COMPETENCY OF ADMINISTRATORS OF GOVERNMENT-AIDED RELIGIOUS SCHOOLS (GARS) IN EASTERN ZONE (KELANTAN, TERENGGANU & PAHANG) AND CENTRAL ZONE (PERAK, SELANGOR & WILAYAH PERSEKUTUAN)

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Abstract. *School administrators play an important role in determining the direction and effectiveness of the school. Therefore, they are required to equip themselves with all the necessary skills for effective school management. School administrators are viewed as architects (actors) that could propel the progress of the school based on management skills and knowledge of school organisation management in line with current educational developments. As such, competency aspects of the administrators in schools throughout the country should be emphasised, even more so for the Government-Aided Religious Schools (GARS) as newcomers under the Ministry of Education (MOE). A research on the competency of GARS Administrators will uncover training requirements for the administrators and improve the existing strengths in the schools. In addition, this research was designed to analyse whether the School Leaders' Competency Instrument (KOMPAS) survey, designed by researchers from Institut Aminuddin Baki (IAB), has internal consistency and reliability. Therefore, confirmation factor analysis through Structural Equation Modelling construction methods was used to analyse the internal consistency of the questionnaire. A total of 348 GARS Administrators in the eastern and central zones were made respondents in the research. The research findings indicate that KOMPAS instrument has good internal consistency in measuring the competency of the GARS Administrators. In addition, the job satisfaction elements of the administrators were also studied by the researchers as an ancillary element of the research.*

Keywords: *Competency of administrators; structural equation modelling* (SEM); *confirmatory factor analysis* (CFA); *Job satisfaction*; *Job Descriptive Index* (JDI).

1.0 INTRODUCTION

The Ministry of Education (MOE) Malaysia aspires to realise Malaysia as the Centre of Educational Excellence in Southeast Asia. Meanwhile, the New Economic Model (NEM), which was introduced in 2009 based on the elements of creativity, innovation and high value, is a challenge to MOE in strengthening the quality of national education in line with the national vision. In Malaysia's Education System, there are different types of schools such as Cluster Schools, Smart Schools, Premier Schools and Boarding Schools which have been able to maintain excellence and outstanding achievements in academic and co-curriculum. In addition, parents and the community, be it in Malaysia or other countries, regard these schools as their ultimate choice.

The Prime Minister, Dato' Seri Najib Tun Razak has announced the National Key Results Areas (NKRA) on 27 July 2009 during an assembly with Administrative Members and Civil Servants as well as Government Linked Companies (GLC) at the Putrajaya International Convention Centre (PICC). In this context, MOE is directly involved in the third NKRA, which is expanding access to affordable and quality education. A part of the Prime Minister's speech during the assembly is as follows:

"... In accordance with the concept of Performance Now, the leadership in schools, both primary and secondary levels, should be aware that they are the main fosterers of national human capital. Based on this, the government wishes to offer a "new deal" or a new oath of allegiance to all school leaders with the promise of rewards based on their school's achievements. Besides that, as a pilot project, a total of 100 schools, consisting of normal daily schools, Smart Schools, Cluster Schools, Trust Schools and Boarding Schools will be identified to be appointed as High Performance Schools. With this, we will provide a conducive learning environment and promote cooperation between the public and private sectors in order to spur the achievement of students. All these plans will be implemented within a period of three years before the end of 2012."

Following this step, the task of administrators in schools will become increasingly challenging in keeping up with the advancements in the education sector. To become outstanding, a school needs administrators who are efficient and capable of handling affairs related to school management. Along with the rapid development in education, administrators need to equip themselves with essential skills and knowledge to reinforce the administration of the school under their governance.

Shahril (2000) and Peter (2001) state that effective administrators are required to equip themselves with all the necessary skills pertaining to school management. Thus, training for effective school administration is an issue that has attracted many researchers in the education sector and policy makers, creating a polemic until today in finding the most suitable and effective formula to strengthen school management training programmes. Local and foreign researchers have produced many articles on the most systematic aspects of school management training to become an effective school administrator (Anderson, 1991; Hanapiah, 1980, Hussien, 2007, Abraham, 2007; Leithwood, 1995; Olsen, 2007). Abd. Syukur (1998) for example stated that school administrators are like architects (actors) who can boost the development of the school and as architects, the administrators have to equip themselves with management knowledge in line with the requirements and progress of the current education scene.

