

ASPIRING

FOR SCHOOL EXCELLENCE AND BEST PRACTICES FOR SCHOOL LEADERSHIP

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SELECTION PAPERS FOR PROCEEDINGS ON MANAGEMENT AND
EDUCATIONAL LEADERSHIP NATIONAL SEMINAR 2003-2010



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PREFACE

There is widespread belief that the quality of leadership makes a significant difference to school and student outcomes. Leadership and management in schools is the fundamental of school effectiveness, quality of learning and students' achievement. No single schools will taste the success with poor leadership and weak management. Strong leaders affects the teacher, community and students. Effective schools management ensure all the resources available utilized with maximum effect and minimum cost.



Institut Aminuddin Baki has propagated the role of leaders and effective schools management through our yearly National Seminar for the past 20 years. In regards to this effort, Selection Papers for Proceeding on Management and Educational Leadership Seminar 2003-2010 with the aim to present the best papers presented in the national seminar from 2003-2010 based on the theme Aspiring for School Excellence and Best Practices for School Leadership was published. This proceeding comprised 14 selected papers presented by presenter locally and from abroad. The papers cover many aspects of leadership and management practices including the best practices, future leaders, leadership styles and leadership performance in schools.

This book are expected to provide insight to Malaysian educators particularly head teachers, policy makers and the public on school leadership and management issues. It is also expected this book will be the reference materials to the Malaysian public to understand the leadership and management in schools.

Dato' Haji Khairil bin Haji Awang
Director
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MINISTRY OF EDUCATION MALAYSIA



Chapter 1

PROCEEDINGS PAPER 2003



CHANGING THE WAY WE PREPARE OUR EDUCATION LEADERS: THE BURNABY EXPERIENCE

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INTRODUCTION

This paper is a reflection of the highlights of study tour by the authors to Burnaby School District, British Columbia, Canada in October 2002. The study tour is part of the professional development program of Institut Aminuddin Baki (IAB). The discussion will begin with a brief description of why the Burnaby School District was selected and the traditions of leadership professional growth; secondly, the three main thrusts of the Burnaby Leadership Professional Growth Program (The Professional Growth Plan, Peer Assisted Leadership Program and Professional Learning Communities). Finally, some reflection and personal learning obtained will be examined.

WHY BURNABY SCHOOL DISTRICT?

In arranging for the staff professional development, IAB sought the assistance of Simon Fraser University (SFU), British Columbia, Canada and SFU selected Burnaby as the model school district to be visited. Burnaby is the third largest suburb or district in British Columbia (B.C) with 47 school, 2500 employees and 24,000 students. It is one of the fastest-growing districts in B.C. in terms of education. Burnaby School District was selected because it is seen as a leader in delivering quality education and its population has a myriad composition of ethnic groups. Due to their multicultural ethnicity, they also offer a wide variety of programs that are applicable to our own Malaysian education context. Their programs include teaching English as a second language or more commonly known as Immersion Programs. As survey of languages in 1996/97 identified approximately 70 languages other than English spoken in the homes of Burnaby students. While such diversity has brought rich cultural benefits to Burnaby's communities and schools, it has presented a significant and growing challenge for Burnaby School District Office to deliver education programmes in an efficient manner.

Our situation is somewhat similar to the challenges faced by the Burnaby's communities. Like Burnaby, we also face the challenge of fostering and maintaining an overall educational climate of inclusion and integration at a time of growing public expectations for quality education. Burnaby has continued to promote the ideals of multiculturalism through the many school-based initiatives which promote the ideals of multiculturalism through the many school-based initiatives which promote cultural respect and understanding.



In addition, the strength of their leadership professional growth programs are exemplary. These include the Professional Growth programs, competency-based principal training programs, and peer assisted leadership program.

TRADITIONS OF LEADERSHIP PROFESSIONAL GROWTH

Before we begin the discussion on the Burnaby leadership professional growth programs, we would like to briefly highlight the traditions of professional growth programmes practised in Burnaby in the 1990s. Both the terms of *professional growth* or more commonly known as *professional development* would be used interchangeably throughout this discussion.

Professional development for principals in Burnaby, frequently revolves around training them using externally-developed programs to update them in the latest research-based knowledge in the content areas. This is carried out through the supervisory skills programs, leadership development, mastery learning, instructional strategies and collaboration, and educational technologies, to name a few from the 1970s to the late 80s. This conventional or academic approach to principal development is dominant in knowledge transfer and skill development in perspective. Embedded in the traditions of such practise in principal development assumptions that are scarcely pronounced for scrutiny. Such a practise tend to overlook those questions, issues, dilemmas, meanings about leadership innovation that are pertinent to principals.

However, in the late 1990s Burnaby School District moved away from the conventional practices of professional development with the appointment of a new District Superintendent and also due to financial constraints of providing sufficient professional development to all the principals and teachers. In the Malaysian school context, a Superintendent is equivalent to the position of a District Education Officer. The new superintendent adopted non-conventional strands of teacher (principal) development. He designed the Professional Growth Program to move away from the practice of having principals write performance appraisal reports about teachers and he, in turn writing about the principals. Quoting Fullan & Hargreaves (1991), he felt that by allowing principals and teachers write their own performance action plan from their perspective would not only boost performance but also serve as a form of professional development. To give it a new image, he named it as Professional Growth Plan or the Pro-D Plan which will be discussed later in the text. Having put the system and focus of professional development in place, they then, moved on to building professional learning communities.

These non-conventional strands contest the assumption that adult learners (principals) are autonomous professionals. They possess a vast repertoire of experience, ability, and practical knowledge that they can use for their own self-directed learning as well as provide effective instructional leadership. This non-conventional or comprehensive approach emphasizes on reflective practice and it focuses and it focus critically on socio-political-cultural change.

VARIOUS APPROACHES TO PRINCIPAL PROFESSIONAL GROWTH

In preparing for principalship in Burnaby School District, approaches are often used, both conventional and non-conventional approaches.



Conventional Approaches

For the conventional or knowledge transfer and skill development strand, we would discuss three such approaches: 1) the *Expert Model*, 2) the *Process-Product Model*, and 3) the *Training Model*.

In the *Expert Model*, it is assumed that the provider or instructors of training has all the knowledge foundation as compared with the learners. As a result, the provider plays the role of selecting the area or areas of professional growth for the learners. The irony is that the area or areas selected for learning may be extremely theoretical based or do not match actual school leadership practices (Daresh, 1994).

Closely related and even overlapping with the expert model in many points is the *Process-Product* model. Its assumptions are very similar to those of the expert model. An expert will decide the specific and level of actions or responses or competence expected from learners and develop topics to achieve the desired competence. This approach may be known as a competence-based approach, that is, a system based on assessment of competence rather than the actual training itself (Buckley & Caple, 1992). In actual fact the difference between this approach from the *Expert Model* is the emphasis on thinking about *required outputs* rather than *desirable inputs*.

The third model which is the *Training Model*, is also frequently used. Equally difficult to separate this model from the models mentioned above, it is often referred to as a way of expanding, developing or modifying knowledge/skill/attitude through learning experience, to improve job performance (Buckley & Caple, 1992). Some tried to distinguish the three models by looking at its process, orientation (whether it minimizes or maximizes individual differences), its course or program content, method or even the effects of it on a time scale (short term or long term).

We would like to emphasize here that there is no clear divided lines between the three models. However, they all stress that professional growth is pre-determined and packaged for principals' learning. The criticism of these approaches are that professional development may not reach a deep-seated level of awareness in principals and will also likely amount to an accumulation of superficial technicalities (Grimmett & Muthwa-Kuehn, 1998) as school context have been omitted. As a result, principals may see the knowledge or skill delivery as being imposed on them. By contrast, the non-conventional approaches to principal development represent a shift away from knowledge transfer and skill development to a focus on the personality of the principal and on contextual constraints or environments.

Non-Conventional Approaches

For the non-conventional or reflective practise, we would discuss approaches used in Burnaby like 1) reflective practise and 2) action research.

Reflective practices and action research are part of the broad concept of experiential learning where ideas of learners are constantly being formed and reformed by life experiences (Cheetham & Chivers, 2001). The aim of reflection is not only to observe and review their practices and the contexts or processes they are in but also to generalize abstract conceptualization as well to carry out active experimentation (Schon, 1993; 1991;



Kolb, 1984). However, Brotherton (1991) as cited in Cheetham & Chives (2001), argued that relying on a person's ability to discover what is useful through experience is not enough. He believes that reflective learning needs to be guided through positive assistance for instance by using action learning or research so as to structure experiential learning. Smith (1998) has similar opinion about the use of action research and defines it as the systematic, intentional inquiry by principal into their craft. This simple understanding is adopted, adapted and practised by the principals and teachers in the Burnaby school District.

LEADERSHIP PROFESSIONAL GROWTH: THE BURNABY'S EXPERIENCE

Here, the authors would discuss carried three main thrusts of the Burnaby Professional Growth Programs. These programs are towards a more learner-focused curriculum. Several assumptions which are central to curricular, structural and ideological change are employed here:

1. Each professional educator wishes to grow in professional effectiveness;
2. There is a commonly held belief system of professional values and desired outcomes;
3. A healthy educational culture which subscribes to:
 - Effective learning for students as the major goal;
 - People are regarded as able, valuable and responsible persons;
 - Collaboration and mutual trust elicit confidence in formative process.

The Professional Development Plan (Pro-D Plan)

The Professional Development or Growth Plan (Pro-D Plan) provides an opportunity to focus on one aspect of the principals' (and teachers') professional growth and at the same time to deliberately develop their instructional leadership (and classroom practices) in that area. The principals (and teachers) have a choice in choosing one area of focus, goal and level of challenge. These choices and selections are expected to vary from principal (teacher) to another principal (teacher) depending on individual backgrounds, interests, previous experiences and current leadership (teaching) situations. The principals are given time off to plan and write out their own Professional Growth Plan or Action Plan (refer figure 1) for the coming year. To outline and also to guide their implementation, the plan includes a list of activities that they will undertake, and a timeline is included where necessary and appropriate. The principal (teachers) are also encouraged to any background reading or research into their leadership (instructional) strategies as well as a school implementation (classroom) overview. In addition, the plan delineated should also indicate the signs or evidence that the principal (teacher) will look for to indicate that he or she has moved towards his or her goal.

Once they have drafted their plan, both the principals and the teachers are also encouraged to ask themselves the following questions:

- a. Will I learn something new and worthwhile from this project?
- b. Is my focus area worthy of a significant investment of time and energy?
- c. Is my goal clear enough that I can identify specific practices I want to try?
- d. Is my project manageable within reasonable time frame?



- e. Have I tried to anticipate problems that might arise and how I might deal with them?

Figure 1: Professional Growth Plan

Focus:	Briefly describe the idea/innovation you wish to implement
GOAL:	Identify what you hope to achieve as a result of this project. Make sure your goals are challenging yet realistic for the time frame.
PLAN:	Outline the actions you intend to take to achieve your goal. Include an approximate timeline to guide your action.
RESOURCES:	List materials you may need to complete your plan. Include readings, software, reference material and/or other resources.
SUPPORT SYSTEM:	Suggest people who can help you to achieve your goal, including your implementation support group as well as appropriate resource people.
ASSESSMENT:	Indicate how you will monitor the implementation of the project and how you will judge your success in achieving the goals or desired outcomes. 1. Monitoring Procedures: 2. Outcome Assessment:

This Professional Growth Plan is not rigidly kept. The principals and teachers are reminded that as they try new practices, they would need to make modifications in the plan in response to unanticipated events along the way. Changes are expected to be made to the plan during implementation.

Administrative Professional Growth Plan

As the Administrative Professional Growth Plan is primarily intended to help administrators to have reflective self-professional growth, and development in nature, provided within a cooperative, supportive environment, the principals are not left isolated in their efforts in trying to attain their goals. Several provisions are given including:

1. **Research** where appropriate literature on effective leadership are made available to the use of administrators. As reasoned by Froese (2000), the Administrative Professional Growth Plan architect, the professional literature and information about effective instructional leadership and supervisory models are intended to provide a practical conceptual base for the improvement of leadership in the schools.
2. **District Team** where a team comprising of superintendents and administrators are responsible in bringing the literature mentioned above to the attention administrators. This team also plays a role in assisting the administrators to review and examine both the information on effective instruction and leadership.



3. **Supervisory Models** where each administrator in consultation with the Superintendent will select the most appropriate supervisory model for his /her situation. Based on this model, the administrator then draft a written action plan to achieve his goal. An outline of the plan has to be ready by 1 November of each year and a copy will be kept by both administrator and Superintendent. As sample of the outline of the action plan is shown in figure 2.

The administrator can choose an area of growth to be focused on and along the way, make thoughtful self-assessment, progressive adjustments or modifications as well as in getting ongoing professional feedback. Some of the possible areas of growth outlined by the Burnaby School District include the following:

- Planning and Goal Setting
- Instructional Leadership
- Communication and Group Processes
- Supervision and Evaluation of Staff and Programs
- Professional Growth and Development
- Community Relations
- Organization and Management



Figure 2: Framework for Professional Growth

AREA: COMMUNICATION AND GROUP PROCESS

A. DEMONSTRATES CONCERN FOR PEOPLE

Indicators	Strength	Growth
1. Encourages and models caring and respect for and acceptance of others.		
2. Works to develop an atmosphere of openness and trust.		
3. Is approachable, considerate of and available to students, staff and community.		
4. Models and encourage collaboration.		

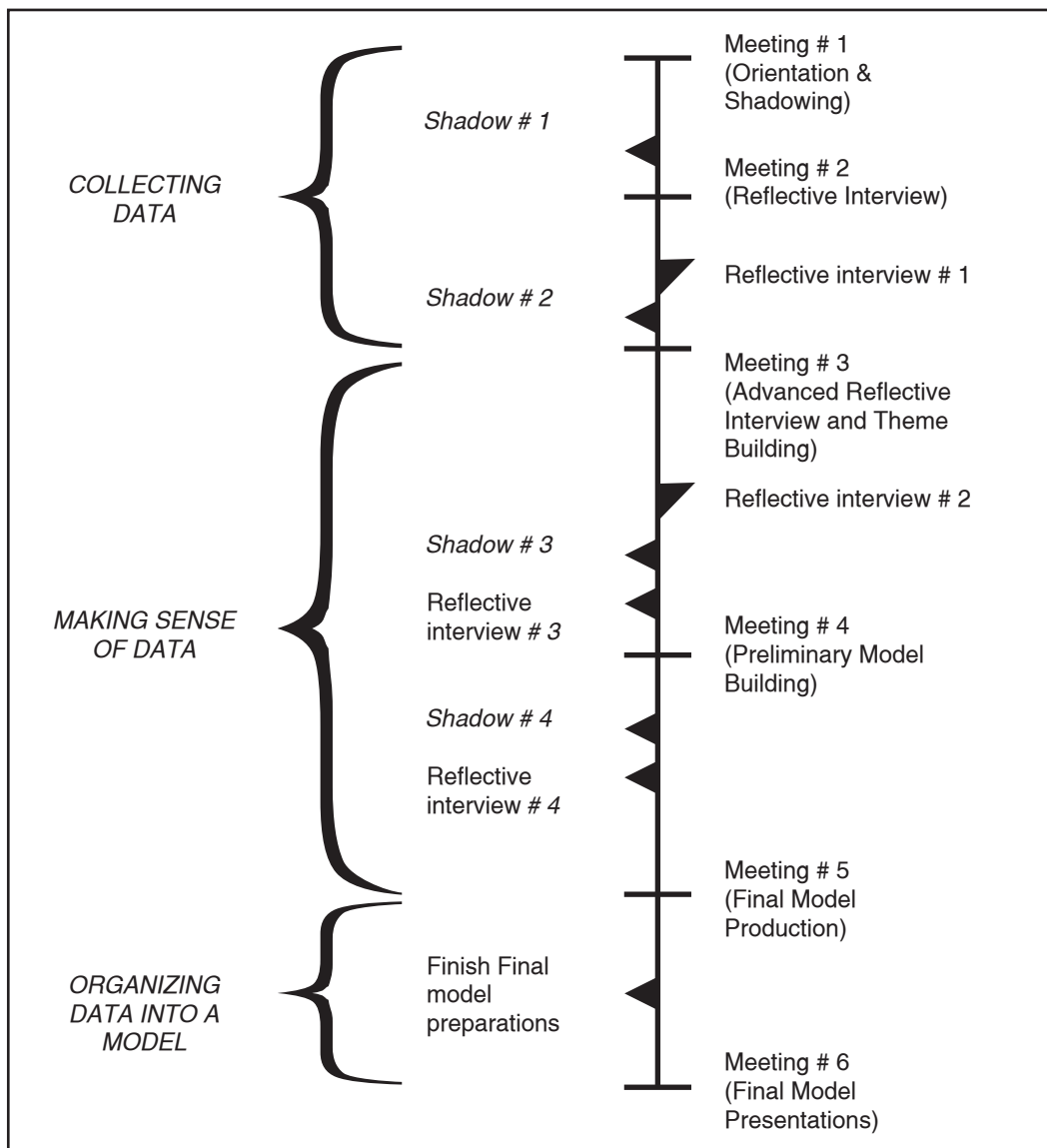
REFLECTIVE COMMENTS

AREAS OF STRENGTH/GROWTH

Peer Assisted Leadership (PAL Programme)

PAL, a year long professional development programme was established by the Far West Laboratory staff, a consulting company employed by the Burnaby School District in the 1990s. The program has been carried out for the last four years. This programme is implemented in view that principals are often isolated by the position they assume although they need learning throughout their lives. In this program, principals inquire together about the meanings and consequences of their leadership.

Figure 3: Peer Assisted Leadership (PAL Program)



A principal will select a partner, preferably someone whom they would like to get to know better, work with the person for over a year by taking turns to shadow one another for at least five times a year. They can pick a partner from the secondary or primary school. Among the activities carried out include shadowing, reflective interviewing, theme building, theme diagramming, constructing models, and employing the General Framework of Instructional Leadership (refer to figure 3). It is intended that this program be a non-prescriptive, nonjudgmental stimulus for professional growth.

While conducting PAL training, Far West Laboratory staff gathered the principals' reactions to the materials and activities through tape-recording, and written comments.

