' 16.7% or 72 respondents, 'Seldom' 2.7% or 12 respondents, and, 'Never' 0.9% or 3 respondents of a total 436 respondents.

Table 1.0 presented, the highest score of responses for item 2 'Refer to the school's (related to school and learning) goals in informal settings with teachers' was 'Frequently' with 36.8% or 161 respondents. The following scores were 'Always' 33.8% or 147 respondents, 'Rarely' 22.2% or 97, 'Seldom' 5.6% or 25 respondents, and, the lowest was 'Never' only 1.2% or 6 respondents.

As shown in Table 1.0, the highest score of responses for item 3 'Discuss the school's (related to school and learning) goals with teachers at teachers' meetings' was 'Always' 45.8% or 198 respondents, followed by 'Frequently' 36.4% or 158 respondents, 'Rarely' 15.6% or 68 respondents, 'Seldom' 2.1% or 9 respondents, and, the lowest 'Never' only 0.7% or 3 respondents.

Table 1.0 indicated that the highest score of responses for item 4 'Refer to the school's (related to school and learning) goals when making (related to school courses) decisions with teachers' was 'Frequently' with 41.2% or 179 respondents. The next scores were 'Always' 34.8% or 152 respondents, 'Rarely' 21.0% or 92 respondents, 'Seldom' 2.2% or 10 respondents, and, finally, 'Never' 0.6% or 3 respondents.

Table 1.0 presented that the highest score of responses for item 5 'Secure/make sure of that the school's goals are reflected in highly visible displays in the school (e.g. posters or written announcement boards)' was 'Frequently' 37.9% or 164 respondents, 'Always' 33.9% or 149 respondents, 'Rarely' 25.0% or 108 respondents, 'Seldom' 2.7% or 11 respondents, and, 'Never' only 1.0% or 4 respondents.

Table 1.0 demonstrated, the highest score of responses for item 6 'Refer to the school's goals in student assemblies' was 'Always' 44.1% or 193 respondents, followed by 'Frequently' 36.0% or 157 respondents, 'Rarely' 16.3% or 71 respondents, 'Seldom' 2.8% or 13 respondents, and, 'Never' only 0.4% or 2 respondents.

Research Question 2.0: What are the Principals' best practice of Communicating the School Goals in Generating Quality Teaching at Excellent Secondary Schools Malaysia?

Table 2.0 presents in detail the frequency, percentage, mean score, and, standard deviation of each task involved in the Principals' best practice of Communicating the School Goals to generate Quality Teaching at Excellent Secondary Schools Malaysia according to teachers' perceptions (N=436).

Table 2.0. Best Practice of Communicating the School Goals (N = 436)

No.	Items	Rank	Mean/ Std. Dev.	Level of Practice
1.	Communicate the school's (related to school and learning) goals to people at school	2	4.2433 .8746	Very High
2.	Refer to the school's (related to school and learning) goals in informal settings with teachers	6	3.9612 .9518	High
3.	Discuss the school's (related to school and learning)	1	4.2543	Very High

	goals with teachers at teachers meetings		.8265	
4.	Refer to the school's (related to school and learning) goals when making (related to school courses) decisions with teachers	4	4.0729 .8432	Very High
5.	Secure/make sure of that the school's goals are reflected in highly visible displays in the school (e.g. posters or written announcement boards)	5	4.0105 .8814	Very High
6.	Refer to the school's goals in student assemblies	3	4.2192 .8496	Very High
	Total		**4.1269 0.8712**	**Very High**

* Scale of Practice: Very Low = 1.0000-1.9999; Low 2.000–2.9999; High = 3.000-3.9999; Very High = 4.0000-5.0000.