2.0 THE CONCEPT OF COMPETENCY IN EDUCATIONAL ORGANISATION

According to the Dewan Bahasa Dictionary (third edition; 2004), the term ‘competency’ is a word derived from the root word "competent", which means efficient, qualified and able to execute duties properly. The Oxford Dictionary (2009) defines the word competency or competence as the quality or extent of being competent. Leadership refers to the skills to administer, operate and manage the school administration system (Razali, 2003). When we relate about a competent leader, it means a leader who is capable, knowledgeable and skilled to efficiently administer an organisation, including schools and drive the school organisation towards excellence. Competency in the context of educational leadership is a much emphasised element, especially in facing global

competition. Competency is closely linked to the performance of a school leader. Leaders who are highly competent will successfully enhance the performance of their school organisation. This means that a competent leader can improve performance by delivering quality outcomes, particularly in producing well-balanced human capital. Cooke (2001) states that a competent leader is more driven to guide and coach teachers and stakeholders in the organisation under his or her administration. Competent leaders will also strive to ensure the increase in quality and performance of pupils from time to time. He also emphasised a balanced combination of curricular and co-curricular accomplishments to produce students of harmonic character in line with the National Education Philosophy.

3.0 FRAMEWORK OF KOMPAS-IAB MODEL

School Leaders' Competency Model (*Model Kompetensi Pemimpin Sekolah* or otherwise known as KOMPAS) is a model developed by a group of researchers from Institut Aminuddin Baki (IAB), MOE, Genting Highlands, Pahang.

KOMPAS Model is the operational form of the Growth Oriented Training and Development Framework (GOTD) initiated by Dr. Khair Mohamad Yusof (former Director of IAB). GOTD was presented and accepted in several MOE meetings such as Professional Meetings, Management Meetings and Staff Development Main Committee Meetings. However, after the 13th National Education Seminar on 4 – 8 December 2006 at IAB, the GOTD concept was turned into a book entitled Growth Oriented Training for Educational Leaders (Khair, 2007).

KOMPAS Model is constructed based on six major domains, namely Policy & Direction, Instructional & Achievement, Change & Innovation, Resources & Operations, People & Relationship and Personal Effectiveness. The domains contain 26 competency constructs which are divided into 100 items that must be answered by school leaders in Malaysia to discover the status of professional development requirements for training purposes.

Source: IAB

Figure 1.1: School Leaders' Competency Model (KOMPAS)

The major domains of the model are elaborated as follows:

3.1 Instructional and Achievement

This domain focuses on the need for leaders to possess the competency in school management by using all available resources to achieve the objectives of the school organisation. Leaders should be the actors who shape the direction, provide guidance and demonstration to teachers, and supervise any form of programmes conducted by the school. This is in proportion to Boyatzis' (1982) opinion in his book "The Competent Manager", which emphasises the key role of the leader of an organisation:

i. Leaders need to interpret and apply local, national and global policies, legislations and trends in managing the organisation.

ii. Leaders as planners and executers of effective strategies.

iii. Leaders bring forth and implement changes, by taking into account theoretical changes, current practices and future needs.

The leader as the manager of the school curriculum should be familiar with national development policies, laws and regulations relevant to the curriculum and the latest developments in education. School leaders should also be willing to share their knowledge and skills particularly with teachers to improve the academic performance in the school. In addition, the task of being a supervisor of teaching and learning (T&L) is also implemented based on principles and rules to ensure the smooth running of T&L. This will help boost the overall academic performance of the students.

3.2 Personal Effectiveness

School leaders who dominate this domain are aware of the feelings, needs and sensitivities of others. The leader as the manager of the organisation should possess a positive attitude and assume that each and every staff is an important asset to the school. He or she will also give acknowledgement for each individual and team accomplishment in the organisation and carry out evaluation and improvement of staff development programmes continuously. These factors will make the teachers feel that their contributions are appreciated by the school and the programmes implemented in school are always monitored, directly or indirectly, by the management. Besides that, the leader should adopt a harmonious, quality, balanced and stress-free work culture. By doing this, the staff will feel comfortable and gain satisfaction from every task entrusted by the organisation.

3.3 Resources and Operations

This domain emphasises the responsibility of the leader in handling the school's financial affairs in a cost-effective, efficient and effective manner. As such, school leaders must master and understand the instructions of the Treasury, Legislations, and current Financial Rules and Procedures. They need to understand the concept of asset, stock and inventory management based on the method outlined by MOE. The school's financial procedures are designed in a systematic, analytical and prudent manner to avoid any wastage. The assets and physical aspects of the school are managed with integrity and accountability, and public property is used wisely. This will guarantee that all of the school property can be utilised to the maximum in the best interests of the students. The

use of ICT to facilitate the management of the school is fully practised. School leaders judiciously exploit the talents and skills of teachers and support staff to boost the development of the school.

3.4 People and Relationship

A competent leader will develop the capacity of his or her staff by motivating them and boosting their vigour to bring the school to greater heights. School leaders must also establish good relationships with parents, external parties as well as the local community. Parents and the community are involved in smart partnerships to improve the performance of the students. School leaders as organisational managers also need to master interpersonal skills which can help develop the organisation and external relations. They should be aware that parents, the community and external parties are important resources that can be utilised in boosting the development of the school. They should be open-minded and have the ability to listen and positively review responses from the public. Teamwork spirit and effective communication are competency elements which help in ensuring the efficiency of school administration. With the collaboration between the administrators and teachers, school activities can be carried out properly. Clear and simple instructions help guarantee that all information conveyed by the management of the school is properly implemented by the staff and teachers.