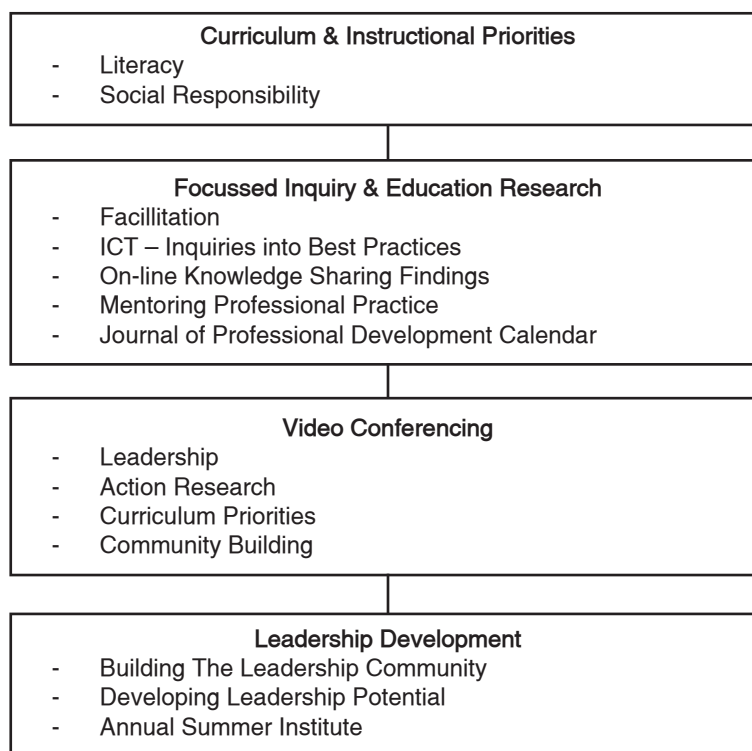


Evidence gathered indicates that PAL programme has enabled principals to examine their own leadership styles and action; learn and apply new techniques and strategies; reduce feelings of isolation; and organize thoughts and actions about instructional leadership. At the end of the program, the principals would come together to celebrate their presentations over lunch. They would present the positive themes of the leadership of their partner in a model or diagram form that they had observed and built for instance 'a school with heart'.

Professional Learning Communities

In the late 1990s to the present, using an Intergrated Model, the Burnaby School District principals tried to build a self-help supportive professional learning community (refer figure 4). Emulating what is described in Senge's (1990) and Joyce, Weil & Showers's (1992) book, they build their ethos around the continuous study of teaching and learning. Using the peer coaching concept, principals work together to expand their leadership repertoire. A council with study teams were set up to facilitate learning. Each principal has membership in a team of two or three (e.g on-line knowledge-sharing findings) whose members support and coach one another in study. Each team is linked to one or two others, forming a study group of no more than six members. Team members support one another as they study academic content of leadership, teaching and learning skills and strategies. At monthly weekend workshops, principals in teams take turns teaching one another. Thus, members get to see other principals practice a particular strategy while others who play the role of participants then make plans to try a couple of prototype leadership strategies for their school over the next month.

Figure 4: Building Professional Learning Communities





The emphasis is on reflective practice or focused inquiry on curriculum and instructional priorities, the sharing of findings and newly acquired knowledge and practices through on-line learning and leadership development. It is believed that focused inquiry and action research will help the professional learning community to develop a mind-set and “culture of curiosity” and become skilled in the process of posing question and seeking answers to problems related to their craft. When principals are always asking “what if...” questions, in turn, they would help schools to become “Centres of Inquiry”.

When the phenomenon of mutually supportive learning communities emerges in a educational setting, principals become connected in a lovely and coherent fashion (Grimmett & Muthwa-Kuehn, 1998). The professional learning community mentioned above facilitates planning, observing, and communication between members of study groups who are involved in a continuing experiment on leadership strategies.

Reflections on the Pricipal Professional Growth in Malaysia

Having journeyed so far to learn and inquire into the best practices of another school district in a foreign land, we would like to share some of our findings and observations with reference to our own current practices. However, getting the right tone and approach for this discussion turned out not to be an easy task at all. There is always the danger of being over-critical and not being able to see the strength of our own education practices or the shift of the pendulum to the extreme of being over-defensive and refusing to change and to overcome weaknesses. We'd like to be reflective as we go about the task of sharing with you, we'd like to invite you to be reflective too. What we are about to share is personal and we'd like to not take this any more zealously than necessary.

Some reflections on the strength and shortcomings in the preparation of administrators include:

i. Using Local Knowledge

Training centers are still expected to continue to play the role of being the expert in selecting and providing pre-determined training for educational growth. We do not deny that the provision of training through external experts does enable leaders to apply the knowledge and skills they have learned in leading their schools. However, this traditional way of thinking has led to the estrangement between the world of administration and the world of leadership learning and experimentation. These appears to be a gap between theory learning and actual practices in the field; and a widening cavity between passive receivers and active intitators of knowledge.

There appears to be a state of dependency on the part of the administrator who waits for educational researchers to discover new leadership practices and to design new courses. As a result, having gone through and tolerated the ‘tough’ training given, salary increment and promotional opportunities are expected to be awarded at the end of the training period.

In Burnaby, educational professionals learn because they believe in continuous and life-long learning. Even without any monetary and promotional rewards, they



simply have the love for learning and the thirst for knowledge. In its place, they have a celebration over lunch to mark the adventure of learning.

Attending training courses or obtaining outside knowledge is but one of the many approaches to learning. We feel that present day administrators can play an even more pro-active role in acquiring their own knowledge on leadership informally through reflection (Schon, 1983; Mezirow, 1990; Merriam & Caffarella, 1999), reading, experimenting, evaluation and peer coaching. Even documenting their own practice is a form of learning as it produces knowledge. By taking ownership of one's own learning, one will reduce reliance on experts for knowledge which may not be relevant and practical at all to one's own school context. Besides closing the gap of learning between theory and practice, pro-active learners will also acquire new skills and new-found confidence (Jarvis, 1997) to generate new knowledge. As suggested by Kohl (1998), administrators can certainly fulfill a more productive role as a school leader by infusing into their daily life of educational practice an inquiring sensibility. Recognizing that local knowledge may be as important as research knowledge will ultimately change the way we think about what counts for professional development.

ii. Focused Inquiry and Research

Systematic and intentional inquiry by principals into their craft or work appear to be lacking in Malaysia. An even greater concern is the lack in producing a publication that highlights professional development initiatives and disseminates the results of our inquiries and action research although there were some attempts made by some of the districts and states. A number of districts and states have organized seminars, and conferences as well as published the literary works of principals to be shared with other colleagues. However, we feel that the element of systematic inquiry and experimentation has yet to be given emphasis.

According to Garvin (1993), leaders and members of a learning organization can no longer rely on 'gut' feelings or facts to make effective decisions. Principals need to actively manage the learning process in school to ensure that it occurs by scientific inquiry rather than guesswork or chance. This is because of increasing public expectations that demand accurate and precise diagnosing and solving of problems based on data as concrete evidence. These data can be gathered by using simple statistical tools. On a note of caution, Garvin reminded that these statistical tools are relatively straight-forward and easily communicated to the community; but the necessary mind-set is more difficult to be established.

iii. Bottom-up Growth Leadership

While some say that the Pro-D Plan of Burnaby is similar to the Yearly Work Targets (SKT) here. The Yearly Work Targets outline more of the organizational goals and needs, not individual internalized goals. It is still very much top-down not bottom-up. The top-down leadership assumes that principals and teachers will use pre-determined knowledge through research by experts to better their practice. However, this view has ignored the realities of principals' (and teachers') work-lives. They are affected by federal/state/district policies (e.g. standards and assessments), community and most importantly their teachers and students' abilities, needs, interest and background.



Very often, the top-down leadership is said to stifle professional growth rather than encourage growth. Basically, individuals to be involved in the decision making that affects what they do.

As discussed earlier, the Professional Growth Plan gives the individual the opportunity to identify their own needs and goals without external help. Rather than receiving from a pre-determined leadership training program, the principals have a say or choice in determining their own school management and leadership strategies which are best for a particular school.

Likewise, with this plan, it gives teachers ownership of what they do. Rather than working from a set curriculum with a specific scope and sequence which has been developed by someone else, teachers are more involved in making fundamental curricular decisions about what is best for a particular student or group learners. It is giving people shared ownership of decisions without giving them the anxiety that things can rebound on them if they go wrong. As a result, this encourages people to learn.

We see in Burnaby that bottom-up growth leadership encourages principal and teacher knowledge. It is also far more sensitive to the contexts that help shape principal and teacher practice. However, very often these ventures of trying to abandon the centralized approaches will take a long time becoming institutionalized (Lieberman & Miller, 2000).

iv. Cognitive and Conceptual Growth

Another observation is that through the Peer Assisted Leadership Program, the administrators in Burnaby School District are encouraged to have a strong and sound conceptual foundation regarding leadership for the improvement of it in schools. They were encouraged to visualize the leadership of their themes and categories of leadership. This practice can be emulated in our training programs where instead of participants writing long essays as assignments, they perhaps can reflect on their practices and illustrate their ideas in a model or diagram. Being able to put thoughts into models indicates that knowledge gained has been thought and above all that it has made sense or given meaning to them. Thus, what is meaningful would be more readily internalized and practiced in daily lives resulting in actions being consistent with words uttered. In addition, principals who want to be successful change agents need conceptual frameworks for understanding schools as organizations and need to know how to collect data, how to feed it back, and how to help teachers plan action (Miles, 1993).

v. Building Professional Learning Communities

As observed in Burnaby, building learning communities through and mentoring (Dalo, 1999) is part and parcel of professional growth. The strategy of forming self-help academic study groups or teams as proven by the Burnaby experience, is demonstrated at the individual level with teachers and students; the school level with administrators and teachers working in conjunction and at the district level with superintendent and



principals working in one accord. This type of coaching is also known as cognitive coaching (Costa & Garmston, 1994).

The concept of a school (district) as a learning community with a focus on the students is a wonderful idea. However, to make it a reality, principals need to create a productive learning climate which is nonjudgmental and empowering to help everyone learn. Research on training has proven that teachers can be wonderful learners who can master any kind of teaching strategy or implement almost any kind of sensible curriculum – if the appropriate conditions are provided (Joyce et al., 1992; Matthews, 1999; Day, Harris & Hadfield, 2001). In this condition of collegiality (Clement & Vandenberghe, 2001), individuals learn autonomously while simultaneously act interdependently within the group. This situation of facilitating mutual learning can only exist with essential characteristics of trust in self, trust between individuals, and trust in the coaching process.

In our own situation, the coaching relationship is perhaps done by some, informally, often between a more experienced mentor and a less experienced mentee who are familiar with each other. Perhaps there is a need for more understanding of the merits of systematically organized and structured peer coaching or cognitive coaching as well. Ideally, 'coaching teams' should be developed during training to ensure its successful implementation. To be able to coach other principals or even teachers, cognitive coaching (Costa & Garmston, 1994) should be based upon fundamental beliefs about leadership, human growth and learning or teaching (Bullock, 2002). It starts with beliefs or visions, then implementation of it. Successful coaching provides not only companionship, analysis of one's practices and application but also adaptation to real environments (Joyce et al., 1992; Danzig, 1997) through mental and emotional support.

CONCLUSION

It is not difficult to see some themes in this odyssey. First, it's clear how the paradigms of professional development have changed and transformed over the last two decades in Burnaby. The word 'professional development' itself has expanded to become 'professional growth' to provide a more positive and motivating concept to principals and teachers.

With the nature of school leadership going through significant changes, principals in particular, need new kinds of knowledge, attitudes and skills to perform their work effectively and efficiently. At the same time there is a need to re-examine the appropriateness, relevancy and applicability of the training provided for beginning and practicing principals (Lahui-Ako, 2001).

Instead of using the linear conventional approaches of providing professional knowledge through experts or trainers, Burnaby School District chose to use non-conventional approaches of reflective practice and action research through networks or partnerships. Knowledge is generated and shared in the context of school leadership by principals themselves through the Pro-D Plan, PAL Program and Professional Learning Communities.



Upon reflection of our own professional growth experiences, there are grounds for optimism and pessimism. On the bright side, many of our principals have awareness of the importance of professional growth and the commitment in promoting it. On the other hand, as we look ahead to what the next decade will bring, we have a whole range of questions to deal with such as using local knowledge, focused inquiry and research, bottom-up growth leadership, cognitive and conceptual growth, and the building of professional learning communities. We feel that these trends in principal learning and professional growth hold the greatest promise to maintain leadership force equipped for the task of leading and educating the next generation of Malaysians. To do so, principals will need all the clarification, creativity and energy that they can muster in bringing positive, and constructive changes to their own as well as their staff's professional growth.

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Chapter 2

PROCEEDINGS PAPERS 2004



ASPIRING FOR SCHOOL EXCELLENCE : A MALAYSIAN CASE

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ABSTRACT

The purpose of the paper is to describe a successful school leader from perspective of the educational leaders. It is part of a larger study on the attributes of successful school management in Malaysia. The larger study is a project on "improving school management in Asian Countries", and it was first initiated by Asian Network of Training and Research Institutions in Educational Planning (IIEP), Paris, France in 2000. Institut Aminuddin Baki (IAB) which held the chair of ANTRIEP for 2002-2004, agreed to contribute to this larger study, which will be in the form of case studies of successful headteachers. These successful headteachers were selected based on the results of the Aspiring school Award recipients from 1998 to 2002. The data used in this exploration was collected through in-depth interviews. For the purpose of this seminar, this paper presents findings and analysis of only one case. The major themes that emerged from the study include visionary, creative problem solving, continuous learning, having a passion for quality and caring. This paper also calls on the education authorities in Malaysia to re-examine the selection, promotion, training and staff development opportunities for educational leaders in order to enhance the efficiency and effectiveness of educational leadership in their position and roles. With the challenges and demands of the ever-changing school environment, more effective principals equipped with leadership and management competencies are required to lead schools.

BACKGROUND OF STUDY

This case study is a collaborative project undertaken by Institut Aminuddin Baki (IAB) with eight other member institutions of Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP). ANTRIEP which was formed in December 1995 is now made up of 19 member institutions from 10 countries in Asia, in addition to the International Institute for Educational Planning (IIEP), Paris, France (Appendix 1).

Collaborative research for mutual benefit and sustained inter-institutional linkages is one of the main activities of ANTRIEP. A collaborative project on "Improving School management in Asian Countries" was initiated in 2000. This project was undertaken in two phases. Firstly, a series of national diagnoses on the management of headteachers was undertaken by several members including Institut Aminuddin Baki (IAB). These were presented and discussed at the Shanghai Seminar in 2000. A comparative analysis was prepared, and both the analysis and case studies were published by the IIEP for ANTRIEP (International Institute for Educational Planning, 2004).

In the second phase, the project moved to the school level, where case studies on particular successful schools were to be carried out. IIEP in consultation with NIEPA, the Focal Point prepared the broad outline of the research proposal covering scope, objectives and important research questions to be examined in the case study of schools. The proposal



was then sent to all member institutions requesting them to prepare detailed research proposal considering their own country's educational context. Nine member institutions from seven countries send in their specific proposals (Appendix 2). The research proposals including methodology, structure and organization of the case study were finalized in a workshop organized in Bangladesh during April 2003. Another workshop was organized in Nepal in December 2003 to discuss the draft case studies.

INTRODUCTION

There are various concerted attempts by the Ministry of Education Malaysia to rediscover ways of indentifying and developing excellent and successful schools. One such effort is the introduction of the National Aspiring School Award (NASA). This paper presents an investigation of a school which has been given this recognition indicating that it is a successfully managed school. It is also part of a larger study on the attributes of successful school management in Malaysia. This paper discusses NASA and subsequently followed by a description of the study (focus, purpose, methodology, findings, discussion, and conclusion).

NATIONAL ASPIRING SCHOOL AWARD (NASA)

Over the past decade, the Malaysian education system has experienced increasing pressure to raise standards of learning and academic achievement in schools. In the quest for excellence and assurance of quality in school, a number of programs and awards aimed at quality improvement have been introduced. One such effort is the introduction of the National Aspiring School Award (NASA). NASA was introduced in 1991. It is presented annually at the National Teacher's Day celebration on 16th May, initially to four categories of schools that exhibit overall excellent quality management. These include the Urban Primary School, Urban Secondary School, Rural Primary School and Rural secondary School. For the last 13 years up until 2003, 52 schools have been awarded champions among the four categories. Starting from 1999, the Federal Inspectorate of Schools (FIS) has created one additional category for the National Aspiring School Award, which is the Remote Area School category. In 2001, FIS created two extra categories: Technical Schools and the Special Education Schools categories (Jemaah Nazir Sekolah, 2003)

The NASA is awarded to government schools which are under direct administration of the Ministry of Education Malaysia (MOE). The award is a form of recognition and appreciation of schools towards the development of education (Wan Chik Rahmah, 2002). This award recognizes the model school in the current school context which can be emulated by other schools to self-evaluate their own achievements, challenges and obstacles encountered by those in implementing their responsibilities and functions as educators. The Award recipient for each category will receive a certificate of appreciation, plaque, and RM 15,000 as monetary rewards for school development. The first runner-up will be awarded RM 12,000 whereas the second runner-up will be awarded RM 10,000 (Federal Inspectorate of Schools, 2002).



Selection Process for NASA

Normally, potential schools vying for the award are recommended by the individual state Education Department. These schools would then participate in the competition at the national level and are evaluated by the Federal Inspectorate of schools. A written report of the evaluation supported with document as evidence is compiled and submitted to the NASA coordinating committee to determine the winners.

The evaluation criteria are divided into four main areas. They include areas assessing: (1) headteacher leadership (school management, curriculum management, organizational development management, and leadership style); (2) school climate; (3) learning activities; (4) quality outcome (Federal Inspectorate of Schools, 2002).

Headteacher leadership refers to the creative ways of planning, utilizing, implementing and monitoring of resources to achieve specific educational objectives. School climate is evaluated based on the willingness and determination of the school community to work together. The next component of learning activities looks at the actual teaching and learning activities and processes that take place inside or outside the classroom. Lastly, quality outcome evaluates the achievement of curriculum and extra-curricular activities.

Focus of The Study

Although schools that have won the NASA are considered as successful schools, the meaning of successful schools and successful school management are perceived differently by headteachers. It could range from improved instruction, new teaching and learning activities, improved materials, reorganization of the school, involvement of the community, to new roles and relationships and a different organizational climate. There are also many inter-related factors or determinants that contribute to achieving successful school management. No single factor contributes to all these outcome measures. For the purpose of this inquiry, we will focus on two aspects of school management. The first is the roles and functions of headteachers, and second a discussion on the internal management of the school.

Roles and Functions of Headteacher

Since late 1990s, the trend of school management in Malaysia has substantially changed to the 'effective school movement'. The movement to define, identify and promote the purposes and practices of effective schools took shape by emulating Mortimore's (1995) conceptual paper. Other related ideas of successful schools were also used (Lane, & Walberg, 1987; Beare, Caldwell, & Milikan, 1989; Fullan, 1992; Silver, 1994; Dalin, Ayono, Biazen, Dibaba, Jahan, Mile, & Rojas, 1994; Wisconsin Department of Public Instruction, 2000; Day, Harris & Hadfield, 2001; Englefield, 2002; and Keys, Sharp, Greene & Grayson, 2003). Thus, we see that to date, there has been a good deal of conceptual work on the role of the headteacher in tomorrow's schools.

To implement this, the MOE has outlined ten focus on roles and functions of school management for headteachers to improve the performance of their schools. It is believed that headteachers are the key players in developing the school and thus unlocking the full potential of students (Abdul Shukor, 1998). The ten focus for educational management



outlined are: effective headteachers; effective schools; professional teacher; relevant curriculum; examination and evaluation system; development of teaching and learning support infrastructure; development of planning and research institute; development of an effective implementation and monitoring institute; educational administration system; comprehensive staff development and development of external and societal relations.