The result in Table 2.0 shows that five out of six tasks of 'communicating the school goals' were practised by the principals at a 'very high' level with mean scores ranging from 4.0105 to 4.2543. The finding indicates that the highest score was item 'Discuss the school's (related to school and learning) goals with teachers at teachers' meetings' mean 4.2543 and standard deviation 0.8265. It was followed by items 'Communicate the school's (related to school and learning) goals to people at school' mean 4.2433 and standard deviation 0.8746, 'Refer to the school's goals in student assemblies' mean 4.2192 and standard deviation 0.8496, Refer to the school's (related to school and learning) goals when making (related to school courses) decisions with teachers' mean 4.0729 and standard deviation 0.8432, 'Secure/make sure of that the school's goals are reflected in highly visible displays in the school (e.g. posters or written announcement boards)' mean 4.0105 and standard deviation 0.8814 while the lowest score was item 'Refer to the school's (related to school and learning) goals in informal settings with teachers' mean 3.9612 and standard deviation 0.9518.

Meanwhile, according to teachers' perception, the average score of the principals' practices in the communicating of the school goals was at a 'very high' level with mean 4.1269 and standard deviation 0.8712.

Research Question 3.0: What are the Principals' Practice of Supervising and Evaluating Instruction in Generating Quality Teaching at Excellent Secondary Schools Malaysia?

Table 3.0 demonstrated in detail the frequency, percentage, mean, and, standard deviation of each task involved in the Principals' Practice of Supervising and Evaluating Instruction in Generating Quality Teaching at Excellent Secondary Schools Malaysia according to teachers' perceptions (N = 436).

Table 3.0 Principals' Practice of Supervising and Evaluating Instruction (N = 436)

No.	Items	Frequency/ Percentage				
		N	**S**	**R**	**F**	**A**
7.	Conduct informal observations in classrooms regularly	14 (3.2)	46 (10.5)	125 (28.7)	160 (36.7)	91 (20.9)
8.	Ensure that the classroom objectives of teachers are consistent with school goals	2 (0.5)	27 (6.2)	86 (19.7)	188 (43.1)	133 (30.5)
9.	Meet the teachers to make sure they are working toward the same goals	4 (0.9)	14 (3.3)	75 (17.2)	185 (42.4)	158 (36.2)
10.	Review student work products when evaluating classroom instruction	2 (0.5)	29 (6.7)	99 (22.6)	190 (43.6)	116 (26.6)

11.	Evaluate teachers on academic goals directly related to those of the school	5 (1.1)	25 (5.8)	117 (26.8)	175 (40.2)	114 (26.1)
12.	Point out particular strengths in teacher instructional practices in post-observation conferences	6 (1.4)	39 (8.9)	130 (29.9)	165 (37.8)	96 (22.0)
13.	Point out particular weaknesses in teacher instructional practices in post-observation conferences	4 (0.9)	50 (11.5)	125 (28.7)	175 (40.1)	82 (18.8)
14.	Note particular strengths of the teacher instructional practices in written evaluations	8 (1.8)	36 (8.3)	133 (30.5)	165 (37.8)	94 (21.6)
15.	Note particular weaknesses of the teacher instructional practices in written evaluations	9 (2.1)	47 (10.8)	124 (28.4)	171 (39.2)	85 (19.5)
16.	Note student time-on-task in feedback to teachers after classroom observations	8 (1.8)	46 (10.6)	136 (31.2)	166 (38.1)	80 (18.3)
17.	Note particular instructional practices related to the stated classroom goals in written evaluations	9 (2.1)	36 (8.3)	150 (34.4)	156 (35.7)	85 (19.5)

Key: N = Never; S = Seldom; R = Rarely; F = Frequently; A = Always

It was demonstrated in Table 3.0 that the highest score of responses for item 7 'Conduct informal observations in classrooms regularly (informal observation are unscheduled, last at least 5 min, and may or may not involve written feedback or a formal conference)' was 'Frequently' with 36.7% or 160 respondents. It was followed by 'Rarely' 28.7% or 125 respondents, 'Always' 20.9% or 91 respondents, 'Seldom' 10.6% or 46 respondents, and, 'Never' 3.2% or 14 respondents of a total 436 respondents.

Table 3.0 presented, the highest score of responses for item 8 'Ensure that the classroom objectives of teachers are consistent with the stated goals of the school' was 'Frequently' with 43.1% or 188 respondents. The following scores were 'Always' 30.5% or 133 respondents, 'Rarely' 19.7% or 86 respondents, 'Seldom' 6.2% or 27 respondents, and, the lowest was 'Never' only 0.5% or 2 respondents.