3.5 Change and Innovation

This domain emphasises the capacity of school leaders in managing the changes occurring in their organisation and generating new ideas for the school to thrive. Managing change includes adopting the best principles and practices in office management by implementing practical strategies or approaches. Any changes implemented should be based on accurate data and information, as well as benefit the organisation. Elements of creativity and innovation are also emphasised to ensure that any changes implemented are attractive and do not burden the subordinate staff. Principle changes in the organisation must also comply with the General Order, Legislations, relevant Regulations and Circulars as well as the latest developments in office

management. By doing this, the changes brought about by the organisation will be well received by the subordinate staff.

3.6 Policy and Direction

The Policy and Direction domain urges school leaders to mobilise resources in order to achieve the objectives of the organisation, which cover formation of organisational direction, vision and mission development, proactive attitude and strategic thinking. To master the domain, it takes a leader who possesses quality and positive attitude, and sticks to principles to achieve organisational excellence. Construction of the school vision and mission must be clear, easily understood and implemented by all staff. It needs a leader who is brave and willing to take risks as well as committed to the responsibilities entrusted to him or her. Proactive attitude in the administration of the school will guarantee the programmes planned can be implemented without constraints. Proactive leaders are capable of setting objectives, work schedules and budget estimates without the supervision of their superiors, such as the District Education Office (DEO). School leaders who master this domain will also create a strategic plan for reviewing the needs of the organisation in the future. In addition, elements of continuous improvement (quality-oriented) are emphasised in the management of the school organisation so that all shortcomings can be improved from time to time.

4.0 CONCEPT OF JOB SATISFACTION

The Dewan Bahasa Pustaka Dictionary (Third Edition, 2004) defines “satisfaction” as a feeling of contentment, happiness when a desire is fulfilled. “Work” is an effort, activity, business with the purpose to produce or accomplish something that is determined as a responsibility. When we relate about job satisfaction among school leaders, it refers to the school administrator feeling comfortable doing the tasks entrusted to him or her in school without feeling bored, overloaded or finding the daily routines troublesome. The concept of job satisfaction is a rather subjective concept to be debated to find a point of determination. To simplify, the concept of job satisfaction is a person’s proclivity towards the work that is done as a routine. The concept of satisfaction can also be likened

with the attitude, spirit or the degree of relationship between the worker and his or her environment. The concept of job satisfaction affects the reaction of an employee towards his or her tasks, environment, co-workers, salary and career potential in the future.

5.0 ASSESSMENT OF JOB SATISFACTION ELEMENTS AMONG GARS LEADERS

The level of job satisfaction among Government-Aided Religious School (*Sekolah Agama Bantuan Kerajaan* or otherwise known as GARS) leaders is assessed based on Job Descriptive Index (JDI) Model, designed by Smith, Kendall & Hulin (1969) to assess the level of job satisfaction within an organisation. In theory, job satisfaction is defined as one's tendency towards one's work. When a person is highly competent and is capable of administering his or her school organisation properly, he or she will feel satisfied with his or her achievements. JDI Model has been used extensively worldwide to measure the level of job satisfaction in various sectors such as industry, education and enterprise.

JDI Model consists of instrument constructs to assess the level of job satisfaction based on six main dimensions, namely (i) Nature of Job, (ii) Supervision, (iii) Salary, (iv) Promotion Opportunities, and (v) Co-workers. The instrument was updated by Smith and colleagues in 1975 by introducing an additional dimension which is Part-Time Job, making it a total of six main dimensions forming the core of job satisfaction. The six dimensions are broken down into specific items which can measure one's level of job satisfaction towards one's organisation. A brief description of the six main dimensions of JDI Model is as follows:

5.1 Nature of Job

This dimension is designed to measure one's feelings (respondent) about one's work while it is being done. Measuring how satisfied an employee is with his or her job. Questions asked measure different aspects, especially the opportunity to be more creative, diversification of tasks, autonomy and others.

5.2 Salary

This dimension measures the amount of salary paid by the employer to the employee. Does the amount of salary received from the employer suffice compared with the efforts and energy of the employee based on the current situation? This variable is influenced by factors such as rate of pay of other employees doing similar work, the financial situation of the employee, the amount of salary received previously and the current economic situation.

5.3 Promotion Opportunities

This dimension measures the feelings of employees in the organisation about the administrative procedures used for promotion to a higher level. There are several factors mentioned by Smith, Kendall & Hulin (1969) that affect employee satisfaction in promotion, such as the frequency of promotion opportunities, information regarding promotion opportunities and the desire of the individual to be promoted.