Believing that these elements are important and relevant to the current situation, the present Director General of Education (Abdul Rafie, 2000), continues to emphasise on these roles and functions which are intended to aid in the development and progress of headteachers. They provide the basis for a more structured approach to helping headteachers to be focus-oriented, to set relevant targets, to assist in the monitoring and evaluation progress, to identify development priorities, and to attain success.

Besides the conceptual work, the researchers are interested to study what headteachers actually do in their daily interventions and problem solving situations. In other words, they are interested in studying how the everyday intervention behaviour of a headteacher influences school improvement in general. We believe that there is still a need for more studies focusing on what really is going on at the school level.

Internal Management of the School

Schools are under pressure and they are expected to change and improve the quality of education. They are confronted with numerous improvement projects of a different nature: namely curriculum changes, classroom management changes, and educational structure. The headteacher is basically responsible for the internal school management and leadership. He or she is both the administrative and instructional leader in the school. Owing the continuous evolving changes, it becomes increasingly difficult for headteachers to make right decisions and to develop long-term local policies. It means that the headteachers is no longer "routine manager" carrying out a set of routinised schools improvement practices designed by policy makers outside the school. Although Malaysia practices a centralized education system, headteachers are still very much expected to redefine public expectations in terms of local capacities. They have to use their creativity to develop within organizational members the ability to solves problems locally.

The headteachers is assisted by four assistant headteachers namely, Assistant Headteachers for Administration and Curriculum (AHAC), Assistant Headteacher for Student Affairs (AHSA) and Assistant Headteachers for Co-curriculum (AHC). However, for school with double session: morning and afternoon sessions, they have one extra assistant in the name of Afternoon Supervisor (AS) (refer **Appendix 4**).

Generally, the AHAC assists the headteacher in the administrative aspects of school organization, like for example the proper management of school funds, accounts and resources, planning timetables and schemes of work for teachers. For effective coordination of teaching and learning of the various subjects taught in school, a senior teacher is appointed as the key resource for each subject. The AHC handles the planning, implementation, and monitoring of all extra-curricular activities.

The AHSA assists in all matters related to student welfare, such as textbooks loans, discipline, student health and nutrition. Besides this, he or she handles complaints and



also liaises with parent and community on matters relating to student well being. The AS is responsible for assisting the headteacher in supervising the daily administrative and instructional activities of the classes held in the afternoon sessions.

In summary, internal management and leadership implies a vision and a set of social skills to establish a school which is able to formulate and implement appropriate answers to internal and external demands (Vandenberghe, 1995).

PURPOSE OF THE STUDY

Since the introduction of NASA in 1991, 28 primary schools would be chosen from over 7,000 schools to receive the highest award every year (Jemaah Nazir Sekolah, 2003). Thousand of Malaysian Ringgit are spent every year for the award (Federal Inspectorate of Schools, 2003). Schools that have been awarded NASA, have shown indications of improvement in students' academic achievement. These schools are also experiencing increase in student enrolment as more parents clamour to send their children to such schools. This indicates that the public is happy with the schools' development and progress.

Despite the achievement of these schools, the high cost incurred in implementing NASA and recognition by the public, little is known about the headteachers with regard to the management style. Basically, no study has been conducted on such schools. Disappointedly, it has also been observed that schools with NASA are experiencing deterioration in quality. This happens when a headteacher who was responsible for getting the award for the school was transferred to another school or other educational institution. Therefore, it is pertinent to systematically conduct scientific enquiries on these schools so as to understand what makes a school successful and the kinds of management practices that lead to its success. This research can contribute towards the development of local indigenous knowledge on management practices appropriate to the Malaysian context, hence strengthening NASA. It could also contribute to policy review and implementation for the Ministry of Education.

RESEARCH OBJECTIVE

The objective of the study was to uncover the characteristics of successful school managers in the Malaysian context.

Scope of the Study

The scope of the study was limited to primary schools in urban areas, which had received the NASA. Although 13 urban primary schools qualify, only three schools fit this scope of study where the existing headteachers are still the incumbent heads. However, this report covers only one school. As secondary schools are administered differently with different teacher academic qualifications as well as remuneration schemes, they are not included in this current study.

'Effectiveness' and 'successful' are elusive terms, which must be clarified before we can understand the significance of what is meant by 'effective or successful schools'. For the purpose of this research, successful schools were defined as those, which were awarded NASA. It was assumed that the schools had been under good management practices.



A Qualitative Study: Method and Design

This section started with a discussion on the research design and the selection of schools for the study. In addition, data collection, management and analysis would also be described.

A Qualitative Approach

The methodology used mainly consisted that of a qualitative case study. Data was collected using mainly interviews. Observation and document analysis were used to provide understanding regarding the context and background information of the schools. The qualitative case study was deemed appropriately because the nature of study called for detailed examination of these schools (Bognan, & Biklen, 1998; Merriam, 1998; Taylor, & Bogdan, 1998).

Selection of Schools for the Study

A list of recipients of NASA was obtained from the Federal Inspectorate of schools. The following criteria were used to select the schools as samples of study:

1. Urban primary schools.
2. schools with headteachers who led their school to success and were still incumbent heads

Data Collection and Management

Approval to conduct the study was sought from the individual State Education Department in which the school was located. Once approval was granted, the school was contacted in February, 2003 and was given an explanation about the study. Prior to the actual data collection, a preliminary data collection was conducted. The purpose for such an exercise was to develop and enhance the question guide to be used in the study. In addition, this exercise was also meant to develop the competency of the researchers since the researcher is an instrument in qualitative study (Creswell, 1998). For this purpose, one school was selected from the list of recipient of NASA. Interviews were conducted with the headteacher and other schoolteachers.

In the actual data collection, a meeting between the researchers and teachers of the school was sought before the commencement of the study. The purpose of the meeting was to introduce the research team to the teachers, to explain the purpose of the study, and to lay the groundwork for good rapport. The receptiveness of those being studied would ensure that data could be collected in a setting as natural as possible (Wolcott, 1973; Bogdan, & Biklen, 1998).

The in-depth semi-structured interviews were conducted with various personnel of the schools. They included the headteacher, assistant headteachers and teachers of the schools. Except for the headteachers, all others were randomly selected. The interview were audio taped and transcribed verbatim. Besides interviews, the researchers also conducted non-participant observation and document analysis. The data from these techniques was used to provide the background information and other contextual elements of the study.



Data Analysis

The analysis of data was guided by the research questions. The data analysis that the researchers had done manually could also be done with a computer program on qualitative data analysis such as NUD*IST or NVivo. The researchers decided not to use NUD*IST (Non-numerical Unstructured Data Indexing, Searching and Theorizing) Version Six or QSR N6 program, which was available later on, as the analyses for this one case was already in its final stage then.

The procedure used was primarily descriptive in nature. Data from the semi-structured interviews, field notes and related documents were analyzed using content analysis technique. The data was analyzed for themes and patterns that would reflect the research questions. The researchers began with open coding (Strauss & Corbin, 1998) which allowed the researchers to focus on the participants' own words and sentences. After open coding had been completed, the researchers axial coded within the interview, which allowed the researchers to focus on understanding the participants' stories. The final coding level allowed for the emergence of the theoretical categories and properties.

In responding to the issue of validity and reliability, the researchers carried out cross checks at the end of interviews, through member checks and audit trails. Validity in qualitative research has to do with description and explanation, and whether or not a given explanation fits a given description (Lincoln, & Guba, 1985). Before ending the interview, the researchers have asked one or two questions for 'reliability checks'. When deemed necessary, follow up interviews were carried out to pose additional questions and to obtain corrective feedback on previously obtained information to eradicate any confusion or disagreement.

Presentation of Result

Results were discussed and presented in two sections. The first section presents findings of the study whereas the second section covers discussion, conclusion and implications.

Findings of the Study

The overall findings reflect the research question which focuses on the characteristics of successful school managers in the Malaysian context. Quotations derived from the semi-structured interviews were used to describe, illustrate and justify the findings.

The Characteristics of Successful School Managers

The major themes or characteristics of a successful school manager which emerged from the interview data included visionary, creative problem solving, continuous learning, having a passion for quality and caring. Details of the main themes and sub-themes are presented below.



VISIONARY

Clarity of focus

Sharing of vision

Generating ideas and providing direction

CREATIVE PROBLEM SOLVING

Risk Taker

Contextualized Action

CONTINUOUS LEARNING

PASSION FOR QUALITY

CARING

To provide further background about the participant in this study, the section begins with a brief biographical description of the participant. However, to preserve the anonymity of the interviewee, he has been categorized as Ahmad and his school as Beringin Primary School.

Biographical Profile of the Participant

Ahmad. Ahmad is 48 years old and in his third year as the headteacher of Beringin Primary School. He started his service as a teacher and currently has 27 years of experience in the education field. Ahmad was appointed headteacher in another urban school before his appointment in Beringin Primary School. Before becoming headteacher, he had held positions such as Assistant Headteacher for Student Affairs and Assistant Headteacher for Curriculum and Administration. He is also a committee member of the Primary School Headteachers' Council. His reasons for involving in Leadership role were to help create fair and just learning environment for children and teachers. Ahmad described himself as an approachable instructional leader, with a passion for teaching and innovation, whose task is to work with teachers to develop a vision. He claimed that 'I see myself as someone who really want to be involved with teachers and children on a daily basis'. Ahmad believes that effective and open communication is of utmost importance in solving problems. He believes that his teachers are invaluable assets to the success of the school and his role is to motivate and inspire them. As a result of this belief, he works to empower people and to 'nurture within each person a sense of commitment, responsibility and passion' for doing things that will help their schools to become successful. He concluded that his vision for leadership is to help and support everyone in the school to make a contribution to their school, community and the world at large.

Profile of the School

Beringin Primary School is an urban co-education primary school located at the periphery eastern side of the Federal Territory of Kuala Lumpur. The school is relatively new as it was established only on 22nd June 1993. Now it has an enrolment of about 2,400 pupils and has 52 classes. Most of the pupils live nearby the schools in a housing area which is the same name as the school. There are altogether 90 teachers and 4 support staff. Being an urban school, most of the parent work in government sectors (60%), others in the private sector (25%) and are self-employed (15%). Based on these figures, it can be concluded that majority of the parent are middle-class educated community. The community is fairly homogeneous and consist of mainly Malay urban citizens.



Visionary. Vision is more than just coming up with an image of an ideal future condition and the sharing or explaining it to the members of the organization. At the same time, headteachers are expected to convince followers to do what is necessary to achieve it. For long term success and attainment of vision, headteachers have to have a clear focus. It means that they have to think really hard in order to plan well. They have to possess the right thoughts of how things will work and perspectives necessary to deal with complex problems and also to think of the causes and outcomes of their plans. Successful leaders will have to learn to use their cognitive power effectively. At the same time, they will have to further develop followers' cognitive abilities as in most cases, long-term ideals that leaders come up with are often derived from followers' ideas.

Clarity of Focus. Ahmad said that successful leaders have to be very clear of what they want to do and what they have to do. He added, "for instance, in teaching and learning, what is excellence in teaching and learning? For me, firstly teachers have the ability to teach well and make learning fun. Secondly, all student can read and write. I would not want teachers in the secondary schools to say that our students cannot read and write... what have we been doing in the primary school? I want to see all student literate with the exception of those who have disability problems. Thirdly, I want to develop student with character, like being brave. When people interact with this schools' students, they will be able to recognize that they come from this particular school."

He further illustrated that he wanted to see students who are brave to interact and offer any kind of assistance to visitors to the school. "They can become examples to students of other schools." He also wanted the school not only to receive the National Aspiring Schools Award but also to be the benchmark for other schools at state level. Thus, other schools have visited the school and had begun to use the same ideas in managing their schools.

Sharing of vision. Ahmad would share his ideas and vision with his Assistant Headteachers to get their views and support first. Next he would have a staff meeting to disseminate and communicate the ideas to the teachers.

"They may be my ideas but they should not become what I want alone. They should be what my senior Assistant and the staff want to do. We need to make the decision together to go on or not with the idea. I need their support to implement the ideas."

In order to get Assistant Headteachers and teachers to be in line with his vision and thoughts' meeting at the beginning of every week will be held with them to share the vision. Ahmad would also ask the teachers' opinions on how the details of the vision can be work out. Teachers are also encouraged to give their ideas or asked if the ideas suggested by the headteacher can be modified. In the meeting, consensus would be obtained from all teachers.

"For instance, on Monday morning when the students are having their morning prayers during assembly, I would use the time to discuss any problems that arise from my teachers.

The teachers are given the opportunity to tell me if there are any problem. If there are, I'll be there to listen and try help them solve the problems. If there is none, we'll carry on with our own responsibilities."



Generating Ideas and Providing Direction. Although teachers could do the work and should be entrusted with the work, Ahmad said that it was important for leaders to provide the direction. He would show the various committee what was needed, how to do it, the resources to use and also provide the time frame for it. When the headteachers felt and observed that the teachers are ready, he should then let go and empower the teachers to complete the project.

For instance, drawing and painting a school mural, a cat should look like a cat and not a tiger. I understand that not all teachers are experts in drawing cats but I want to make sure a cat looks like a cat so I will advise the teachers to use their creativity like projecting an image of the cat onto the wall and then trace it onto the wall.

Ahmad believed that some ideas can come from the teachers but the headteachers should provide the direction. The objective may still be achieved without the direction but the result may not reflect the desired purpose.

Creative Problem Solving. Creativity in problem solving requires not only coming up with ideas but first of all knowing when a problem exists. The leader also need to know how to identify and define a problem, how to allocate resources to solve the problem, and how to evaluate the value of potential solution. In addition, he also needs to know whether the solutions are good ones. When Ahmad first stepped into the school, he found that the school was burdened with a RM 38,000 debt which was not paid off. Having identified the serious problems, Ahmad knew that the first thing he had to do was to plan and allocate resources stringently to solve the debts of the school. He tried to discuss with the Parent Teacher Association (PTA) members, yet fearing that they will not cooperate as the previous headteacher did not get along well with the PTA chairperson. However, the PTA chairperson was willing to help after knowing the dire needs of the school. Aiming for the appropriate solutions, headteachers require a certain amount of calculated risk and a thorough understanding of the situation and environment.

Risk Taker. To be a successful leader, one has to be brave and need to take risk at times. For many of the programs, Ahmad would tell his teachers to concentrate on planning and implementation whereas he would be responsible in searching for funds. He does not believe that the staff should go through a long process of lengthy discussion or deliberation to get a detailed view and solution of the problem especially financial problems at hand. Once the decision is made, he would not stop the improvement projects on the basis of lacking in funds. Thus, many specific changes in the classrooms and the school can be noticed.

Although he does not practise risk avoidance, for him circulars regarding finance should be adhered to but one can exercise some creativity in adapting academic circulars to cater for the school's needs. What Ahmad practised is not just taking any kind of risk, but rather, it is calculated risk.

He also demonstrated that he is an innovative person with many new ideas. For instance, in the school remedial program, student who weak in reading, writing and Arithmetic are selected from standard two classes and placed in the remedial class. This room is not called remedial room but *Nur Kasih* (Beloved One). This is to avoid other teachers or



students themselves labeling them as weak students. A teacher is also specially selected to teach this class.

Besides curriculum innovative, Ahmad also showed innovativeness in school environment improvement projects. He wanted the school to take part in the 3K (Cleanliness, Beautiful & Safe School Environment) competition at state and national level for the year 2002. He wanted the parents to assist in getting trees for the school grounds but trees are very expensive and parents might not afford to donate a tree each. At the PTA committee meeting, it was suggested that parents donate RM10 each instead, and they managed to obtain RM15,000 a year.

Contextualized Action. Successful leaders have to firstly understand the context and environment they are working in. They should be able to create a feasible working relationship with the political and economic environment. They have to establish, build and nurture relationship with the community and the larger environment first to gain their trust and confidence before involving them in improvement projects. Headteachers have to take into consideration the community's expectations. At the same time headteachers have to demonstrate their initiative and power over their environments to achieve organizational effectiveness and efficiency. The headteachers has to create time as it is very time consuming to play a more prominent public role interacting with people in the community, forging links between the school and the environment.

For instance, Ahmad indicated that they had been calling and inviting parents in his area to come to school to contribute their energy towards many improvement projects for the betterment of the school. But very few would turn up. According to him, the headteacher has to understand not only the parents but also the working style of the PTA chairperson.

We cannot just apply our own former style of communication or leadership with the PTA chairperson. He cannot immediately accept us...he has to be given time to adjust to us...the style changes with time, situation and current happenings. It is not easy and it is very time consuming.

He added that although very few parents turned up for the improvement projects, they did not stop following closely the changes made in the school. Besides the community, the teachers in the school should also be given time to adjust to the headteacher. The headteacher cannot carry out immediate changes in the school without a thorough study of the school environment. Ahmad added that he had to take about a year's time to win the teachers trust. Besides that, he also had to spend time to understand the needs of the students, the expectations of the parents and the community. Later, he discovered that the community may not be able to contribute their time and energy but they would not hesitate to offer school-based support through fund provision and collection. Here, it can be observed that the relationship with the external support structure is efficient but less focused on bodily involvement.

To do that, he had to firstly, forge relationships with the other administrators, namely his senior assistants. He said that he had to practice "*turun padang*". In the literal sense, "*turun padang*" means that one is willing to soil one's hands and feet working in field together with his teachers, to be in the shoes of another. By experiencing exactly what his teachers are experiencing, the joy and difficulties encountered, he would then be able



to understand the efforts of his teachers. By this conscious and visual act of participation, he would be able to convince all others of his commitment and serious involvement in the school projects. Successful leaders do not manage by staying in their rooms but need to lead from outside the room.

A successful leader has to be with his staff. He has to go down to the field to actually see and experience what his staff are doing. It would be easier to see the strengths and the weaknesses. We can then address the problem immediately.

It can be observed that a successful leader is characterized by interaction. The headteacher creates opportunities for frequent deliberations and consultations among the staff as well as with the community through the PTA chairperson. The leader focuses on the involvement of the entire staff, including himself.

Continuous Learning. Ahmad believes in continuous learning and that successful leaders should be active learners. He said that as teachers, they need to keep on reading throughout their lives to keep up with the current happenings especially the news. Through the Teacher's Club, he also subscribes the New Straits Times, The Star and Utusan Melayu for the staff to encourage the teachers to read. The newspapers are placed in the staff room. The teachers are also encouraged to widen their reading through the internet. For the committed teachers, he would provide the moral support and encouragement for them to further their studies through various distance-learning programs or full time basis at university degree levels. If he has the capability he would provide the opportunity and support for his teachers. However, he added that the teacher has to demonstrate commitment towards his or her work first.