As shown in Table 3.0, the highest score of responses for item 9 'Meet the teachers and helpers to make sure that they are working toward the same goals' was 'Frequently' 42.4% or 185 respondents, followed by 'Always' 36.2% or 158 respondents, 'Rarely' 17.2% or 75 respondents, 'Seldom' 3.3% or 14 respondents, and, the lowest 'Never' only 0.9% or 4 respondents.

Table 3.0 indicated that the highest score of responses for item 10 'Review student work products when evaluating classroom instruction' was 'Frequently' with 43.6% or 190 respondents. The next scores were 'Always' 26.6% or 116 respondents, 'Rarely' 22.6% or 99 respondents, 'Seldom' 6.7% or 29 respondents, and, finally, 'Never' only 0.5% or 2 respondents.

Table 3.0 presented that the highest score of responses for item 11 'Evaluate teachers on academic goals directly related to those of the school' was 'Frequently' 40.2% or 175 respondents, 'Rarely' 26.8% or 117 respondents, 'Always' 26.1% or 114 respondents, 'Seldom' 5.8% or 25 respondents, and, 'Never' 1.1% or 5 respondents.

Table 3.0 presented that the highest score of responses for item 12 'Point out particular strengths in teacher instructional practices in post-observation conferences' was 'Frequently' 37.8% or 165 respondents, 'Rarely' 29.9% or 130 respondents, 'Always' 22.0% or 96 respondents, 'Seldom' 8.9% or 39 respondents, and, 'Never' only 1.4% or 6 respondents.

Table 3.0 demonstrated, the highest score of responses for item 13 'Point out particular weaknesses in teacher instructional practices in post-observation conferences', was

'Frequently' 40.1% or 175 respondents, followed by 'Rarely' 28.7% or 125 respondents, 'Always' 18.8% or 82 respondents, 'Seldom' 11.5% or 50 respondents, and, 'Never' only 0.9% or 4 respondents.

Interestingly, as shown in Table 3.0, the highest score of responses for item 14 'Note particular strengths of the teacher instructional practices in written evaluations' was 'Frequently' with 37.8% or 165 respondents. It was followed by 'Rarely' 30.5% or 133 respondents, 'Always' 21.6% or 94 respondents, 'Seldom' 8.3% or 36 respondents, and, the lowest 'Never' 1.8% or 8 respondents.

As presented in Table 3.0, the highest score of responses for item 15 'Note particular weaknesses of the teacher instructional practices in written evaluations' was 'Frequently' with 39.2% or 171 respondents, followed by 'Rarely' 28.4% or 124 respondents, 'Always' 19.5% or 85 respondents, 'Seldom' 10.8% or 47 respondents, and, the lowest 'Never' with 2.1% or 9 respondents.

Table 3.0 demonstrated that the highest score of responses for item 16 'Note student time-on-task in feedback to teachers after classroom observations' was 'Frequently' with 38.1% or 166 respondents. The following scores were 'Rarely' 31.2% or 136 respondents, 'Always' 18.3% or 80 respondents, 'Seldom' 10.6% or 46 respondents, and, the least 'Never' only 1.8% or 8 respondents.

Finally, Table 3.0 presented that the highest score of responses for item 17 'Note particular instructional practices related to the stated classroom goals in written evaluations' was 'Frequently' with 35.7% or 156 respondents. It was followed by 'Rarely' 34.4% or 150 respondents, 'Always' 19.5% or 85 respondents, 'Seldom' 8.3% or 36 respondents, and, the least 'Never' 2.1% or 9 respondents.

Research Question 4.0: What are the Principals' Best Practice of Supervising and Evaluating Instruction in Generating Quality Teaching at Excellent Secondary Schools Malaysia?

Table 4.0 demonstrated in detail the frequency, percentage, mean, and, standard deviation of each task involved in the Principals' best practice of Supervising and Evaluating Instruction in Generating Quality Teaching at Excellent Secondary Schools Malaysia according to teachers' perceptions (N = 436).

Table 4.0 shows that the level of practice of Supervising and Evaluating Instruction in Generating Quality Teaching among principals of Excellent Secondary Schools Malaysia obtained Standard Deviation 0.9362 and an average mean of 3.7670.