5.4 Supervision

This dimension measures the level of satisfaction of employees regarding supervision in general. Supervision refers to monitoring, demonstration, guidance and advice by the management to the employees. Employees are expected to be more satisfied with supervisors (management) who are competent and understand the intricacies of their job.

5.5 Co-workers

This dimension looks at the relationships and the satisfaction of an employee with his or her colleagues in an organisation. Job satisfaction towards a colleague is measured through their social interaction and how they cooperate with one another.

5.6 Part-time Job

Part-time job refers to other work performed other than the respondent’s main job in the organisation. Does the respondent find the part-time job more satisfying in terms of employment or otherwise?

6.0 RESEARCH METHODOLOGY AND QUESTIONS

This research generally uses a quantitative approach to answer the research questions. The questionnaire is used as the main method in conducting the research because data regarding the competency of school leaders can be gathered quickly and properly, secondly, primary data can be purposively collected from the existing samples who are knowledgeable respondents, thirdly, large savings in time and cost, and fourthly, to avoid bias on the data collected (Zigmund, 2000, Barbie 2001, Sekaran, 2000) In addition, the questionnaire is the simplest procedure to be administered, particularly when involving a large-scale research (Barbie 2001 ; Neumann 2003, Gay 1996; Norasmah 2002). According to Sekaran (2000), before carrying out a research, its design should be given great emphasis. The design of the research focuses on elements such as the purpose of the research, research strategies, place of research, research type, sampling design, data collection methods and data analysis. Research design is especially important to determine that all research questions have been answered in a comprehensive manner by the researchers. Research questions that have been developed by the researchers are as follows:

i. Do the items in KOMPAS instrument have good internal consistency through the *confirmatory factor analysis* (CFA) based on the development of Structural Equation Modelling, SEM?
ii. What are the most controlled and least controlled domains of competency based on the mean scores of GARS leaders according to KOMPAS instrument analysis?
iii. What are the highest and lowest dimensions of job satisfaction based on the mean scores of GARS leaders according to JDI instrument analysis?

6.1 Sampling

The samples consisted of administrators comprising Principals, Senior Assistants (Administrative), Senior Assistants (Student Affairs) and Senior Assistants (Co-curricular Activities) from 87 GARS in the eastern zone (Terengganu, Kelantan, Pahang) and

central zone (Perak, Selangor, Wilayah Persekutuan), involving 348 respondents altogether. They were chosen as research samples as they are the key leaders in the organisational chart of the school. The method of sample selection was random sampling. GARS sample selection was done by the researchers based on the relevant zones by selecting a random number of population.

6.2 Reliability and Validity

Validity refers to the extent of which the instrument can measure what needs to be measured. Reliability is a statistical measurement of internal consistency of the instrument to generate assessment data (Mohd Majid Konting 1990). In this research, the reliability of the instrument was viewed from the perspective of alpha values and the correlation between the items and the total score. The alpha value of 0:00 to 1.0 was the reliability value, with 0.60 considered as the lowest value for the reliability index (Mohd Majid Konting 1990; Kelloway 1998). As for the correlation between the scores of items, a value of more than 0.25 was set for this research, according to the viewpoint of most social science researchers (Mohd Majid Konting 1990; Kelloway 1998, Nunnally & Bernstein, 1978). The validity of the research was determined through the analysis factor test in order to determine the validity of the constructs. Content or face validity was obtained through the assent of specialists in management and educational administration in determining the consistency of the instrument.

6.2.1 Reliability and Validity of KOMPAS Instrument

The research revealed that the alpha values for KOMPAS instrument are between 0.86 (the lowest) and 0.94 (the highest). Detailed findings according to major domains are shown in Table 1.1 below:

Table 1.1: The cronbach-α value for each KOMPAS domain

Domain of Competency	Cronbach-α Value
i. Policy and direction	0.86
ii. Instructional and achievement	0.94
iii. Change and innovation	0.91
iv. Resources and operations	0.90
v. People and relationship	0.92
iv. Personal effectiveness	0.91
The overall value (average)	0.90

Table 1.1 shows that the alpha values for KOMPAS instrument survey have good reliability, between 0.86 (the lowest) and 0.94 (the highest). The overall alpha value is 0.90, while the detailed breakdown by major KOMPAS domains is as follows: Policy and Direction (0.86), Instructional and Achievement (0.94), Change and Innovation (0.91), Resources and Operations (0.90), People and Relationship (0.92), and Personal Effectiveness (0.91).

Table 1.2: The Pearson correlation values between competency domains

Competency Domains	PaD	IaP	MCaI	RaO	HIR	EoS
i. Policy and direction	1.0	0.797**	0.677**	0.635**	0.591**	0.579**
ii. Instruc. and achievement		1.0	0.812**	0.786**	0.730**	0.685**
iii. Change and innovation			1.0	0.755**	0.653**	0.504**
iv. Resources and operations				1.0	0.741**	0.636**
v. People and relationship					1.0	0.747**
iv. Personal effectiveness						1.0

* Significant at $p < 0.05$ ** Significant at $p < 0.01$

Based on Table 1.2, the correlation values between KOMPAS domains are between 0.504 (the lowest) and 0.812 (the highest). This value indicates a strong linkage and is more than 0.25, the value set by most social science researchers such as Kelloway (1998), Hopkins (2002), Mohd Majid Konting (1990) and Bhasah (2004).