He believes that whatever it is, teaching and learning should be given priority. He encourages teachers to generate new ideas and methods of teaching. He has set up a think tank group among the teachers. The think tank group consists of the *ketua panitia* (subject heads) where they would meet to plan for curriculum projects and ways improving teaching and learning strategies. For instance, *panitia* heads meet for Mathematics and Science programs. They would do the thinking, planning, incorporating ideas from the English Language programs as well as implementing new ideas. He acknowledged that there are many experts among the English Language, Mathematics, Science and other subject teachers. He tried to learn from them as he admitted that he is not well-versed yet with every subject. When he needs information on a particular subject he will enquire from the various subject teacher.

There are many ways one can learn from. He said that the state education department officers often come to visit his school. He would take the opportunity to ask them how he and his teachers can improve and develop themselves. He would also try to keep an open mind and observe as well as understand things from their perspectives.

My principles in life is learning. I need to keep on learning and relearning, again and again. Although my school has achieved the Aspiring School Award status, there is always room for improvement and learning.



In order to encourage teacher to learn, he would provide the means for his teachers to learn. He would arrange and organize trips for his teachers to visit other school in other states to learn and benchmark best practices from the successfully managed schools. From such visits, they can learn and see for themselves how other school achieve excellence in academic, co-curriculum and other aspects. They would compare and contrast with their own standard and way of doing things. They are so determined to learn that they arranged flights across the South China Sea to Lohan and Pedawan in Sarawak, East Malaysia. Teachers would naturally love these trips as many West Malaysians have had a chance to visit East Malaysia in their entire life.

For him, learning is also sharing of knowledge with others. When he attends courses, at various levels, he would make it a point to share what he has learned with his teachers. he would inform teachers of current trends and issues to (1) foster innovation in teaching (methods, materials, technology) and (2) increase student learning. He also expects his teachers to give in-house training when they come back from courses. The sharing of professional knowledge among teachers have produced positive effects which increases teacher motivation in teaching and learning.

Passion for Quality. For Ahmad, to achieve quality, the teachers have to be clear about their roles and functions. Work has to be divided according to the teachers' expertise. All teachers have to be fully involved in the achievement of school goals. He maintains full confidence and trust in his Assistant Headteachers.

Leaders and teachers need to abide to the rules and regulations. For teachers who are problem creators, he would not hesitate to take strict actions against them.

Rules are rules. If we do not follow rules and make sure teachers and students follow rules, why create them in the first place? For instance, one of my teachers cancelled a co-curriculum meeting with the students on the day of the meeting without informing the school administrators...student have already been informed that there was a meeting....the excuse that the field was not ready with lines cannot be accepted...he could have used other alternatives to carry out the activity...for this, I gave him a show cause letter (disciplinary note or memo)...as leaders we have to correct and explain the rules to him...we have to take action or else he would not respect the rules...teachers can't make their own rules or change rules whenever they like...cancel class just because they watch the Rosalinda show (a popular TV drama series).

Successful leaders also need strategic planning. They need to have short term and long term plans for the school. Ahmad believes that any school improvement implementation efforts should be co-ordinated by means of a plan. "When I first came to this school in 1998, I have already started planning strategies and programs for the next five years in order to achieve the National Aspiring School Award. The team of five administrators, teachers and even parents were encouraged through talks held at PTA meetings to work hand in hand with the school if they want the school to make a difference for their children and in the community". The headteacher also needs to systematically and frequently communicates this plan as well as the changes he would like to see implemented his staff. This communication occurs during staff meetings and during many informal conversations.



With the teachers, at the beginning of the year, he would announce the amount of allocation for the various budgets, for instance, for Science, for Mathematics, Bahasa Melayu and others. The teachers are given the empowerment to cater to their needs equipment they require, additional teaching material and so on. Although teachers are given some freedom to decide, they have to inform and discuss with him first. Should there be any funds left, they can also make suggestions to use the money, such as for Mathematics Week, or Science Week and so on. Teachers and students are also allowed to propose fund raising activities such as making and selling greeting cards to other students for 10 to 20 cents, in order to carry out their activities for the Subject Week. However, approval from the parents has to be sought through the PTA meetings for the suggested fund raising activities. Teachers are also required to keep accounts of the allocation, expenditure, and balance of the budget which are monitored by him.

Systematic planning alone is not enough, but planning has got to be effective too. To illustrate that effective planning has got to be carried out from the very beginning, Ahmad said that they started planning when they were sharing another school's premises while waiting for their school building to be completed. They have to do so as this current school was planned to be a Smart School in the Federal Territory.

Besides effective planning, successful leaders also need to practise successful monitoring of the school programs, teachers and students. It is observed that Ahmad has a plan and the importance of the plan is also communicated frequently through planned activities. Ahmad would also have frequent meetings with his Assistant Headteachers to monitor the development and progress of the various programs.

Successful school managers must always push for excellence by getting feedback from not only his teachers, higher authorities, parents but also any other visitors to the school. Ahmad recalled:

"The school was often visited by school inspectors monitoring teaching and learning....even though they are satisfied with the overall school performance, I would often asked them for additional feedback. My concept in life is...to keep on learning...I can always learn something new".

Caring. Ahmad felt that successful leaders should care, be concern, and respectful to those working for them and with them. The leader should also demonstrate care, empathy and understanding. The leader should be genuine and warm in his love for the students and staff' well being. For him, when a child or the staff's child is sick, he would send the child immediately to the clinic and pay for the medication. He would then inform the parent (or his own teacher) about the child's well being and also the money used for medical services. If the parent (or teacher) returns the money, he will accept it. However, if the parent (or teacher) did not reimburse him, he would not ask the parent (or teacher) further but would then withdraw the sum for the Student Welfare Fund which he has established in the school. The parent (or teacher) can choose to return the money to the Student Welfare Fund at their own time.

Ahmad also emphasized, "If a teacher has to send the child to the hospital for treatment and fetch him back to school using his or her own car, I will also use some money from the Student Welfare Fund to reimburse him or her for the petrol". Ahmad continued that the



money from the Student Welfare Fund is also used to replenish the items needed in the First Aid box.

Ahmad prefers to use the 'celebrate success' approach to leadership. He believes in giving recognition to teachers' contributions. He mentions that staff (including teachers and support staff) should be rewarded for their effort. If there is no existing award, the leader of the organization should create rewards. He said that there are many ways to show appreciation for teacher for instance through the PTA.

"Last year, there were 10 awards for the teachers, such as Creative Teacher, Innovative Teacher and so on. On Teachers' Day last year, at the school level, the PTA presented Appreciation letters. We celebrated success together. You could really see the teachers' face lift up."

For Ahmad, in this people-centred approach, the most important element is work happiness, enjoyment and satisfaction. He believes that a successful leader, no matter how busy, he is should make himself available, and accessible besides being approachable. If one is approachable but does not have time at all with the staff, it defeats the purpose altogether. He availed himself at all times to give a listening ear to his teachers and staff.

Sometimes I am so busy with meetings at the district and state level that I don't have time to even step into the school grounds...I will then go to school at night. I will always remind my clerk that should there be any work that requires my immediate attention, just call me and I will come.

Ahmad elaborated that a night even on Saturdays, teachers, especially the single and young ones would come to school to play games. If he was around he would join them for a drink after their games. He would also pay for the drinks. For Ahmad, gestures of informal socialization were extremely important in winning the staff's loyalty and communicated his acceptance of them and sense of oneness or sense of belonging to the same team. Through these informal gatherings, it is also easy to give critical feedback to the teachers in the form of advice and through amusing anecdotes. For more difficult cases, Ahmad would call the teacher into his office and have a 'slow talk' with the teacher.

"I would not openly scold any teacher in an open meeting. By talking to the teacher in the privacy of my office, it is easier to convey the message to the teacher. In our society, we have to practice 'jaga air muka' (save face)...we can give corrective feedback to the teacher more effectively...especially informally and indirectly...after a drink...while having a good time...for instance, just now I observed that you were using this approach with the student, perhaps this other approach is more appropriate."

Ahmad believes that in our society, saving face is an extremely useful and important skill for headteachers when confronting issues pertaining to staff's performance teaching practices. This not mean that the leader cannot correct the staff but rather, has to exercise a high degree of sensitivity and *face-saving*.

He also share that caring for teachers include protecting the teachers from parents who demand to settle their problems with the teachers concerned. He would not allow the parents to directly express their anger or dissatisfaction to the particular teacher. The



parent would have to settle the problem with him first. If the need arose, he would go to the extent of apologizing on behalf of the teacher. He confessed that in order to settle problems satisfactorily for all parties, sometimes it is necessary for the leader to be humble and to put aside one's ego.

Discussion and Conclusion

Based on the findings of the study, conclusion and implications are discussed. The discussion centred on the focus of the study namely, internal school management and roles, and functions of headteacher.

The purpose of this study was to uncover the characteristic of successful school managers in the Malaysian context. The data used in this study was collected through in-depth interviews with headteachers from among recipients of the National Aspiring School Award. Due the time constraints, only one case would be reported at this juncture. The main themes: visionary, creative problem solving, continuous learning, passion for quality and caringness, which emerged from the study were discussed in relation to the perspective of effective school leadership characteristics.

Internal School Management

This study demonstrated that leadership experience of previous specific post had helped the development of the current headteacher. Before assuming the position of the current headship, the headteacher in the study had already learned how to work in teams, delegate work and manage conflict and perform other roles. In other words he was well-prepared with a wide range of experience in different school before embarking on leading this current school.

There was a strong emphasis on teamwork and participation in decision-making although the headteacher reserves the right to have the last say and make the final decision). Within the study, there was ample evidence that people were trusted to work as autonomous professional, within clear collegial value frameworks which were common to all. These collegial cultures were maintained, however, within context of organizational and individual accountability set by external policy demands and internal aspirations. In this case it appears that morality, emotion and social bonds provides powerful stimulants for motivation and commitment of the staff.

Goals were clear and agreed upon resulting from a shared understanding and responsibility so that the school worked together and moved forward as a whole unit. Firstly, the headteacher had a very clear and single-minded focus on what he wanted to achieve for his school. In addition, before embarking on any new project, the headteacher had frequent (weekly) meeting with all the assistant headteachers for their perspectives and support. Next, with the support of his assistant headteachers, he had meetings with his teachers to communicate his ideas as well as to garner their support and involvement. Staff felt that they were involved and shared the identity of the school. They are proud to be associated with the school. Most of the staff sent their children to the school.



Communications were good and everyone had high expectations of themselves and others. The feedback system was effective both ways between the headteacher and the staff. This is also due to the fact that this school has a very supportive and hardworking staff. Most of the problematic staff were gradually and eventually transferred out the school or was 'forced' to leave their comfort zone.

The leadership quoted in this study was centrally concerned with developing the teacher in order to develop the organization. In Sergiovanni's (1998) analysis they developed social capital by encouraging collegiality and collaboration. The data provided by the participants emphasized 'building community' as an important dimension of the leadership role.

Another dimension of leadership which we are proposing is that successful leaders must have the ability to read and adjust to the particular context and situation. The choices they make relate directly to their own beliefs, values and leadership style within the contextualized situation. Different contexts will present different challenges and will require different responses.

The homogeneous culture where most of the teachers and students are Malays ensure the understanding of one another's way of life and practices makes it relatively for the school management team to lead the school.

The success of the school management was also largely due to the immense support and funding of the State Education Department as well as the middle-class community. The school was given a variety of resources to enable it to compete aggressively with other schools.

Roles and Functions of Headteachers

This study focuses on a people-centered model of leadership. Clearly, the findings demonstrated that successful leadership is defined and driven by not only emphasizing 'strong leadership' in which strength is equated with single-mindedness in managing and aligning people to the vision and mission of the school. Rather, it should be balanced with the 'soft skill competencies' of nurture, care, listening and "face-saving". Face and "face-saving" are important cultural dimensions in the Malaysians School. It refers to maintaining a teacher's or staff's pride and dignity by not publicly embarrassing or humiliating him or her (Asma & Low, 2001). When sharing ideas and views, a leader would have to put them forward in a non-threatening but conciliatory manner. Making demands and stating expectations in an explicitly aggressively manner and with pressures would not be well received by the staff. A leader who makes the staff lose face in public can be perceived as arrogant and rude.

The headteacher in this study demonstrated a remarkable relationship and networking with the community and the higher authorities in both the State Education Department as well as the Ministry of Education.

The headteacher in this case, also communicated his personal, vision and belief systems by direction, words and deeds. Similar to the findings of Starratt, (1991); Blasé & Anderson (1995); Blasé, Blasé, Anderson & Dungan (1995); and Blasé & Blasé (1998),



through a variety of symbolic gestures and action, headteachers were successful at realigning teachers to achieve particular visions of the organizations.

These was clear delegation of the work and duties. The headteacher perceived himself as the main or key strategist in planning for the school's direction, programs and activities despite emphasizing several times that he did not perceive himself as the sole decision maker. Rather, he would share the responsibility with other staff at all levels of the school organization. This finding supported the notion that not all leadership functions need to be carried out by the headteacher. Instead, they can be shared (Wilby & Dimmock, 1993; Weber, 1997; Amer & Khuan, 2004). Although this study revealed that there was evidence of shared decision making, the leader still maintained the last say on the actual decision made. Furthermore, leadership follow-up is expected through the provision of technical and personal support, professional direction and the monitoring of the responsibilities delegated. Weber (1997) warns that:

Shared decision making does not mean an absence of leadership. What research has been showing conclusively, it should be noted, is that where teachers are brought into more decision making roles, only a fully collaborative effort between headteacher and teachers will produce effective instruction. Where headteachers give teachers full administrative responsibilities (decision making) in a school, without the benefit of information, active participation, or cooperation, mistakes will be made and wheels reinvented.

It can be interpreted, therefore, that the headteacher is still the leader of the school and must be held responsible for ensuring that support, direction and guidance are given to teachers. The warnings of Weber seem to point out that it is essential that headteachers provide resources to nurture teachers, communicate expectations, give technical and personal support, and supervise, recognize and reward high quality teaching and leadership performance.

In many aspect, the headteacher in this study has truly demonstrated a continuous desire to learn. He is alert, hard working, and seizes every opportunity to learn. He wants to achieve excellence and success and did not bypass the opportunity to learn. He has recognized and made learning a priority as well as has taken advantage of it in any way possible. He is always determined to encourage people to improve themselves. Besides, he seeks expertise in people better than himself to learn and share their knowledge because he revels in the talents of others. It requires a high degree of self-confidence not to be threatened by people perceived as 'better' than himself, but the strength to acknowledge it is the very quality that enhances leadership in the eyes of others (Macbeath, & Myers, 1999). Teachers cannot fail to perceive such strength of character and respect him who sees opportunities to learn from others.

Implications

The environment in which education is taking place in Malaysia in the 1990s and into the new millennium, is different from that which existed in the previous decade. Malaysia now needs more effective school principals with visions, as creative problem solvers, with a desire for continuous learning, having a passion for quality and be caring. They are expected to be well equipped with organizational knowledge and skills, a knowledge of



change and innovation, the ability to initiate, invent and adapt and a sense of direction, as well as the skills to motivate and provide appropriate leadership styles to meet the challenges and demands of the changing educational environment.

As a result, informed educational leadership has been identified as a critically important dimension for realizing many of the current goals for educational reform. Using the data from this study, we have provided a profile of the major characteristics, aspiration and possibilities for current practitioners and students of educational administration studies. Such findings, if translated into educational leader recruitment criteria would themselves act as primary recruiters for attracting the next and brightest of teachers to leadership positions in schools including women. These finding could also act as sources for the current leaders to understand their roles as a leaders better, and not merely task-oriented managers.

Our findings also suggest implications for selection, promotion and training headteachers as well as for research on headteacher professionalism.

Since, the nature of school leadership is undergoing significant changes, headteachers would need new kinds of knowledge, attitudes and skills to perform their work effectively and efficiently. A major finding that emerged from this study was that headteacher behaviors which enhance the successful implementation of school programs can be identified, categorized into skills sets, and integrated into preservice and inservice leadership development curricula. It is essential that beginning as well as practising headteachers are well-prepared with appropriate and relevant administrative and leadership knowledge, skills and attitudes to face the practical demands and challenges of roles they perform in schools.

Given the importance of leadership role(s) of school headteachers and the number of projected administrative vacancies, it is important to examine the primary resource pool from which aspiring headteachers emerge. This means that the selection and promotion procedures for headteachers in school need to be re-examined. This study calls for more qualified and experienced personnel to be promoted to occupy headship positions when vacancies exist. Selection and promotion of headteachers based on seniority alone is inadequate. This is because those selected and promoted through seniority may not be coping well with the heavy responsibilities entrusted to them. Competencies in leadership as expressed in this study as well as organizational knowledge and skills should also be included among other appropriate qualities to be considered as criteria for selection and promotion. This is to ensure that the selected headteachers have sound knowledge and skills in educational administration.

In gathering data for this study, it became evident that research into the role of the school headteacher had not been adequately studied. There is still a need to conduct further research on this intriguing and important area to foster better understanding and appreciation of the demands and challenges headteachers encounter within the demanding and challenging domain of the emerging educational environment. It is advisable that further case studies be conducted for other categories of the National Aspiring School Award or this study to be expanded to a national study to find out if similar results would emerge. To enable the research to not only draw hitherto untapped and highly fruitful sources of evidence, the adoption of a multiple perspective approach would be even better



for comparing data collected from different perspectives and sources for the purpose of triangulation (Gill, & Johnson, 1991). The analysis from multiple perspectives would reveal pattern within the expectations of different groups of 'stakeholders' (parents, students community *et. cetera*) who have a tendency to give greater significance to certain leadership characteristics because of their position within the school and its broader community.

Leadership effectiveness as a cultural aspect should be looked into as this aspect is extremely important for multicultural society like Malaysia. An organization's leader is the creator of the organizational culture (Zang, 1994; Ibrahim, 1996). The personal characteristics and leadership attributes have a direct influence on various elements of a school culture such as the surroundings, atmosphere, environment and so on.

Traditionally, researchers have spent little time looking at issues on how people become school administrators. Instead, most research has more typically been directed towards an exploration of what practising school administrators do, or at least, are supposed to do, on the job (Daresh, 1994). There is a need perhaps to study the development of process skills which are viewed as more critical than learning about traditional managerial skills in future. This is due to the fact that in the next few years, we will see the arrival of a large number of new individuals who will be assuming their first headship role as many current headteachers throughout Malaysia begin to leave their positions through retirement. While there will be a high turnover rate in the school headteachers soon, there are few clues currently available to guide the development of policies or programmes which might be directed towards the needs and interests of novice administrators.

It is also recommended that longitudinal studies that investigate on effective leadership be conducted. This is because the development of effective training programs for headteachers requires an expanded research base. Not only would this help in designing more effective training programs, but would also help redefine effective conceptions of the role of headteachers. This research could benefit training programs by identifying strategies to encourage lifelong learning and change.