Table 4.0 Best Practice of Supervising and Evaluating Instruction (N = 436)

No.	Items	Rank	Mean/ Std. Dev.	Level of Practice
7.	Conduct informal observations in classrooms regularly	9	3.6316 1.0115	High
8.	Ensure that the classroom objectives of teachers are consistent with school goals	2	3.9741 .8802	High
9.	Meet the teachers to make sure they are working toward the same goals	1	4.1192 .8534	Very High
10.	Review student work products when evaluating classroom instruction	3	3.9375 .8571	High
11.	Evaluate teachers on academic goals directly related to those of the school	4	3.8549 .9154	High
12.	Point out particular strengths in teacher instructional	6	3.7011	High

	practices in post-observation conferences		.9568	
13.	Point out particular weaknesses in teacher instructional practices in post-observation conferences	7	3.6427 .9478	High
14.	Note particular strengths of the teacher instructional practices in written evaluations	5	3.7012 .9671	High
15.	Note particular weaknesses of the teacher instructional practices in written evaluations	8	3.6422 .9873	High
16.	Note student time-on-task in feedback to teachers after classroom observations	11	3.6121 .9557	High
17.	Note particular instructional practices related to the stated classroom goals in written evaluations	10	3.6214 .9665	High
Total			**3.7670 0.9362**	**High**

* Scale of Practice: Very Low = 1.0000-1.9999; Low 2.000–2.9999; High = 3.000-3.9999; Very High = 4.0000-5.0000.

It is interesting to observe that ten out of eleven items for Supervising and Evaluating Instruction in Generating Quality Teaching among principals of Cluster Secondary Schools Malaysia were at 'High' level of practice and only one item at 'Very High' level.

This was indicated in Table 4.0 that the highest score for Supervising and Evaluating Instruction in Generating Quality Teaching among principals of Cluster Secondary Schools Malaysia was abstracted from statement 9 'Meet the teachers and helpers to ensure that they are working toward the same goals' at 'Very High' level of practice which rank number one with mean 4.1192 and a standard deviation 0.8534.

The second highest score was statement 8 'Ensure that the classroom goals of teachers are consistent with the stated goals of the school' mean 3.9741 and standard deviation 0.8802 at 'Very High' level of practice. The third highest was statement 10 'Review student work products when evaluating classroom instruction' mean 3.9753 and standard deviation 0.8571 at 'Very High' level of practice.

Consecutively, the fourth-highest score was statement 11 'Evaluate teachers on academic goals directly related to those of the school', mean 3.8549 and standard deviation 0.9154. The fifth highest score was statement 14 'Note particular strengths of the teacher instructional practices in written evaluations', mean 3.7012 and standard deviation 0.9671. The sixth-highest score was statement 12 'Point out particular strengths in teacher instructional practices in post-observation conferences', mean 3.7011 and standard deviation 0.9568. The seventh-highest score was statement 13 'Point out particular weaknesses in teacher instructional practices in post-observation conferences' with mean 3.6427 and standard deviation 0.9478.

The eighth-highest score was statement 15 'Note particular weaknesses of the teacher instructional practices in written evaluations' with mean 3.6422 and standard deviation 0.9873. The ninth-highest score was statement 7 'Conduct informal observations in classrooms regularly (informal observation are unscheduled, last at least 5 min, and may or may not involve written feedback or a formal conference)' with mean 3.6316 and standard deviation 1.0115. The tenth-highest score was statement 17 'Note particular instructional practices related to the stated classroom goals in written evaluations' with mean 3.6214 and standard deviation 0.9665.

Finally, Table 4.0 indicated that the eleventh highest score for Supervising and Evaluating Instruction in Generating Quality Teaching among principals of excellent Secondary Schools Malaysia was statement 16 'Note student time-on-task in feedback to

teachers after classroom observations' with mean 3.6121 and standard deviation 0.9557. The average mean in the level of practice was 3.7670 and the standard deviation was 0.9362.