6.2.2 Reliability and Validity of JDI Instrument

The research revealed that the alpha value for JDI instrument is 0.93. Detailed findings of the alpha values according to the main JDI dimensions are shown in Table 1.3 below.

Table 1.3: The cronbach-α value for each JDI dimension

Job Satisfaction Dimension	Cronbach-α Value
i. Current working conditions	0.65
ii. Salary and workload	0.76
iii.Opportunities for promotion / campaign	0.86
iv. Supervision of work	0.84
v. Part-time job	0.79
iv. Colleagues in school	0.77
The overall value (average)	0.93

Table 1.3 shows that the alpha values for JDI instrument questionnaire have good reliability, between 0.65 (the lowest) and 0.86 (the highest). The overall Cronbach alpha value is 0.93, while the detailed breakdown by dimensions is as follows: Working Conditions (0.65), Salary and Workload (0.76), Promotion / Campaign Opportunities (0.86), Supervision in Occupation (0.84), Part-time Job in School (0.79), and Co-workers in School (0.77). Based on the alpha values, it can be concluded that all the dimensions of this questionnaire have good reliability index. The Cronbach-α value is far greater than 0.60, the minimum reliability value proposed for research purposes (Nunnally, 1978; Hughes, Ginnett & Curphy, 1993).

Table 1.4: The Pearson correlation values between JDI dimensions

Job Satisfaction Dimension	CWC	SaW	AfP	SoW	TJaW	CaS
i. Current working conditions	1.0	0.455*	0.268	0.580**	0.545**	0.358
ii. Salary and workload		1.0	0.566**	0.848**	0.724**	0.604**
iii. Promotion opportunities			1.0	0.447*	0.155	0.521**
iv. Supervision of work				1.0	0.774**	0.737**
v. Part-time job					1.0	0.786**
iv. Colleagues in school						1.0

* Significant at $p < 0.05$ ** Significant at $p < 0.01$

Based on Table 1.4, the correlation values between the dimensions of job satisfaction are between 0.268 (the lowest) and 0.848 (the highest). This value indicates a strong linkage and is more than 0.25, the value set by most social science researchers such as Kelloway (1998), Hopkins (2002), Mohd Majid Konting (1990) and Bhasah (2004).

6.2.3 Exploratory Factor Analysis, EFA

To ensure the validity and consistency of KOMPAS instrument, the researchers conducted two major tests, namely exploratory factor analysis and confirmatory factor analysis. Both factor analysis tests were conducted to determine that each item in the questionnaire represents the major domains of competency. Before the factor analysis was carried out, two factor analysis pre-tests were done in advance, which were the Keiser-Meyer-Olkin test and Bartlet of sphercity test based on the major domains of KOMPAS. The results of the KMO test based on the domains are as follows: Policy and Direction (0.941), Instructional and Achievement (0.886), Managing Change and Innovation (0.904), Resources and Operations (0.842), People and Relationship (0.876), and Self-Effectiveness (0.870). All the major domains of KOMPAS recorded a KMO value of above 0.05 and are considered significant. The Bartlet of sphercity test shows all the domains recording a value of 0.00. This value is considered significant because it is below 0.05. The EFA test was conducted via conventional procedure based on varimax rotation.

7.0 RESEARCH FINDINGS

The researchers utilised the view of Hair et al. (2006) who established the factor loading of .30 is the minimum value for determining the competency construct value of GARS leaders representing the major domains of KOMPAS. Results of the analysis show that all KOMPAS domains recorded a factor loading value exceeding .30. This is illustrated in Table 1.5.

Table 1.5: The EFA test findings

Domain / Main Construct	Cronbach-α Value	Loading Value
1.Policy & direction	**0.86**	**0.94**
i. Vision and purpose	0.85	0.59
ii. Quality focus	0.86	0.76
iii. Strategic thinking	0.86	0.73
iv. Self direction	0.85	0.90
2.Instructional & achievement	**0.94**	**0.88**
i. Achievement orientation	0.94	0.90
ii. Instructional development	0.94	0.85
iii. Knowledge sharing	0.94	0.85
iv. Curriculum focus	0.94	0.78
v. Supervision	0.94	0.71
3.Change & innovation	**0.91**	**0.90**
i. Problem solving	0.90	0.89
ii. Managing change	0.91	0.63
iii. Informed decision making	0.91	0.80
iv. Managing school improvement	0.91	0.71
v. Creativity and innovation	0.90	0.78
4.Resources & operations	**0.90**	**0.84**
i. Finance management	0.89	0.85
ii. Physical development	0.90	0.66
iii. Performance management	0.89	0.63
iv. ICT management	0.90	0.68
5.People & relationship	**0.92**	**0.87**
i. Capacity building	0.92	0.84
ii. Communications	0.91	0.95
iii. Relationship building	0.92	0.72
iv. Teamwork	0.92	0.84
6.Personal effectiveness	**0.91**	**0.87**
i. Self awareness	0.90	0.69
ii. Self management	0.90	0.87