In conclusion, the dynamics of leadership is continuously changing and evolving through time. Effective leaders need to be those individuals who are not only highly adaptable and resilient but those who continue to learn throughout their lives. Otherwise, effectiveness will turn to become ineffectiveness. Perhaps, leaders can learn from the lowly cockroach (Scarnati, 1999). The cockroach has been around for millions of years. It quickly learns, changes and adapts to a myriad of situations and environments. It is unlikely that cockroaches will ever become extinct. The cockroach innately know that the only constant means of survival in the world is change. If it is incapable of change, it is more unlikely to survive. The moral of this tale is to model the behavior of the cockroach so that you and your organization will never become a dinosaur; it is a tried and true method for avoiding extinction.

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THE RELATIONSHIP OF PERCEIVED PRINCIPAL'S BEHAVIOUR AND HEALTH OF SUBURBAN SECONDARY SCHOOLS IN KOTA SAMARAHAN/KUCHING DISTRICT, KUCHING

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ABSTRACT

The study was to identify the perceived teachers' perceptions of the leadership behaviour of principals and the school climate and school effectiveness of suburban secondary schools in Kota Padawan/Samarahan District, Kuching. Specifically, the objectives of the study were to determine the relationship of principal behaviour and teacher behaviour and its consequences on school climate, effectiveness and demographic variables of teacher. The instrument used to evaluate school climate was the Organizational Climate Description Questionnaire–Rutgers Secondary (OCDQ-RS) to measure teachers' perceptions of the principal leadership behaviour (supportive and directive dimensions) and teacher behaviour (intimate, engaged and frustrated dimensions) to determine whether the school climate is open or closed. In relation, school health was studied to determine the effectiveness of school. Consequently, the instrument to measure school health was the Organizational Health Inventory (OHI). It measures three level of school level of health – the technical, managerial and institutional integrity. The technical level of the school measures morale and academic emphasis dimensions of the teaching-learning process, the managerial level of the school measures initiating structure, considerations, principle influence and resource support dimensions that is related to the internal administrative function and controls where as the institutional level of the school measures institutional integrity dimension concerning the school and its environment. In order to investigate the relationship between school climate and school health, behaviour and the school climate, and principal behaviour and teacher behaviour, correlation analysis of Pearson's Correlation was used. Moreover, Independent t-test and One-way ANOVA were used to test the relationship of demographic variables of teacher vis-a-vis gender, academic qualification, years of service and workloads and school climate. The major findings revealed that there was significant relationship between school climate and school health. School openness was related to school health. Thus, significant relationship were found between school openness and integrity level of health, managerial level of health and technical level of health which involved the subscale dimensions of consideration, initiating structure, principal influence, resource support, morale and academic emphasis. Significant relationship was also found between principal openness and the engaged behaviour and intimate behaviour of teacher. In addition, strong significant relationship were also found between school openness and principal openness, school openness and teacher openness, school openness and principal supportive and directive behaviour, and school openness related to teacher engaged and intimate behaviour. However, demographic variables of teachers involving gender, academic qualification and years of service except workloads were not significantly related to school climate. In conclusion, principal behaviour and teacher behaviour were significantly related to school climate and consequently associated with effectiveness of school as indicated by school health.



BACKGROUND

The Malaysian educational system had undergone various restructuring and reforms since independence. During the 1950s-1970s, the dominant strategy of educational change was the diffusion of nation building and integration. Basically, the economy was agricultural-based with minimum emphasis on human resource development.

In the 1980s, the movement to restructure gained pace. Two major forces converged to give a dramatic change to the educational restructuring phase. First, the national agenda shifted from agriculture to industrialization of a new curriculum. With the implementation of the new integrated curriculum for primary and secondary schools, the education system focuses on the balance and a holistic development on physical, emotional, intellectual and spiritual domains of individual.

Then the wave of educational reforms was intensified in 1990s and beyond. Education reform is vital to meet the challenges of globalization and was based on the premise that the educational system should be geared towards achieving a developed nation as envisaged in Vision 2020. Therefore, an integrated approach in affecting education reform and the various related strategies in education and training was the excellence in education drive. Thus, the wave of reform gave national visibility to the ideology and ideas of educational excellence.

The evidences of education reform involve issues of governance and structure require significant changes in individual and organizational behaviour, organizational roles, school culture, school climate, leadership, established decision-making processes and jurisdiction, standard operating procedures and others. It therefore changes the equation of the school organization.

PURPOSES OF THE STUDY

The new generations of educational administrators are expected to be self-confident leaders with competence, a sense of belonging and self worth. Principals must be particularly proficient and effective in management and must be masterful of the disciplines in their profession and the needs of teachers to nurture a healthy organization.

Findings from research indicated that the leadership of school, particularly that of the principal had influenced school climate and consequently on school effectiveness. Therefore, it is very important behaviours that emphasis strong organizational culture in school. Principal behaviour should open and supportive. Hence, the principal should be willing to accept ideas and practice collaboration, shared decision-making and cooperation through shared leadership which is the essence to school's improvement and effectiveness. In relation, staff should be given autonomy, positive reinforcement and recognition for their contribution. In addition, studies showed that principal behaviours that are open result in open school climate and subsequently healthy school.



OBJECTIVE OF THE STUDY

- i. To identify perceived principal's behaviour and teacher's behaviour.
- ii. To examine the relationship of principal behaviour and teacher behaviour.
- iii. To investigate the relationship between principal behaviour and school climate.
- iv. To examine the relationship between school climate and school effectiveness.

SIGNIFICANCE OF THE STUDY

The finding of the study is of significant important to principal leadership effectiveness. Principals should be responsive and sensitive to teachers and their needs to improve school effectiveness. They should be aware of behaviours that encourage development in open school climate and healthy school.

In addition, organizational climate and organizational health instrument provides an overall information about the nature of leadership behaviours: supportive (consideration), directive (initiating structure) and teacher behaviours (engaged, frustrated and intimate) that is invaluable to gauge the effectiveness of schools.

REVIEW OF RELATED LITERATURES

Effective school environment exhibit strong administrative leadership and effective principal emphasis task accomplishment and human relationship. Not only it communicates high expectation for staff members but also promote good feelings and collegiality between teacher-teacher and principal-teacher relationship but also encourage teacher participation in the school's decision-making process. Thus, principal behaviour help to create open school climate and cultures that provides an environment that emphasis achievement and intellectualism, nurtures co-operative, collegial, supportive relationships among all school members and offers staff help and recognition (Stockard & Mayberry, 1992).

Empirical studies in school effectiveness indicate that the quality and characteristics of the organizational climate significantly influence school effectiveness. Research suggested that school principals that emphasis supportiveness, open communication, collaboration, intellectuality, and that reward achievement and success are better for the health of an organization than principals that emphasis unhealthy competition, constraint and restriction, rules and standard operating procedures (Owens, 1991).

PRINCIPAL LEADERSHIP

As a result of the changes in educational theories and practices, leadership and management approach will determine the success or failure of developing effective schools. Hussien Ahmad (1991) believed there should be changes in management approach from absolute bureaucracy to humanistic bureaucracy which emphasis on the importance of the human factor. In addition, educational institution faces two major problems, which was related to structure and rigid organizational bureaucracy. This usually resulted in the failure of achieving organizational goals.

Leadership in education should be flexible to increase effectiveness of staff performance. Effective leadership involved the abilities to influenced and convince internal



and external human resources of the organization to achieve organizational goals. Leader can be democratic or autocratic depending on the surrounding environments. It's most important that leadership behaviour will bring co-operation from the staff and between the staff (Lee Ong Kim, 1994).

Consequently, principal leadership is of utmost important to ensure improved, excellent and effective schools. Principals can make a difference and it is the leadership of school that make the difference between mediocrity and excellence, and effective schools are the result of the activities of effective principals (Edmond, 1987, Ubben & Hughes, 1987). In addition, the principal should develop and improve their personality, increase their knowledge and skills, enrich their experiences, refine their behaviour so that they can be more effective and respected leaders (Azmi Zakaria et al, 1995).

Research Findings on the Effectiveness of Principal Leadership

Numerous research identified principle's leadership behaviour is required to promote school effectiveness and development of positive school climate (Leithwood & Jantzi, 1997, Hussein Mahmod, 1993; Sweeny, 1982, Edmond, 1977):

- i) Principals need to be sensitive to the talent and skill of their subordinates and be free from conventional bureaucracy. He or she is also responsible to provide an effective school climate, organizational maintenance, school policy, safety and school regulations.
- ii) Principal's leadership will influence school culture by shared school goals, collaborative decision-making, reducing teacher isolation, direct and frequent communication and plans to accomplish school goals.
- iii) Principal's leadership is required to enhance fundamental goals, help staff member to develop and maintain a collaborative professional school culture, foster teacher development and help teacher solve problems together more effectively.
- iv) The principal set a high professional standard; have a high level of personal involvement in the school; be readily available; especially for discussions; be interested in individual teacher development; give a lead in establishing aims for the goal setting and decision making.
- v) Effective principal appeared to contribute to school cultures viewed as associative; such cultures were described as cohesive. Interactions between principals and teachers and between teachers and others were viewed as co-operative, emphathetic, supportive, respectful, equitable, and productive. In contrast, ineffective principals tended to create cultures viewed as dissociation. These cultures were seen as fragmented.

Bickel (1995) lists the following criteria of principal effectiveness:

- i) Encourage free and open flow of comments, suggestions and recommendation.
- ii) Creates a positive school environment.
- iii) Is a positive influence on staff behaviour.
- iv) Encourages staff involvement in decision making.
- v) Provide teacher with support they need.
- vi) Maintain good working relationships and rapport with staff.
- vii) Recognizes the achievement of individual staff member.
- viii) Carries out agreements with staff.



Research Findings on School Climate and Leadership

Findings indicated that principal had influenced on school climate, educational performance and the teachers, students and community satisfaction. However, leadership is also a two way process and it was apparently that the behaviours of the leaders were also in part a product of the school environment and interaction with others. Principals who practiced "openness" give autonomy, positive reinforcement and recognition to staff. Generally, the staff had a strong sense of collegiality and cohesion which communicated positive images of the school to student and the community (Dinham, et al. 1996).

Effective school has strong administrative leadership that provides an orderly and supportive school climate. Thus, the school principal practice collaboration planning and implementation, intense interaction and communication, both horizontal and vertical level within the schools. In addition, teachers are involved in curriculum planning, development curriculum guidelines and participation in decision-making on school policy and maintain maximum principals-teachers, teacher-teachers and teachers-student communication. In conclusion, effective schools are healthy schools in which the principal is open and supportive coupled with teacher openness that is intimate and cohesive (Mortimore, et al. 1988; Boger, et al. 1984; Baumhaver, 1984; Schweitzer, 1984; Purkey & Smith, 1983; Brookever, et al. 1979; Edmonds, 1979).

SUMMARY

Literature review showed that principal supportive behaviour are related to school climate and consequently on school effectiveness which is reflected by school health. Principals who are open and practice supportive behaviour development an open school climate that is indispensable for healthy school dynamics. Thus, climate is reflected by collaborative leadership, staff autonomy in decision-making, low restrictions, and high supportiveness and teachers are also open, intimate, cohesive and support each others. Thus, openness of the school is expressed through open principal-teacher and open teacher-teacher interaction and communication. In relation, open school climate also result in healthy school. The principal of healthy schools is supportive of teachers and yet provides high standards for performances, with high consideration and initiating structure. Moreover, the principal also provides morale to teachers and emphasis on teaching and learning.

METHODOLOGY

The Research Design

The research used in the study was a survey research that was explanatory in nature. The explanatory design seeks to explain variables on the basis of data gathered at a point in time. Hence, inferential statistics were used to examine the relationship between two variables of leadership behaviour and teachers behaviour, leadership and school climate, school climate and school effectiveness. In addition, the relationship between school and demographic characteristics were also been studied. On the other hand, it's to be noted that the research was ex post factor related. In addition, the research in question was conducted after variations in the independent variables had already been determined in the natural course of events. In the study, the variables involved were: (i) Principal behaviours



and teachers behaviours as independent variables, and (ii) School climate and school effectiveness as dependent variables.

The Sample

For the purpose of the study, the population referred to suburban secondary schools located on Kota Padawan/Samarahan District in Kuching that were based (i) on accessibility, (ii) population has similar attributes in form of students and teachers, (iii) population consisted of students from the same social economic status, and (iv) the population was the same setting, contexts (all government schools) and came under the same supervision, management and administration of district education department.

The sampling of the target population was by probability sampling and the cluster sampling method was used to collect the data. A total of four secondary schools were drawn from the defined population of five secondary schools. In addition, the sample size was 286 that consisted of all the teachers of the selected schools.

The Research Instruments

For the measurement of school climate, the instrument used was Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS). The OCDQ-RS was a 24-item climate instrument with five subtests describing the behaviour of the secondary teachers and principals. For the dimension of principal behaviour on leadership, it measured two aspects of behaviours that were supportive principal behaviour and directive principal behaviour.

Subsequently, for the teacher's behaviour dimensions, OCDQ-TS measured three aspects of teacher behaviour vis-a-vis engaged teacher behaviour, frustrated teacher behaviour and intimate teacher behaviour.

However, for the measurement of effective school, the instrument used was the Organizational Health Inventory (OHI) which measure the health of the schools. The OHI was a 37-item questionnaire on which teachers were asked to describe their behaviour regarding three dimensions: (i) Institutional integrity, (ii) Managerial dimensions on consideration, initiating structure, principal influence and resource support, and (iii) Technical dimensions on moral and academic emphasis.

A pilot study was conducted to test the reliability of the questionnaires.



FINDINGS AND DISCUSSIONS

Perceived Principal's Behaviour and Teacher's Behaviour

Table 1: Subscales of Principal Behaviour and Teacher Behaviour Dimensions

Rank Order		Mean	Openness Profile
	Principal Behaviour		
1	Supportive	450.8	High
2	Directive	226.7	Low
	Principal Openness	338.7	Open
	Teacher Behaviour		
1	Intimate	622.1	High
2	Frustrated	260.0	Low
3	Engaged	110.2	Low
	Teacher Openness	330.7	Open
	School Openness	539.3	Open

The findings concluded that the principal was inclined towards supportive behaviour (mean = 450.8). on the other hand, intimate behaviour of teacher has the highest mean (622.1) followed by frustrated behaviour (260.0) and engaged behaviour (110.2). in addition, the openness indices of principal openness (mean = 338.7) and teacher openness (mean = 330.7) were significantly related. Subsequently there was relationship between openness of principal and engaged behaviour and intimate behaviour.

Hence, principal openness is reflected by genuine concern for teachers. Principals are supportive and exhibit behaviour such as helping teachers, complimenting teachers, giving constructive criticism and looking out for welfare of staff. As a result, teachers behaviour are open as evidenced with behaviour that support open professional interactions among teachers, enjoy working with their colleagues and enthusiastic, and is reinforced through a cohesive and strong network of social support among themselves.

In relation, they show high collegiality and intimacy between teacher-teacher relationships. On the other hand, teachers show low level of frustrations in their working environment and are highly engaged as expressed through commitment of their works, behave positively, friendly and constructive (engaged behaviour).

The result was consistent with the findings of Hoy, Hoffmen, Sabo & Bliss (1996). Open principal behaviour is reflected in authentic relations with teachers. The principal creates an environment that are supportive, encourages teacher autonomy and free teachers from routine busy work so that they can concentrate on teaching. Moreover, the principal is open and approachable and genuinely concerned with both social needs and task achievement of the school. Consequently, teacher openness is expressed by behaviour that is friendly, close, supportive and professional (highly intimate) that is open, helpful, and committed to students, and co-operate with each other (highly engaged).



Relationship of Principal Behaviour and School Climate

Table 2: Correlation of School Climate, Principal Behaviour and Teacher Behaviour

Principal/Teacher Behaviour Subtest	School Openness
1. Principal Openness	.556*
• Supportive	.588*
• Directive	.325*
2. Teacher Openness	
• Intimate	.838*
• Engaged	.754*
• Frustrated	-.267*

* $p < 0.01$ (2-tailed)

There was significant relationship between school climate, principal behaviour and teacher behaviour as revealed in the findings. School climate and principal openness was measured correlated positively and significantly. However, the principal openness domain of supportive behaviour was correlated strongly than directive behaviour in relation to school climate. Thus, it implied that supportive behaviour of principal have a strong influenced on the openness of the school than directive behaviour of principal.

In relation, school climate was correlated significantly and highly positive with teacher behaviour. It was linked highly and positively with the engaged behaviour and intimate behaviour of teachers except frustrated behaviour of teachers. Therefore, school climate also appeared to have significant relationship with behaviour of teachers.

Teachers that exhibit intimate and engaged behaviour were necessary for an open school climate. Teachers in school work in team and socialise together and see themselves as having cohesive and strong linkages of support by creating an orderly and positive climate. In summary, strong significant relationship were found between school and principal openness, school climate and teachers openness, school climate and principal supportive behaviour, and school climate with engaged behaviour and intimate behaviour of teachers.

Therefore, the findings indicated that principal supportive behaviour, teacher engaged and intimate behaviour are characteristics of an open climate. The results were supported by findings done by Dinham, Cairney, Craige and Wilson (1995). They concluded that the principal had a strong influenced in setting the “climate” of the school and had a marked “hand on”, “open door”, and positive attitudes and is responsible for happening within and concerning the school.

Moreover, the openness of the school is marked by principal’s style of supportive behaviour. It was shown by high correlation between school openness and supportive behaviour. Staff was given autonomy, positive reinforcement and recognition on a continuing basis. Generally, the staff had a strong sense of collegiality and “cohesion” which communicated positive images of the school to the students and the community. Hence, both teachers and the principals are open in their behaviour.



Thus, the findings of the study showed that teacher perception of principal leadership does have an effect on the school climate. Teachers' behaviour with high correlation of engaged and intimate behaviours coupled with principal openness high in supportive behaviour produce an open climate of the school.

Relationship of School Health and School Climate

Table 3: Correlation and School Climate and School Health

Subscale of School Health		School Openness
1.	Institutional integrity	.153*
2.	Managerial health	.505*
	* Consideration	.513*
	* Initiating structure	.329*
	* Principal influence	.245*
	* Resource support	.333*
3.	Technical health	.609*
	* Morale	.519*
	* Academic emphasis	.542*
4.	School health	.629*

*p<0.01

The study revealed school climate was highly significantly linked with school health. The findings were consistent with empirical studies (Hoy et al, 1991). Healthy school was related to school openness. Healthier school generate greater trust in the principal, trust in colleagues and the organisation itself. Moreover, healthy school have supportive leaders who provide an atmosphere conducive to improvement through co-operative and shared leadership involving teacher participation in decision making, autonomy and emphasis relation-oriented dimension without compromising on task-oriented dimension linked to academic emphasis.

In addition, teachers in healthy school are committed to teaching and learning, maintain high standard of performance and the learning environments is serious and orderly. Thus, in healthy school, teachers like each other, are enthusiastic about their work, and identify positively with the school. Therefore, they exhibit collegiality and cohesiveness.

Hence, it can be concluded that school openness is related to school health and subsequently on school effectiveness. Empirical research supported that school health determine are strong educational leadership who is supportive – that is a school head who is actively involved and should empower people to achieve their own and the school's purposes, a secure and orderly school climate – staff stability and staff organisation, high expectations of student's achievement and collegiality, developing cohesive and professional relations. The above findings were evidences provided by Brookover et al, Rutter et al, Schweitzer, and Mortimore (Scheerens, 1992).