Summary and Discussion

The literature and researches admitted that an instructional leader is prominently responsible for guiding the development and implementation of a set of clear instructional goals for their school broad general outcomes. The study strongly suggested that the principal should 'discuss the school's goals, especially related to teaching and learning, with teachers at teachers' meetings' and 'communicate the school's goals to people at school'.

One of the basic goals is what students should know and be able to do when they exit the school. The school objectives related to students' productivity such as JERISAH (J-**J**asmani- Physical, E- **E**mosi – Emotion, R- **R**ohani – Spiritual, I- **I**ntelek – Intellect, S-**S**osialisasi – Socialisation, A- **A**dab – Environment, H- **H**amba Allah – Vicegerent) personality development, smart learning, and academic achievement as stipulated in the National Education Philosophy need to be highlighted to students in the periodical or special 'student assemblies' or 'reflected in highly visible displays in the school such as posters or written announcement on notice boards'. This might also involve sharing specific teaching and learning outcomes for every curricular area and grade level. These outcomes will constitute the road map for learning. They will guide the selection of materials and programs, dictate the types of instructional strategies and approaches used, and suggest the kinds of assessments needed to determine success. Through this practice the school leaders endeavor to provide the best possible education for every child, regardless of geography, gender, or socioeconomic background in the Post-2020 teaching and learning approaches.

The Education Blueprint 2012 declares that Ministry of Education Malaysia aspires to halve the current urban-rural, socio-economic, and gender achievement gaps by 2013-2025. It is the practice of excellent secondary schools in Malaysia to offer place of study to students from various socio-economic background as long as they performed in academic through public examination conducted by the Ministry of Education Malaysia.

Principal provided valuable insights into their daily practices that foster an environment which is supportive of high-student achievement. The leadership in educational setting is very significant in bringing the school organization towards success. The success depends very much on the leadership style and role that the principal practices in his work environment. It should be connected directly to one's ability to bring the right balance to the application of personal capabilities and capacities to perform task with group, prevailing values and norms among the leaders' group.

The result shows that the role of supervising and evaluating teachers is taken very seriously by principals of excellent secondary schools in Malaysia and it is undertaken thoroughly and systematically. The findings also provide data that can be used by principals to enhance their instructional leadership style through the use of feedback provided by teachers who participated in this study. The findings of this research provide the principal leadership role and responsibilities based on teacher's perspectives understanding.

The study had observed the practice of Supervising and Evaluating Instruction in generating quality teaching among principals of excellent Secondary Schools Malaysia. The Principal best practices were to 'Meet the teachers and helpers to ensure that they are working toward the same goals', 'Ensure that the classroom goals of teachers are consistent with the stated goals of the school', 'Review student work products when evaluating classroom instruction', 'Evaluate teachers on academic goals directly related to those of the school', 'Note particular strengths of the teacher instructional practices in written evaluations', and, 'Point out particular strengths in teacher instructional practices in post-observation conferences'.

School leaders want all of their teachers to be a great teacher. Great teachers make a school leader's job easier. Realistically, not every teacher is a great teacher. Greatness takes time to develop. A major component of a school leader's job is to improve teacher's teaching quality. An effective school leader has the ability to help teacher take it to the next level. A good school leader will help a bad teaching method become effective, an effective teaching method become good and a good teaching method become great. They understand that this is a process that takes time, patience and a lot of work. 21st-century teaching means teaching as you have always taught but with today's tools and technology. It means utilizing everything that is important in today's world so that students will be able to live and prosper in today's economy, as well as having the ability to guide students and to prepare them for the future. Quality teaching can be effectively developed with a continuous effort in education, and using the correct and suitable teaching fundamentals with appropriate Communicating the School Goals, and Supervising and Evaluating Instruction by the principal as a school leader.

Conclusion

This study is essential to be carried out because it provides an analysis of how the principal's Communicating the School Goals and Supervising and Evaluating Instruction in generating quality teaching is being performed at excellent secondary schools in Malaysia. The findings also bring data about the phenomenon of principal's best practice of principals' leadership interrelated with quality teaching, Communicating the School Goals and Supervising and Evaluating Instruction. The principals have very important role in promoting and developing quality teaching among teachers towards the realization of Education Blueprint 2013-2025 and achievement of Malaysia as Developed Nation in 2030.

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