Domain / Main Construct	Cronbach-α Value	Loading Value
iii. Social awareness	0.90	0.92
iv. Social management	0.90	0.75

To answer the first research question, do the items in KOMPAS instrument have good internal consistency? The confirmatory factor analysis (CFA), through the formation technique of Structural Equation Modelling (SEM), was tested against research data to answer this question. Through SEM, KOMPAS Model was separated into six major domains which would be determined by 26 constructs representing the domains to portray the compatibility of the model as shown in Figure 1.2 below.

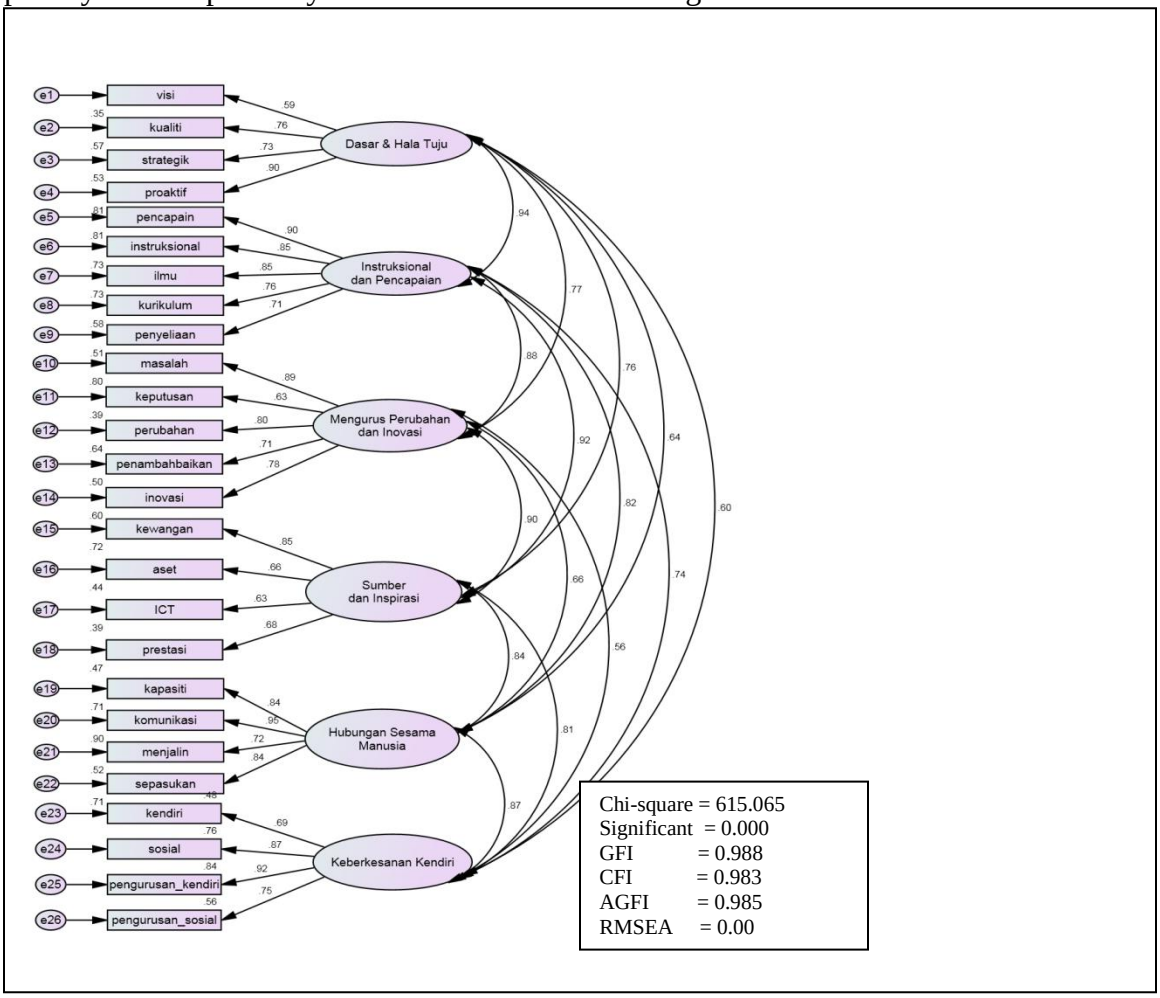

Figure 1.2: Relationship between the administrator's leadership competency and KOMPAS domains

The results of the analysis can be summarised as follows.