Relationship Between Demographic Variables and School Climate

The findings revealed no significant relationship between demographic variables of teachers involving gender, academic qualification and years of service and school climate. However, there was significant differences between school climate and workloads of teachers.

Therefore, teachers should not be overburden with unnecessary paper works and daily routine chores. Heavy workloads and responsibilities heaped on teachers will very likely result in disengaged and frustrated behaviour teachers. In conjunction, in disengaged school climate, teachers not only resent their principal but neither like or respect each other as friends (low intimacy and high frustrations) or as professionals (low collegial relations). Their behaviours are often negative and critical of their colleagues and the organisation. In conclusion, the staff is divisive, intolerant and uncommitted.

On the other hand, there was no significant difference between years of service of teachers and school climate. Thus, results of the study was consistent with similar studies in that there was no clear pattern of relationships between teacher demographic characteristics and school perceptions (Rengstorff, 1991).

SUMMARY OF FINDINGS

It was revealed that principal was inclined toward supportive behaviour than directive behaviour and they were significantly related to school openness. On the other hand, the perceived teacher's behaviour exhibited strong intimacy followed by frustrations and engagement. Hence, to improve the health of the school, principles should give due attention to teacher frustrations and determine the factors that contribute to the problems. In addition, it was concluded that the principal openness was significantly and positively related to engaged and intimate behaviour of teacher except frustrated behaviour and hence principal openness and teacher openness. In relation, strong significant and positive relationships were found between school openness and principal openness, and school openness and teacher openness.

It was also found that the schools had a healthy climate. Moreover, there was significant relationships between school climate and school health. Thus, significant relations were found between school climate and institutional integrity level of health, managerial level of health and technical level of health. Subsequently, there was no significant relationships between openness of school and demographic variables of teachers vis-a-vis gender, academic qualification and years of service except workloads.

CONCLUSIONS

It is apparent that the leadership behaviour of principal had influenced school climate and school effectiveness. However, leadership is also two-way process and it is equally apparent that the behaviour of the teacher is also part of a product of school environment and interactions with others.

Open principal behaviour creates an environment that is supportive, encourages teacher autonomy, free teachers from routine busy work so that they can concentrate on teaching.



Moreover, the principal is open and approachable to teachers and genuinely concerned with both their social needs as well as task achievement of the school.

On the other hand, open teacher behaviour is expressed through authentic interactions with colleagues and students. Teachers are open and professional in their interaction, their behaviour is sincere, positive, friendly and constructive. Hence, there is functional flexibility in both principal and teacher behaviour are pivotal dimensions of school climate.

Not only open school climate is essential for positive school outcomes but is indispensable to healthy school dynamics. Schools should be places where teachers and students want to be rather than have to be. Therefore, schools with open climates are places where teachers and students feel better about themselves and their teachers and where trust among students, teachers and administrators are high.

In conclusion, organizational climate of school provides an overall information about the nature of principal behaviour (supportive and directive) and teacher behaviour (engaged, frustrated and intimate) that can be used to describe the quality of the school. The quality of the school is complemented by school health which can be administered to gauge school effectiveness in the dimensions of institutional integrity level, managerial level (consideration, initiating structure, principal influence and resource support) and technical level (morale and academic emphasis).

IMPLICATIONS

One key to successful leadership is to influence organizational members. The principal leads by example – that is who does not ask teachers to do anything that he or she would not do and is supportive and helpful with teachers will likely find voluntary compliance and co-operation among teachers. In relation, the principal can criticize constructively. Rigid, domineering principal behaviour rarely produce commitment, to the contrary, in an atmosphere of close monitoring and suspicion, teachers will likely become alienated, uncooperative, and turn against each other and the principal.

Leadership that is supportive encourages teacher initiation, and free teacher from administrative trivia is instrumental in forging an open organizational climate. Moreover, open relations between teachers and principals are necessary if schools are to become truly professional organizations.

On the other hand, administrators can use OCDQ-RS and OHI as an organizing framework, a diagnostic tool, and a guide to action for organisational improvement. The climate framework provides a perspective for the principals to reflect about how they are doing? How open are their relationship with teachers, and the health of the organization from the dimensions of institutional integrity, managerial and technical level. In regards, the OCDQ-RS and OHI instruments not only identify those schools are closed or opened but it pinpoints those aspects of school climate and school health that are undesirable and in need of amelioration. Clearly, the instruments describe teacher-teacher, teacher-principal relations and school health and effectiveness in a more systematic way than personal impressions of the administrator.

Finally, OCDQ-RD and OHI can be used for professional development for both teachers



and administrators. The profile of the school climate and school health is a snapshot of the school at a given point of time. It describes what exists. Therefore, teachers and administrators who find their school in need of change must begin to uncover the causes of existing climate. Once the causes have been diagnosed, then strategies for planned change can be implemented. The instruments lie in the usefulness of the measure in self-improvement and organizational development.

Recommendations for Further Research

Research on school climate and school health should be investigated further as suggested below:

- i) The nature of the relationship between school climate and school health.
- ii) The extent of openness in principal and teacher behaviour affect student outcome such as self-concept, commitment to school, motivation, absenteeism, vandalism and student achievement.
- iii) What are antecedents to open principal behaviour creates open teacher interactions, healthy interpersonal relationships, trust, intimate and commitment to teaching.
- iv) What condition does open principal behaviour and when and how they move to a more open style?
- v) What structural changes affect school climate and related to open school climate?
- vi) Explore the interrelationship of principal behaviour, school climate quality and student achievement.
- vii) What are the relationships of school health and student achievement?

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CHARISMATIC LEADERS OF THE FUTURE THE GLOBAL CHALLENGE

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INTRODUCTION

This paper attempts to discuss global leadership qualities of future leaders. Although leaders need to acquire specific skills, perform several functions and take on numerous roles, the focus of this paper will be on the qualities of good leaders.

Peter Drucker, the *guru* of American management define a “leaders” as “some who has followers” and that an “effective leader is not someone is loved and admired but someone whose followers do the right things. Popularity is not leadership. Results are”.

In the world of today, where society is constantly pelted with technological jargon like telemedicine, genetic engineering, virtual education, cyber technology, high-tech, cloning; and a myriad of other pompous words like global economy, world class education, knowledge explosion, k-economy, e-commerce, borderless world, E-Q, outsourcing and the like; it is highly essential that leaders that leaders of today and the future equip themselves with the necessary knowledge, information and skills pertaining to the requirements and demands of the technology-savvy society.

The age-old traditional concept of “getting-by” is no longer applicable. World class leaders have to keep abreast with the demands of changing times. This is clearly evident is the following quote:

“In times of great change, learners inherit the earth, while the learned find themselves beautifully equipped to face a world that no longer exists”
Eric Hoffer

The learned, who thinks the world of himself refuses to change, hence he will be left behind. He will suffer as the world changes. Therefore, leaders cannot be “inward-looking” anymore. They must be “outward-looking”, crossing borders by creating win-win strategic partnerships for the betterment of those in their organization.

Global Leadership Qualities

- (A) “The new leaders of tomorrow should be visionary. They are both learners and teachers. Not only do they foresee paradigm changes in society, but they also have a strong sense of ethics and work to build integrity in their organizations” (SBA Online Business Centre).



Leaders have to be forward looking, with clear visions and missions for their organizations. They have to set targets and deadlines, and strive, with their teams, to achieve maximum outcomes or productivity.

In the context education, leaders of school, colleges and institutions need to train and develop their staff through staff-development programmes, benchmarking, adoption of best practices in order to excel. Besides dispensing knowledge, they are in a constant state of continuous learning, be it through experience or knowledge acquisition. Leaders of the future have to set the pace and tone of learning in their organizations. They need to prepare their staff to face and make adjustments to continuous change and paradigm shifts. Over and above all this, they need to maintain strong ethical and universal values to ensure the integrity of their organizations, hence their leadership. In trying to achieve all this, they need to possess the following qualities.

1. **Emotional stability** – good leaders are able to tolerate frustration and stress. They are well-adjusted and display psychological maturity in the face of adversity.
2. **Dominance** – Leaders are oftentimes competitive and decisive and usually enjoy overcoming obstacles. On the whole, they are assertive in their thinking style as well as their attitude in dealing with people.
3. **Enthusiasm** – Leaders are seen as active, expressive and energetic. They are optimistic and open to change. They are generally quick and alert and have a tendency to be uninhibited.
4. **Conscientiousness** – Leaders are often dominated by a sense of duty and tend to be exacting in character. They set a very high standard of exacting in character. They set a very high standard of excellence with a desire to do one's best. They are also very self-disciplined and have a strong desire for order.
5. **Social boldness** – Leaders tend to be spontaneous risk-takers. They are often socially aggressive and generally thick-skinned, being strong opportunists for the good of their organizations. They respond well to people and display a high level of emotional stamina, and are never discouraged by failure.

In being high risk-takers, Wong & Wong has this to say:

"To TRY is to risk failure. But risks must be taken, because the greatest hazard in life is to risk nothing. Persons who risk nothing, have nothing, and are nothing. You never fail till you try and you never learn till you fail."

6. **Toughmindedness** – Good leaders are practical, logical and precise. They are comfortable with criticism because of their "open" minds and positive outlooks. Criticism is well-taken for the benefit of future improvement. They are not deterred by hardship and remain poised through the most uncomfortable turn of events.



7. **Self-assurance** – Common traits of good leaders include self-confidence and resilience. They are generally secure and free from guilt, and usually remain unaffected by prior mistakes or failures. They take in their stride and try again. They learn from their mistakes.
8. **Compulsiveness**—Leaders are controlled and very precise in their social interactions. Being protective of their integrity and reputation, they tend to be socially aware and careful, abundant in **foresight** and extremely careful when making decision or determining specific actions. In talking about **foresight**, Confucius has this to say about clear vision:

“if you know where you are going, you stand a chance of getting there”

- (B) “Leaders of today must also possess traits which help them **motivate others** and **lead** them in **new directions**. Leaders of the future must be able to **envision the future** and **convince others** that their vision is worth following.” (SBA Online Business Centre).

In being able to do the above, good leaders must have the following personality traits:

1. **High energy** – Long hours and some travel are prerequisites for leadership positions. Hence, remaining alert and staying focused are two major challenges faced by leaders. They need high energy levels to sustain them.
2. **Intuitiveness** – Rapid changes and information overload result in an inability to “know” everything. Reasoning and logic cannot provide answers to all situations. Hence leaders tend to fall back on intuition and “gut-feeling” when making decisions. This is not uncommon in the challenging scenarios of today.
3. **Maturity** – Personal power and recognition comes secondary to employee’s development and welfare. Good leader believe that “empowering others” rather than “ruling others” yields better results. This is a sign of maturity.
4. **Team orientation** – Teamwork and creating adult/adult relationship lead to greater team cohesiveness. Collective responsibility and collective ownership lead to collective sense of achievement. The T.E.A.M (Together everyone achieves more) concept contributes to greater organizational success.
5. **Empathy** – This is the ability to “put oneself in the other person’s shoes.” In so doing leaders build trust and are able to harness to best efforts from their employees.
6. **Charisma** – Leaders who have charisma are able to arouse strong emotions in employees. They have vision that is able to unite and captivate towards future organizational success. Rosemary Kanter (cited in Abdul Shukur Abdullah, 1998) has this to say about such leadership:



“Leadership is thus a subtle process of mutual influence fusing thought, feeling and action to produce cooperative effort in the service of purposes and values of both the leader and the led”

In this way leader motivate employees to reach toward a future goal by tying to goal to substantial personal rewards and values.

- (C) “If your goal is to become a leader, work on developing those areas of your personality that you feel are not “ up to par”. (SBA Online Business Centre).

Hence the necessity to continue to LEARN...

“Organizations cannot learn unless leaders are learners. The development of a learning organization must begin with the development of individual learners who institutionalize learning processes in organizations which, in turn, promote learning communities and the learning society. This seemingly grand, even grandiose scheme has implications for each of us. Each of us can act to learn, and is so doing, lead the learning of others, whatever our sphere of activity”.

Megill & Slocum (1996)

In line with the above, it is crucial that leaders adhere to the concept of life-long learning.

Life is not a destination
Life is a journey
As long as you continue your journey
You will always be a success

*Albert Camus in Wong & Wong
“Onward Effective Teachers”-
Compilation by PKG & PKPSM P.Pinang*

CONCLUSION

In relation to this topic on global leadership qualities, Dr.Ibrahim Ahmad Bajunid (1999) has this to say about educational leaders of the future.

“They are also managers knowledgeable in economics, finance and the law, with deep pragmatic grasp of today’s new realities, technological competencies, research orientations, high moral and ethical principles, effective communications skills, competence as curriculum and instructional leaders and with the abilities to be management counselors. The new generation of managers must have the capacity to analyse and synthesize and recapture the sense of history while being able to anticipate future changes. They are also expected to be culturally refined, with the will, drive and passion for excellence.



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Chapter 3

PROCEEDINGS PAPER 2005



INVESTIGATING LEADERSHIP CHARACTERISTICS OF AN EXCELLENT PRINCIPAL IN MALAYSIA

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INTRODUCTION

Effective leadership is widely accepted as being a key constituent in achieving school improvement. Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change (Van Velzen *et al.*, 1985; Hopkins 2001a; West *et al.*, 2000). McEwan (2003) emphasizes that, highly effective principals are not called to the job per se, but more importantly to the opportunity to make a difference in the school. This could mean a change in the educational landscape, heal an ailing school, or work for the concepts of greater accountability, equity and excellence. Hopkins (2001b) highlights the centrality of transformational and instructional leadership practices in achieving school improvement in schools facing challenging circumstances. Existing literature also indicates that the most popular theories are located in the transactional and transformational models identified more than 20 years ago (Burns, 1978), and lately reinvented through such terms as 'liberation' (Tampoe, 1998), 'educative' (Duignan and McPherson, 1992), 'invitational' (Stoll and Fink, 1996) and 'moral' leadership (Sergiovanni, 1992).

What is clear from these, and from literature of effective schools, is that, successful leaders not only set direction, but they also model values and practices consistent with those of the school, so that "purposes which may have initially seemed to be separate become fused" (Sergiovanni, 1995). Effective leaders are proactive and seek help that is needed. They also nature an instructional program and school culture conducive to learning and professional growth. Nevertheless, effective instructional and administrative leadership is required to implement change processes.

RESEARCH DESIGN

This study used a qualitative case study method to collect and analyze the research data. Stake (1997) noted that even though case studies have not found the solutions for education's problems, researchers and others have appreciated their deep, self-referential probes of problems.

In-depth portraits of a small number of individual principals would however, provide much fuller access to their views across a range of issues (Gronn and Ribbins, 1996). In this study, data were gathered to learn as much as possible about the contextual variables that might have a bearing on the case. After that, the data obtained from this qualitative case was analyzed. This study was conducted in the Sultan Sulaiman Secondary School (not the real name) an exemplary school located in the state of Seremban in Malaysia. The selection was based on the number of awards it had received and according to the records of State Inspectorate Division, the incumbent principal had displayed an "outstanding"



effort in creating and supporting a positive teaching-learning climate in the school. The records also revealed that the principal had done a lot to improve instructional practices in the school.

The target population of this study was the 87 teachers and 1,105 students in selected school. To explore leadership approaches in this school, a research design was constructed that incorporated multiple methods. The data of this qualitative study was collected through extensive interviews, casual conversations, formal and informal observations, and various kinds of school and policy documents.

A total of eleven semi-structured interviews with open-ended questions were conducted for the purposes of this study. The interviews were bilingual in nature, that is, conducted in both the Malay Language and in English depending on the interviewees' ease and comfort with a particular language. All the 11 informal conversations with both teachers and students were recorded in the researchers' personal notebooks during and after the conversations.

Since the principal is the main focus of this study, three interviews were conducted with the principal, three interviews with senior assistants (one interview each), three interviews with teachers, three interviews with students and one with the Chairperson of the Parent-Teacher Association. This was followed by the following broad research questions that provided some broad guidelines to structure interview questions for the principals, teacher and students.

- What is the vision and mission of your school?
- What is your principal's leadership style?
- What is the principal's main concern in school?
- What strategies have been implemented?
- How does the principal manage the school?
- How do you evaluate your principal's contribution to the school?
- What are the strengths and limitations of your school principal?

In addition to these broad questions, the researchers also included other related questions, which were in some ways connected to the research topic.

In addition to conducting interviews, a number of other activities were also conducted during the 14 days of this research in the school.

The researchers also took the opportunity to attend a number of meetings and special events such as management meetings, staff meetings, subject panel meetings and the Parent-Teacher Conference at the school. Besides that, the researchers also conducted a number of observations such as student activities in the afternoon and classroom observations of the teaching and learning process.

FINDINGS

Within a study comprising of only one school, one principal, three senior assistants, 87 teachers and 1105 students, the possibilities for generalization are inevitably limited. Since one of the aims of the study was to explore the leadership characteristics and how far the



school head shared her school vision with her colleagues and students, the volume and range of data collected in this study may provide a basis for some preliminary findings about leadership in secondary schools in Malaysia to be drawn.

THE PRINCIPAL

The school principal in this study is referred to as Aminah. She is a 53 year old lady who holds a Bachelor of Education in Islamic Studies. Aminah had 18 years of experiences in teaching secondary schools and had been in different managerial positions for the past 10 years. She was a Head of Department for five years and had the experience of being a Deputy Principal for five years in two schools prior to her appointment as the principal of the Sultan Sulaiman Secondary School in 2000. This was her first appointment as a school principal.

Prior to her appointment in 2000, the Sultan Sulaiman Secondary School staff members were divided into two camps. One camp was with the principal while a rival camp consisted of staff members who were with the deputy principal. The staff morale was low as the principal believed in a divide and rule policy.

During her tenureship, Aminah was able to turn around this ailing school and unite the teachers into working collaboratively towards a shared vision and mission. More importantly, the dynamic leadership qualities portrayed by Aminah saw the school pushing forward to grab a number of coveted awards in the educational arena of Malaysia. Within one year of her principalship, in 2001 the school won the National Level 3K Award (best school in terms of creating a clean, safe and conducive learning environment). Later in 2002, the school won the State Potential School Award, and in 2003, the school won the prestigious National Minister of Education Quality Award.

AMINAH'S LEADERSHIP STYLES

In her interview, Aminah consistently highlighted the importance of possessing a range of leadership styles she used to address the diverse sets of issues and challenges she faced.

She also highlighted the contingent nature of many of the decisions she had to make and how different leadership styles and strategies she used in different contexts.

INSTRUCTIONAL/ACADEMIC LEADERSHIP

Aminah is first and foremost, a teacher. She stands very strongly on the fact that as a school principal, her first and foremost commitment is to teaching and learning. She emphasized that "all school principals must be good instructional leaders." As an academic leader she put into place strategies on helping her students at all levels. Aminah ensured that her school curriculum committee had strategies to help the weak, the average and the best students. Aminah emphasized that "all students must be pushed to explore their true potentials and this could sometimes mean challenging them to new heights".