Table 1.6: Analysis findings after modification indices instruction

No.	Index	Hair et al. (2006)	Analysis Results	Results info
1.	GFI	≥ 0.900	0.988	Model accepted
2.	CFI	≥ 0.900	0.983	Model accepted
3.	AGFI	≥ 0.900	0.985	Model accepted
4.	RMSEA	≤ 0.08	0.00	Model accepted

Based on the main constructs, all the competency index values for the major domains of KOMPAS are appropriate and meet the value recommended by Hair et al. (2006) in which GFI ≥ 0.90, CFI ≥ 0.90 and RMSEA ≤ 0.08 (Hair et al. 2006). The research findings show that goodness of fit (GFI) is 0.988, adjusted goodness of fit (AGFI) is 0.985, comparative fit (CFI) is 0.983 and root mean square error of approximation (RMSEA) is 0.00, which is less than 0.8. This shows that this relationship model between competencies and major domains of KOMPAS is compatible (accepted) and can be used to assess leadership competency of GARS Administrators.

To answer the second question, what are the most controlled and least controlled domains of competency by GARS leaders based on the major domains of KOMPAS instrument? Mean score was used to indicate the most controlled KOMPAS domain (high) among the six major domains of KOMPAS and mean score was again used for the least controlled domain (low) based on the competencies specified by the GARS Administrators. The scale used to classify the level of competency and job satisfaction among GARS Administrators is as shown in Table 1.7:

Table 1.7: The scale used to classify level of competency and job satisfaction

Mean Score	Competency Level
1 until 1.99	Low
2 until 2.99	Medium low
3 until 3.99	Medium high
4 until 5	High

Table 1.8: Mean Score based on the major domains of KOMPAS

Domain	N	Minimum	Maximum	Mean	Standard deviation
mean_policy direction		**1.46**	**4.23**	**3.4231**	**.64444**
mean_instructional		1.32	4.89	3.5677	.70298
mean_change innovation		1.67	4.33	3.4623	.62454
mean_resources_operations	348	1.75	4.44	3.5424	.64775
mean_people_relationship		1.72	4.39	3.5813	.62388
mean_effectiveness		**1.69**	**5.00**	**3.7388**	**.62686**
kompas1		1.60	4.29	3.5557	.55902
Valid N (listwise)					

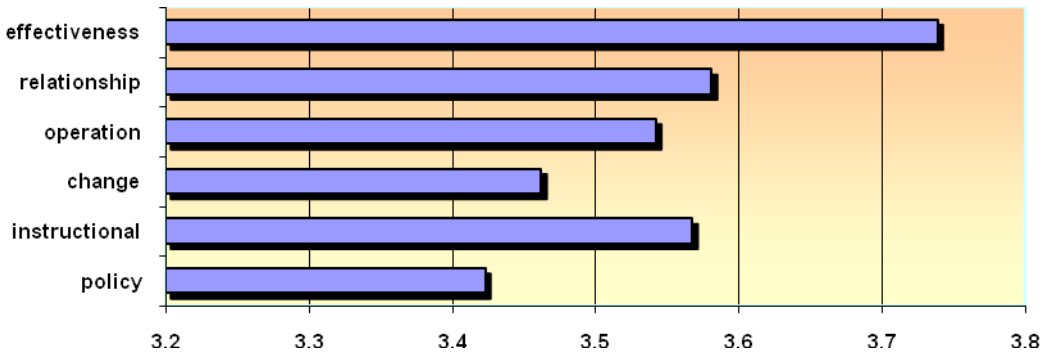

Figure 1.3: Bar graph of mean score of major domains of KOMPAS

To answer the question of the highest mean score (most controlled) and the lowest mean score (least controlled) by GARS Administrators, the summary is as shown in Figure 1.3. Based on Figure 1.3, KOMPAS domain which is least dominated by the administrators is Policy and Direction (mean: 3.42). The domain most controlled by GARS Administrators

is Self-effectiveness (mean: 3.73). On the whole, the mean value obtained by GARS Administrators is at medium high level (3 to 3.99).

To answer the third question, what are the highest and lowest dimensions of job satisfaction based on the mean scores of GARS leaders according to JDI instrument analysis? To determine the dimensions that bring the most satisfaction and least satisfaction based on JDI instrument, the researchers utilised the highest and lowest mean scores based on Table 1.9 below:

Table 1.9: Mean Score based on the main dimensions of JDI

Dimension	N	Minimum	Maximum	Mean	Standard deviation
mean_working_ conditions		**2.75**	**4.17**	**3.6935**	**.39418**
mean_salary_workload		2.33	4.50	3.4881	.66191
mean_promotion		**2.17**	**4.50**	**3.3631**	**.75639**
mean_supervision	348	2.20	4.40	3.5607	.61484
mean_part time job		2.13	4.38	3.5536	.69174
mean_colleagues in school		2.25	5.75	3.6607	.85855
Valid N (listwise)					

Based on Table 1.9, the mean score of the main dimensions of JDI show that GARS Administrators are most satisfied with the working conditions dimension (mean: 3.69). The dimension that they are least satisfied with is Promotion Opportunities (mean: 3.36). This is illustrated in Figure 1.4 below.

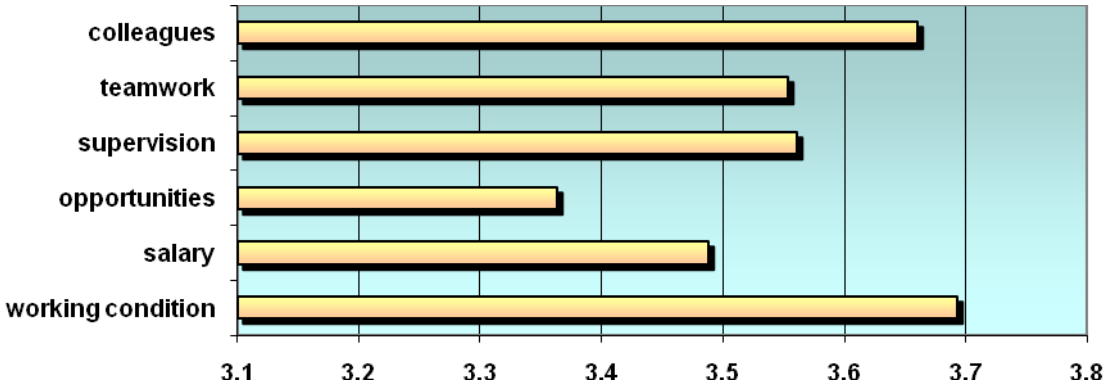

Figure 1.4: 4: Bar graph of mean score of the main dimensions of JDI

8.0 DISCUSSION

Based on this research, quantitative analysis of data through the method of validation factors has found that the items in KOMPAS questionnaire, which was constructed by a group of researchers from IAB, have consistent values and high validity, whether via correlation tests or the method of confirmatory factor analysis. The Policy and Direction domain in KOMPAS instrument, which recorded a mean value of 3.42 (the lowest), must be strengthened through in-service training, especially for newly elected administrators in GARS. New administrators should be more proactive by studying the methods of school management, whether directly or indirectly, from a more experienced administrator in GARS.

The Policy and Direction domain urges school leaders to mobilise resources in order to achieve the objectives of the organisation, which cover formation of organisational direction, vision and mission development, proactive attitude and strategic thinking. To master this competency, it takes a leader who possesses quality and professional attitude, and sticks to principles to achieve organisational excellence. Construction of the school vision and mission must be clear, easily understood and implemented by all staff. It needs a leader who is brave and willing to take risks as well as committed to the responsibilities entrusted to him or her. Proactive attitude in the administration of the school will guarantee the programmes planned can be implemented without constraints. Proactive leaders are capable of setting objectives, work schedules and budget estimates without the supervision of their superiors, such as the District Education Office (DEO). School leaders who master this domain will also create a strategic plan for reviewing the needs of the organisation in the future. In addition, elements of continuous improvement (quality-oriented) are emphasised in the management of the school organisation so that all shortcomings, whether in curriculum or co-curriculum, can be improved from time to time.

The findings for job satisfaction elements show that the Promotion Opportunities dimension recorded a mean of 3:36 (the lowest). It portrays that most GARS

Administrators are not very satisfied with the promotion opportunities in GARS compared with mainstream school administrators who are holding higher positions, including Grade DG 54 and Special Grade C. MOE, particularly the Islamic Education Division, has to look into this issue so that GARS Administrators who have successfully brought their school to greater heights are duly rewarded and awarded promotion opportunities (fast track) as enjoyed by their counterparts in mainstream schools. This will stimulate a healthy competition among GARS Administrators to improve the quality of school management and subsequently elevate their school to be the best of the best.

9.0 CONCLUSION

This research, on the whole, has managed to identify the most and least controlled major domains of competency by GARS Administrators in the eastern zone (Terengganu, Kelantan, Pahang) and central zone (Perak, Selangor, Federal Territory) based on KOMPAS instrument. The administrators have less control of the Policy and Direction domain (mean: 3.42) based on the analysis carried out in 87 schools in both zones. Meanwhile, JDI Instrument Analysis shows that the Working Conditions dimension recorded a mean score of 3.69 (the highest). It portrays that GARS Administrators are satisfied with the learning facilities available in the school. The Promotion Opportunities dimension recorded a mean score of 3:36 (the lowest). It portrays that most GARS Administrators are not very satisfied with the promotion opportunities in GARS on the whole.

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