From the Malaysian perspective, the Sultan Sulaiman Secondary School was an average school academically. Prior to 2000, the students' passing rate for PMR (Penilaian



Menengah Rendah) or Lower Certificate of Education (equivalent to O Levels) was 68%. By 2004, with Aminah at the helm for four years, the school's academic achievement had improved significantly. The PMR passing rate rose from 80% to 100% and the high stakes SPM Examination passing rate increased from 68% to 95%.

Aminah's teachers highlighted that their school improved academically under the current leadership possibly because Aminah always involved everyone in decision-making with regards to curriculum implementation. According to her Deputy, Aminah "listened to everyone and she displayed this professional trusts in all her teachers". She gave them the help and advise they needed to implement their programmes. She also cultivated the habit of developing professional dialogues between teachers by encouraging the school teachers and students to become inquiring communities.

According to a teacher, she was also a principal who placed a high premium upon her own professional development and the professional development of her staff. In this respect, the principal developed professional and intellectual capital in the school. The learning community enhanced not only students' academic achievement but also helped developed her teachers.

Interviews with the teachers showed that the teachers in the school were committed to the belief that every child can learn and succeed. The principal made decisions that motivated both staff and students and placed an emphasis upon student achievement and learning. The teachers in the study talked about "*creating the conditions that would lead to higher student performance*", and they were deeply concerned about the welfare and the educational experiences of their students.

SITUATIONAL LEADERSHIP

Aminah pointed out that she adopted a more autocratic leadership style during the initial stage of the school improvement project before they won the Best Quality Award from the Minister of Education, Malaysia in 2003. She felt she needed to manage a divided staff and at the same time needed to get things done. Nevertheless, she emphasized that she always listened to her people first before she made any changes. Once she had made a decision based on consensus, she ensured that everyone toed the line.

Later, when the school was being observed for a variety of awards, especially during the inspection stage from the School Inspectorate, School Division, and the Chief Director General's Office, the principal adopted a more supportive leadership style in order to assist her staff through the process. The school management team also took this role very seriously and consciously demonstrated high levels of emotional responsibility towards their staff during the inspection period. An important contributory factor to achieving a positive outcome was considered to be: how the principal's leadership style matched the situation or circumstance facing the school at different times. In particular, the principal in this study emphasized that while she had a broad set of values she adhered to, she did not consider this to be a fixed leadership approach. She felt strongly that she could switch to a leadership style that suited the situation, and could behave in ways that did not reflect her core beliefs, if necessary.



AMINAH'S PERSONAL ATTRIBUTES

If Aminah was able to bring her divided staff to work collaboratively, it was due to her personal attributes. Teachers and students who were interviewed, all pointed out that she was a person who held Steadfast to high morales and values.

According to her Deputy (Senior Assistant 1), Aminah, being an Islamic religious teacher, possessed attributes of a good Muslim. She was dominant and confident, yet possessed the humility that a leader should have. She was humble and mixed well with her peers. She never let rank separate her from her teachers and was a true and loyal friend when you needed one. Her teachers added that Aminah was a determined person and a principle-oriented lady. She worked hard and believed in what she was doing. In the long run her persistence and perseverance often led her to obtain what she aimed for.

Aminah was to both her teachers and students a warm and caring person. She was also polite, friendly and kind-hearted. To many she was soft spoken and this most probably enabled her to maintain a cool and calm disposition at all times. One of her deputies (Senior Assistant II) had this to say:

"She is soft spoken, yet firm. Normally, her kind nature just melts people. For example, if you go in angry and frustrated, you would come out feeling good. That's Aminah for you... She will let you talk... When you have finished talking, only then she would respond, and most of the time the advise she gives is so simple yet leaves one fulfilled."

"It is important that staff and students are involved in the life of the school and relate to each other in a positive way." (The Principal)

"The head has ensured that we work more in teams and work across our subject areas. This has made us build broader relationships and work together." (Subject Head S8)

The Head of Language Department felt that Aminah was a creative leader. To her Aminah reflected a person "who could be dominant, steadfast and cautious at the same time." Though she was soft-spoken, her staff saw her as a motivator who always brought out the best in her teachers and students. When examination were round the corner, she would make time to go on her rounds to motivate her students to do their best.

According to her teachers, her greatest asset was her good communication as skills. She was, to many, a good listener and her confidence in speaking ensured she was able to get her message across to her people clearly. According to her staff and students her common inspiring words include "ok, no problem, well-done, excellent, congratulations, let's do it together, we could do it, and thank you".

Aminah was also a leader who was willing to learn. She was always passionate about learning and Teacher 32, said that Aminah always "wanted to be in touch with the latest developments. She was willing to learn from her peers and this made her human and a friend to all of us. Seeing this enthusiasm in her, we, too, were motivated to be like her. It



was moments like this that we felt inspired to work with her.” Such words also reveal the charismatic qualities that Aminah possessed. All attributes most probably enabled her to win the hearts of her team.

The principal was also seen as a fair person with genuine joy and vibrancy when talking to teachers and students. Aminah generated a high level of commitment in others, through her openness, honesty and good interpersonal relationships. According to Aminah she placed emphasis upon generating positive relationships with the teachers, parents and students, and fostering a view of the school as being part of, rather than apart from, the community.

AMINAH'S LIMITATIONS

In this study, Aminah displayed a number of characteristics that have been outlined by literature. Nevertheless, being human, she was not without her limitations. Approximately 10% of the teachers voiced these limitations. In moving forward to giving her best and in getting the team of teachers and students to work alongside her, she was according to one teacher *“a person who is too result-oriented that she has little time to stop and smell the flowers. Therefore, she has little time to interact with both teachers and students.”*

Similar sentiments were also shared by a group of students who felt that they did not really know their principal as *“she hardly talked to the students”*. They admitted she talked to prefects and school captains and class monitors but lacked the personal touch with the average school student.

Teacher 12 felt she was *“too ambitious”* whilst Teacher 34 stressed that *“a teacher can only do so much- she wants us to do so much in so short a time”*. Others felt that her expectations were too high as she moved to strive for the best. The teachers acknowledged that they shared her passion, but emphasized that they could not cope with her *“ever-increasing demands”*. Teachers also pointed out that they were already burdened with a heavy teaching load and other academic duties and co-curricular activities. All these resulted in some teachers experiencing a high level of job stress and low job satisfaction.

Since she was handling a big school, the workload was high and some teachers like Teacher 56 that felt her *“demands and pressure for tangible results from everyone were at bit a bit too unrealistic”*. In such a scenario not every teacher is with her in spirit but they admitted that they felt that as team they had to work collaboratively with the school head. Some students felt that the school conducted ‘too many activities’ that they felt ‘tired’ and would just like to have ‘some free days with nothing to do’.

Despite these limitations, the disgruntled students and teachers all admitted that she was a good principal with good intentions who worked ‘heart and soul’ for the betterment of the school.

IMPLICATIONS FOR LEADERSHIP TRAINING AND DEVELOPMENT

The research findings of this study reveal the characteristics of a successful leader and the intensity and complexity of the role of a school principal. The successful leader in this study was identified as being reflective, caring and a highly principled person who



emphasized the human dimension of the management enterprise. She placed a high premium upon personal values and was concerned more with cultural as well as structural change. At certain circumstances, she had moved beyond a narrow rational, managerial view of her role to a more holistic, values-led approach guided by personal experiences and preferences.

What, then, are the implications for the leadership training and development of aspiring and serving school leaders? Nations across the world are extending their provision of training and development programs for effective school principals. In Malaysia, the National Institute of Educational Management and Leadership has taken a step forward to establish programs for aspiring and serving headteachers. Its training programs such as the *School Leadership and Management Program* (SLMP), National Professional Qualification for Headship (NPQH) and School Leadership Assessment Program are all testimonies of the importance attached by Ministry of Education, Malaysia to the training of effective principals. This commitment has been further underlined by the establishment of a High Standard of Quality Education (HSQE), pioneered by the School Inspectorate Division in Malaysia.

Since values, are central to successful leadership, reflection upon these must be central to training. Alongside this must also be a focus upon critical thinking, emotional and cognitive, and intrapersonal as well as interpersonal skills development. Recognition of the intimate link in successful leadership between the personal and the professional, between the development of the individual and the organization is paramount.

Finally, problem-solving and the management of competing forces must be key components of leadership training for school improvement if schools are to become the high achieving learning communities espoused by government. Rational models which focus upon the development of behavioural skills and competencies are insufficient if the needs of those aspiring and experienced heads, who wish to become and remain successful in the changing times of the 21st century, are not to be met.

CONCLUSION

This study shed some light to the intensity and complexity of the leadership role in the school. Findings indicated that the principal is the sense-maker of a school and her leadership characteristics are critical factors that help create a sustainable school climate that will enhance both teachers and students' productivity. The leadership characteristics indicated that the principal demonstrated most of the main characteristics of an excellent principal as outlined by literature. She also demonstrated that a variety of leadership styles and characteristics have to be honed for successful leadership to take place. Coupled with a values-based leadership style, an authoritarian form of leadership may be particularly necessary in the early stages of enhancing the school performance. In such a high performing school context, immediate action is required and hence, leadership approaches are often very directive and task-focused at the initial stage. However, the evidence collected within the study suggests that the principal adopts leadership approaches that match the particular stage of a school's development. While the principal acknowledged that she had adopted autocratic leadership approaches at critical times, she also agreed that this leadership approach was least likely to lead to sustained school improvement.



Thus, in most her leadership tenure, the principal in the study had deliberately chosen a form of leadership to move the school forward, which empowered others to lead and distributed leadership activity throughout the school. This “teacher leadership” in many ways covers a similar terrain to transformational leadership, both its orientation and aspiration (Leithwood *et al.*, 2000)

The particular emphasis given by the principal to distributing leadership and empowering others would suggest an approach to leadership that has collaborative, participative and moral rather than transformational principles at its core. The findings indicated that various forms of teacher leadership prevailed and that this directly influenced collective problem solving and decision making. While the principal’s responses to problems varied, depending on the circumstance or situation, her value position remained consistently one of empowering pupils, staff and parents. The findings from the research study suggest that leadership in the Sultan Sulaiman Secondary School was defined by an individual value system that embraces equity, empowerment and a moral purpose.

The study revealed a complex but compelling picture of leadership in the school. It revealed that the success of a school needs the full participation and smart partnerships from all parties concerned. Besides that, strong support, clear vision and appropriate empowerment are also seen as critical and crucial factors that should go hand-in-hand with good leadership. It reflected a learning leader that practiced a form of leadership, that is, collaborative, cooperative, participative, democratic and centrally concerned with giving others the responsibility to lead.

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Chapter 4

PROCEEDINGS PAPERS 2006



THE ASPIRING HEADTEACHERS' PERFORMANCES IN LEADERSHIP AND MANAGEMENT ASSESSMENT: A PRELIMINARY STUDY

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INTRODUCTION

In recent years, educators and policy makers have agreed that school leaders are critical to school successes and have repeatedly pointed out the need to aggressively recruit and select highly qualified and suitable candidates. This is in line with the executive's aim to promote headteachers who can work towards achieving world-class education system, where achievement is valued and every pupil has the opportunity to develop individual potential to attain excellence (PIPP, 2006). The post of headteacher, no matter the size of school, carries great responsibilities and challenges, but brings the reward of leading and shaping the work of pupils, teachers and other staff. In this context, headteachers need a clear view of the economic contexts and social contexts in which their schools operate, and the direction their schools should take. They must also have the knowledge, understanding and skills to lead schools effectively.

Surprisingly, however, the evaluation or assessment of school leaders has attracted much less interest, compared to the evaluation of teachers and students' performances. Recent policy documents on school leadership have largely ignored the topic, and the empirical research base is very thin (Hart, 1993). However, growing pressure to increase student achievement has generated new thinking about the role of school leaders', evaluation in boosting individual and organizational performances. This is in line with the notion, that school leaders' are now seen as the prime movers and hence, critical to student performances and school successes. Therefore, at this juncture, it is critical to devise suitable instruments in evaluating and selecting highly qualified and suitable candidates for school leaders.

LITERATURE REVIEW

Appointing the right headteacher for their school has always been one of the important tasks that a governing body, i.e., the Ministry of Education (MoE) must perform. As such, one of the many ways that the MoE can decide in order to select and appoint the right candidates for the headteacher is through assessment. In this context, the assessment processes help to provide the Ministry of Education additional evidences on each of the candidates, thereby, providing a clearer picture of the sort of future leader a school needs. Hence, the assessment processes help the MoE in identifying the right person to lead a school.



The exercise for assessing aspiring headteachers is not isolated to the Malaysian context; it is being practised worldwide, though in a slightly different framework. Lashway (1999) noted that there were many leadership assessments available, but few were specifically designed for school leaders and that none could directly measure job performances. However, used as part of a carefully crafted assessment and development processes, these instruments were capable of offering insights into the principals' leadership behaviors and skills. Hackney (1999), however, focused, on principals coming up with portfolios, which were not actually instruments, but "conceptual containers" into which principals could place a wide variety of artifacts documenting their achievements.

The education system in the United Kingdom, for another, formulates that the National Professional Qualification of Headship (NPQH) is the benchmark for the qualification for aspiring headteachers and has been designed to prepare candidates for the challenging but rewarding role of headship. In fact, the National College of School Leadership (NCSL), United Kingdom claimed that from 15th April 2004, it is mandatory for all first – time heads to hold NPQH or be working towards it within four years of their appointments. Thus from 1st April 2009, the mandatory requirement will be that all those appointed to their first headship post will need to hold the NPQH qualification (NCSL, 2005).

The scenario with regards to NPQH, however, is slightly different for Malaysia. While Institut Aminuddin Baki (IAB) is still producing NPQH graduates till now, and that these graduates should already be recognized as qualified headteachers, only 414 out of 1365 of this group has been appointed as headteachers in the primary or secondary schools (Schools Division, MoE, 2005).

PURPOSE OF STUDY

The purpose of the study is to analyze the aspiring headteachers' performances in leadership and management which is conducted by the Assessment Centre, Institut Aminuddin Baki (ACIAB). The leadership assessment program which runs since December 2006, is established to assess aspiring headteachers who have shown competencies into becoming potential headteachers. To date, 3000 non-graduate candidates across the country were assessed for the position of DG34 post that is, based on their performances in various elements of the assessment.

OBJECTIVES OF STUDY

The objectives of the study are as follow:

1. To analyze the performances of the aspiring headteachers of DG 34 in the leadership assessment program based on the element of multiple-choice questions (MCQs).
2. To analyze the performances of the aspiring headteachers of DG 34 in the leadership assessment program in the fields, that is, outlined in the School Principalship Competency Standards of Malaysia (*Standard Kompetensi Kepengetuaan Sekolah Malaysia – SKKSM*). The eight fields of management in the SKKSM comprise areas of the Curriculum, Co-curriculum Management, Students Affairs Management, Financial Management, Office Administration and Management, Human Resource Management and Development, External Affairs Management, and Environmental and Physical Facilities Management.



3. To analyze the performances of the aspiring headteachers of DG 34 in the leadership assessment program according to category of question, that is knowledge, application and values.
4. To find out the performances of the aspiring headteachers of DG 34 in the leadership assessment program by gender.

Based on the objectives of the study, the following research questions are formulated:

1. What is the overall performances of the aspiring headteachers of DG 34 in the leadership assessment program that is, based on the element of multiple-choice questions (MCQs)?
2. What is the performances of the aspiring headteachers of DG 34 in the leadership program in the fields outlined in the School Principalship Competency Standard of Malaysia (*Standard Kompetensi Kepengetuaan Sekolah Malaysia – SKKSM*)?
3. What is the performances of the aspiring headteachers of DG 34 in the leadership assessment program in accordance to the category of questions, i.e., knowledge, application and values?
4. Is there a significant difference of the performances of the aspiring headteachers of DG 34 in the leadership assessment program by gender?

METHODOLOGY

The leadership assessment program started when IAB received the names of candidates for assessment from the Human Resource Division, Ministry of Education, Malaysia. These names were the list of potential headteachers who had submitted their application to the respective State Education Department (SED). The SED would then shortlist and forwarded this list to the Human Resource Division, which was then conducted their own selection processes to produce the final list of names to be assessed by IAB. The final list of names would then be submitted to ACIAB, and these names would be called to be assessed.

Based on the leadership simulation program, the candidates were assessed using five elements of assessment. These five elements comprise the computer-based multiple-choice questions, Emotional Competency Inventory (ECI), in-tray exercise (*amalan pengurusan harian*), role play and interview. All candidates must go through all the elements, which is conducted as a day event.

INSTRUMENTATION AND ANALYSIS

For the purpose of this analysis, the data was taken only from the result of the computer-based multiple-choice questions (MICQs) from five states. The rationale for choosing five states in this analysis was mainly because the data (from these five states) had been well-sorted out and finalized. There were 40 questions in the MCQs for the first element of the assessment and these questions were designed based on the eight areas of management



in the School Principalship Competency Standard of Malaysia (SKKSM). The 40 questions of the MCQs were categorized into three domains: knowledge, application and values. The questions were based on the Item Specification Table as illustrated in Table 1.

Table 1: Item Specification Table for MCQs

No	Areas of Management	Knowledge	Application	Value	No of Qs
1	Curriculum Management	1,2,3,4,5	4	7	7
2	Co-curriculum Management	8	9, 11, 12	10	5
3	Students' Affairs Management	13, 15, 17	14, 16		5
4	Financial Management	18, 19, 20, 22		21	5
5	Office Administration and Management	27	23, 24, 25		5
6	Environmental and Physical Facilities Management	30	29	28, 31	4
7	Human Resource Management and Development	32, 34	33, 35, 36		5
8	External Affairs Management	37, 38	39, 40		4
TOTAL					40

In this study, the results from MCQs were the only element that was analyzed and studied. The data was analyzed quantitatively using SPSS statistical analysis software, version 11.5. The data was analyzed descriptively, and using *t*-test for the research question no. 4.

The MCQ questions were developed, upgraded and finalized by a group of experienced Principals and Headteachers, Senior and Super Principals as well as IAB senior lecturers.

Apart from that, experienced, selected representatives from other Divisions in the Ministry of Education were also invited in developing, upgrading and finalizing the questions. In this context, ACIAB was trying to involve as many experienced personnel as possible in the Ministry of Education in maintaining the quality of the questions in relations to reliability issue.

For the assessment, all candidates were required to sit for the computer-based MCQs, together with other elements of the assessment throughout the day. The results of the MCQ tests were obtained after the one hour test. This was done in conjunction with other elements of the assessment, such as the Emotional Competency Inventory (ECI).

FINDINGS

For the first question, it was found that the overall performances of the aspiring headteachers of DG 34 in the leadership assessment program that is, based on the elements of multiple-choice questions (MCQs) yielded a mean of 24.50, and a standard deviation of 3.11 (see



figure 1). This means that for the MCQs elements of the assessment, that is, based on the data ($n = 502$), the candidates' performances were only average.

For the second question, the performances of the aspiring headteachers of DG 34 in the leadership assessment program in the fields that is, outlined in the School Principalship Competency Standard of Malaysia (*Standard Kompetensi Kepengetuaan Sekolah Malaysia- SKKM*) were quite varied. The candidates seemed to perform better in the fields of Curriculum Management, Co-curriculum Management, Office Administration and Management, and Environmental and Physical Facilities Management. The candidates' performances in other management fields Students' Affairs Management, Financial Management, Human Resource Management and Development, and External Affairs Management were average, and above average with mean ranging from 2.32 to 2.74 respectively (see Table 2 in relation to Figure 1).

For the third question, the performances of the aspiring headteachers of DG 34 in the leadership assessment program in accordance to the three category of questions, that is, knowledge, application and values was also varied. For the, 'knowledge-based' questions, the performance was average with a mean score of 9.94, the 'application-based' questions, the performance was above average with a mean of 11.36, and the 'values-based' questions, the candidates' performances were above average with a mean score of 3.21 (see Table 3).

For the final question, the t -test analysis yielded a significant value of $t(0.137)$ is more than 0.05. This means that there is no significant difference of performances of the aspiring headteachers of DG 34 by gender in the leadership assessment (see Table 4a and 4b).

Based on the overall findings, it is observed that candidates such as the aspiring headteachers generally, performed averagely in the element of MCQs in the leadership assessment program, and that there is no significant difference of performances between the male and female candidates.

CONCLUSION

From the observation and findings that we encounter in this preliminary study, what can does this mean to IAB as a management and leadership training centre, and the aspiring headteachers themselves? It is observed that since the performances of the candidates of the aspiring headteachers in the element of MCQs was average, certain measures need to be thought of carefully and considered. This is important that the MCQs are a set of questions that test the basic knowledge of the headteachers educational leadership and management theory. In this context, if the performance of aspiring teachers in the basic knowledge of educational leadership and management theory was average, then IAB has to think about providing more support and training to the newly appointed headteachers, more so if the bulk of these aspiring headteachers were appointed as headteachers in the near future. The training for newly appointed headteachers then should take into account the areas of management, which the aspiring headteachers seem to lack considerably. Hence, this includes the basic knowledge of educational leadership and management, school-based assessment and evaluation, students' affairs management, financial management and external affairs management.



In the contexts of the leadership and management assessment as well as the need to be an able headteacher, this preliminary study suggests that the candidates for the aspiring headteachers need to prepare themselves in terms of the basic knowledge of educational leadership and management as well as to acquire experiences in assuming management roles and tasks in schools.

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Appendix

Figure 1 : Overall performances of the aspiring headteachers in the leadership and management assessment

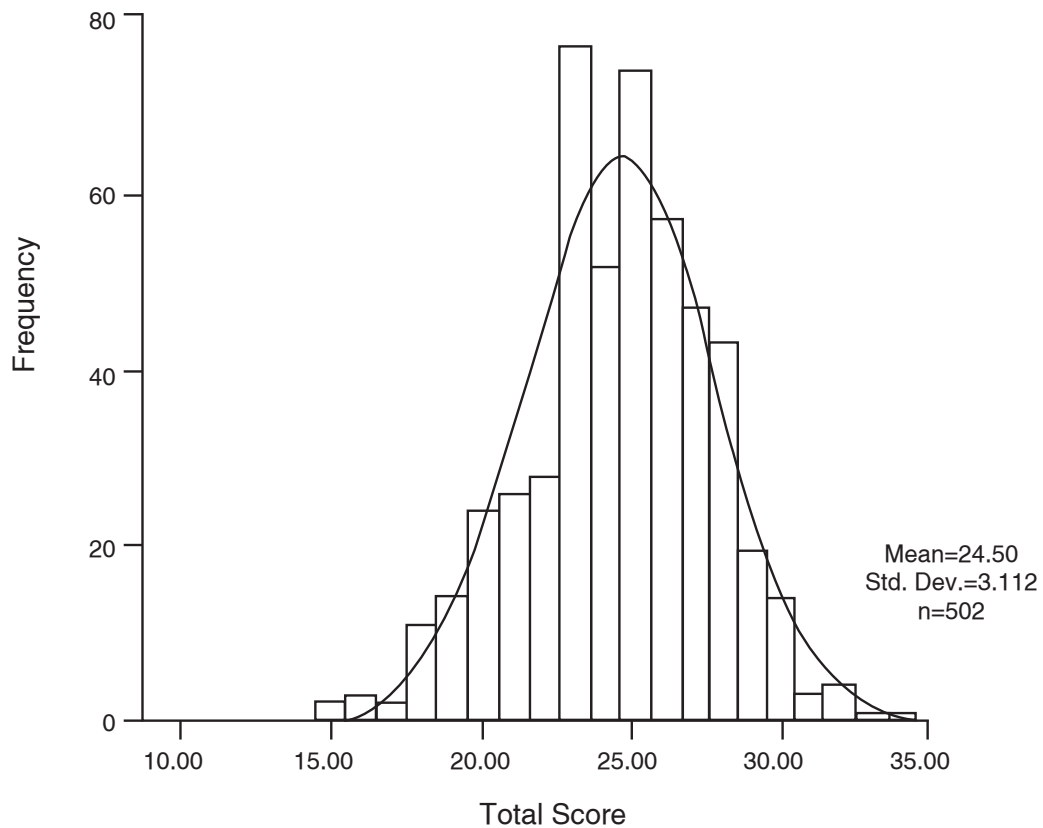




Table 2: Performance of aspiring headteachers by fields of management

Fields of Management	Mean	Standard Deviation
Curriculum Management (7)	3.92	1.32
Co-curriculum Management (5)	3.70	1.01
Student Affairs (5)	2.32	0.96
Financial Management (5)	2.47	1.11
Office Administration Management (5)	3.48	0.85
Human Resource Management and Development (4)	2.56	0.64
Environmental and Physical Facilities Management (5)	3.31	0.93
External Affairs Management	2.74	0.93

Table 3: Performance of aspiring headteachers by category of question

Level	Mean	Standard Deviation
Knowledge (19QS)	9.94	2.10
Application (16QS)	11.36	1.64
Values (5QS)	3.21	0.89

Table 4a: *t*-test for performance of aspiring headteachers by gender

Gender	Mean	Standard Deviation
Male (n=287)	24.68	3.047
Female (n=215)	24.26	3.19

Table 4b: *t*-test for performance of aspiring headteachers

	Value	df	P
MCQs	1.49	500	0.137



HEADMASTERS' REINFORCEMENT BEHAVIOR AND TEACHERS' PERFORMANCES

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INTRODUCTION

Organizational effectiveness represents the fundamental challenges to practice in school administration. It has been argued that the school effects (internal factors) determine the school outcome (Edmonds, 1979; Purkey & Smith, 1983). Although there are various internal factors that contribute to school effectiveness, the main variables identified are the employment of quality teachers, teachers' participation and satisfaction, principal leadership and involvement, a culture of academic achievement, positive relation with the central school administration, and high parental involvement (Zigarelli, 1996). In fact teachers' quality and the school's firm leadership are cited to have a significant impact on students' achievement (Hoy & Miskel, 2001; Mortimore, 1995; Mahmood, 1989).

School effectiveness has always been the central issue in the Malaysian education system as the sector consumes approximately 33% of the national budget in the year 2005. Quality education could be ensured if the schools produce desirable student outcomes. However, of late, the government views seriously the effectiveness of schools, especially the primary schools. Primary schools are the biggest internal stakeholder of the Ministry of Education with 3.2 million school children and 154, 834 teachers in 7,217 primary schools (Perutusan Tahun Baru YB Menteri Pelajaran, 2006). As 80% of the schools in the country are primary schools, it is an important strategic concern to improve the effectiveness of these schools. Moreover, primary education in Malaysia also forms the foundation for other levels of education. It is imperative that school leadership in these primary schools play a pivotal role in enhancing teachers' performances for it has a significant impact on the academic achievements of students.

The purpose of this study is to address the effectiveness of the national primary schools. There are various indicators, such as, the poor performances of the students of the primary schools in the public examinations. For example, in 2002, the percentage of students who failed in all subjects in Primary School Achievement Test in the national school was 6.5% (22,699 students) while the Chinese national type school was 2.8% (2,807 students). This trend was similarly seen in the years 2003 and 2004. In the year 2003, students who scored straight 5As in the national schools were 6.8% and 7.2% in the Chinese national type schools respectively (School Exam Syndicate, 2004). The students' performances were generally poor in subjects such as, English, Mathematics and Science. Students' achievements in these three subjects were lower in rural schools as compared to urban schools (Syuhada, 2005). It is a threat for the primary schools as currently 80% of the schools are located in the rural areas. Moreover out of this, 1,453 are under-enrolled schools with less than 150 students (Perutusan Tahun Baru YB Menteri Pelajaran, 2006).



This brings about the management issue that surrounds the effectiveness of the primary schools, which is the performances of the teachers. Teachers influence students' achievements directly, and the teachers are influenced by their schools leadership. It has also been shown empirically that schools that make a difference in students' learning are led by headmasters who make a significant and measureable contribution to the effectiveness of teachers and in the learning of pupils under their charge (Hallinger & Heck, 1998). The quality of teachers vary when they are attached to the schools. The difference could be attributed to various factors, but the central one is the working environment. The principal, who provides the leadership that is, necessary in managing the teachers' performances, largely manages the working environment. Teachers' performances can be enhanced if the school leaders provide teacher evaluation, feedback, coaching, goal setting and remediation (Heneman & Milanowski, 2004).

Based on the above argument, the purpose of this study is to examine the impact of these reinforcement behaviors on the teachers' performances. When teachers are not informed whether they are doing poorly or doing well, uncertainty will surround their performances. This will contribute to negative outcomes, such as reduced satisfaction, increase in office politics and lack of commitment. Leadership plays a pivotal role in managing teachers' performances by providing the proper response (Podsakoff, Todor and Grover, 1982; 1985). To extend the theory, Hinkin and Schriesheim (2004) examined the link between subordinates' performances and the supervisor's non-response behaviour or omission. According to them, employees need. Performance related feedback but the managers might be unwilling or lack the ability to satisfy these needs. The absence of response or feedback will possibly reinforce undesired behaviour and affect the feelings of the subordinates' and result in confusion and dissatisfaction. In achieving the above objective, specific question that the study will address is whether there are any significant relationships between headmasters' reinforcement behaviour and teachers' performances.

REINFORCEMENT BEHAVIOR AND TEACHERS' PERFORMANCES

The use of reinforcement will shape behaviour. Proposed by Skinner (1969), it dictates that a stimulus will create a response and its consequences will elicit other responses or future behaviors. Consequences arise in the outer environment. Therefore, the environment holds the key to most of the changes that occur in the way a person behaves. The second major notion of Skinnerian psychology is the concept of contingency, which refers to the proposition that a reward can only occur if some act precedes it. The environment operates on a contingency basis (Carpenter, 1974).

The consequences that influence further action fall into three classes. The first is associated with the phenomenon of positive reinforcement. Any act that leads to a reward or a pleasant experience (positive consequences) will increase the rate of enactment of the act. The second is negative consequence, which is unpleasant, harmful, or threatening, and it stimulates action toward removing it and, this behaviour is called negative reinforcement. In the same category, another behaviour is punishment, which is an aversive stimulus that follows an act. The third class refers to many acts that produce neutral results which are neither reward nor punishment. However, if an act has been consistently followed by a reward in the past, the absence of such at home point in time will result in frustration and the act will grow less frequent and will eventually be extinguished (Skinner, 1969).



To extend the theory Hinkin and Schriesheim (2004), developed the Leader Omission and Extinction Scales. This scale is based on transactional leadership behaviour (based upon reward and punishment) a subset of Multifactor Leadership Theory (Bass, 1990) and Leader Reward and Punishment questionnaire (Podsakoff and Skov, 1982). This could be explained by using the Taxonomy of Leader Response Behavior-Subordinates Performance Effects shown in table 1.1.

Table 1.1: Taxonomy of Leader Response Behavior-Subordinates Performance Effects

Subordinate's Behavior	Leader Response Behavior		
	Positive Reinforcement	Punishment	Omission (No reaction displayed)
Good Performance	Increase likelihood of future good performance	Decrease likelihood of future good performance	Decrease likelihood of future good performance (OG)
Poor Performance	Increase likelihood of future poor performance	Decrease likelihood of future poor performance	Uncertain effect on future poor performance (PO)

(Source: Hinkin & Schriesheim, 2005)

Positive reinforcement for a subordinate's good performance will increase the likelihood of future good performance. However, the same positive reinforcement for poor performance will increase the likelihood of future poor performance. As for leader's response leader's punishment behaviour for subordinates' good performances will decrease the likelihood of future good performances but decrease the likelihood of poor performances if punishment is given to poor performances. If no reaction (omission) is displayed for good performance, it would decrease the likelihood of future good performance and the effect is not certain for poor performance. So, the leader's response behaviour can be identified as follows:

- 1. Omission in response to good performance:**
Managers do not respond to what a subordinate perceives to be his/her good performance
- 2. Omission in response to poor performance:**
Managers do not respond to what a subordinate perceives to be his/her poor performance
- 3. Contingent reward behaviour:**
Managers do respond to subordinate's good performance
- 4. Contingent punishment behaviour:**
Managers do respond to subordinate's poor performance



LEADERSHIP REINFORCEMENT BEHAVIORS

Leadership behaviour has been chosen as the independent variable in this study. There are many definitions given for leadership, but the most comprehensive definition was the one given by Yukl (1998). Leadership is defined broadly as a special process in which a member of a group or organization influences the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual, motivation and abilities, power relations, and shared orientations. The Multifactor Leadership Theory that originated from Burns in the 1980s is the most widely cited comprehensive theory of leadership that encompasses a range of leaders' behaviors (Bass, 1990). In the theory, the leadership is conceptualized within behavioral domains from non-leadership (*laissez-faire*), to transactional (based upon reward and punishment) to transformational leadership (based upon attributed and behavioral charisma). Transactional leaders recognize what followers want from work and try to provide them with rewards and promise rewards for effort. Transactional leadership is a form of contingent reinforcement. The reinforcement takes the form of a leader's promise and rewards or threats and disciplinary actions, contingent on the follower's performances.

Transactional leadership, which is based on reinforcement theory, is still relevant and important because it can explain much of what happens in many situations. Bass (1990) argues that transactional leadership is the necessary precondition for transformational leadership to be effective as it provides direction and focus. The lack of such leadership behaviour would result in confusion and ambiguity from the use of transformational behaviors. This was further supported by Hallinger and Heck (1998) who argued that instructional leadership which focuses on transactional leadership is the first-order effect, and the precondition for transformational leadership to take place in schools. In addition, transactional leadership processes are both commonplace in leader-subordinate interactions and have shown to have significant relationships with a whole host of relevant dependent variables.

In organizational setting, the effect of contingent reinforcement was studied by Podsakoff, Todor, Skov and Grover (1982), and Podsakoff, Todor, Skov (1982). Their findings showed that there is a positive relationship between leader contingent reward behaviour and performance and satisfaction. Similarly, there is also a significant negative relationship between non-contingent reward and subordinates' satisfaction with moderating effect of performance. Contingent reinforcement also has a strong effect on group dynamics. The study by Podsakoff and Todor (1985) revealed that group cohesiveness, drive, and group productivity were positively related to leader contingent reward behaviour. Contingent punishment behaviour by the leader had significant positive effect on group productivity, whilst leader non-contingent punishment behaviour was negatively related to group drive. Finally, the leader non-contingent reward behaviour was negatively related to group drive, cohesiveness, and group productivity.

Non-reinforcement behaviour was also studied based on this classical reinforcement theory. Non-reinforcement is the intentional withholding of a reward to extinguish behaviour. Such holding with of intentional and unintentional reward, referred to as omission, may eventually extinguish desired behaviour. According to Hinkin and Schriesheim (2004) although non-response behaviour is commonly practiced, studies related to it in an organizational context did not receive sufficient attention from scholars. Based on the



researcher's knowledge, there is only one study by Hikin and Schriesheim (2004) that examined such behaviour and its relationship with subordinates' role clarity, satisfaction and effectiveness in a hospitality industry. The results revealed that the omission for good performance had moderate, direct and negative relationship with effectiveness, satisfaction, and role clarity. Omission for poor performance has a small negative relationship with satisfaction, and role clarity. These important dimensions of classic operant conditioning have been ignored in research even though it could bring potential harm to subordinates' performances and organizational effectiveness.

TEACHERS' PERFORMANCES

Job satisfaction

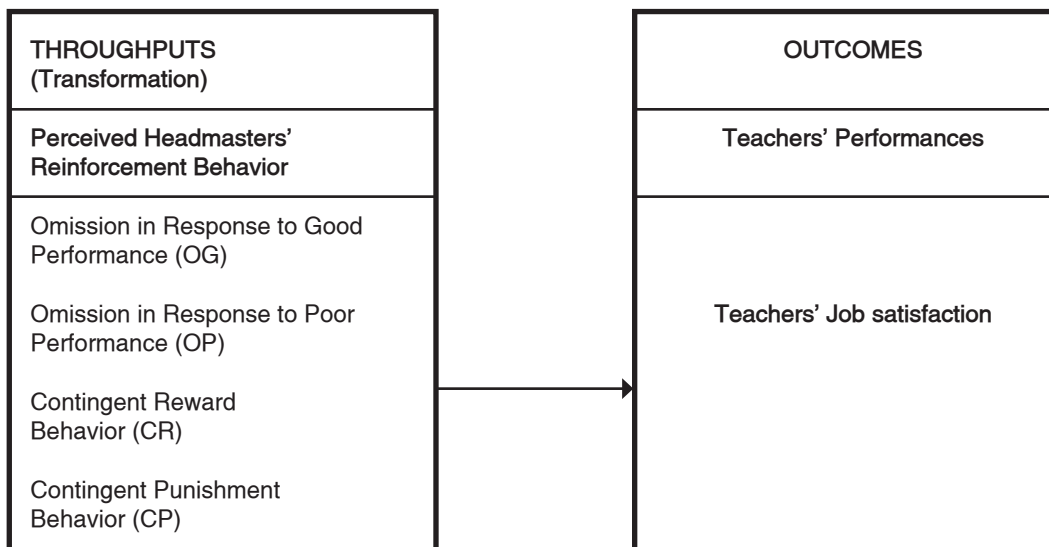
The dependent variable of this study is teachers' job satisfaction. The operational definition for job satisfaction is an individual's positive effective evaluation of the target environment; the result of an individual's requirements being fulfilled by the target environments; pleasant affective state; the individual's appraisal of the extent to which his/her requirements are fulfilled by the environment (Lofquist & Dawis, 1991). As an organizational setting, job satisfaction is considered as an outcome indicator for teachers in a educational setting. Job satisfaction measures whether teachers are happy, behave positively and productively. It also indicates good treatment (Hoy & Miskel, 2001). Teachers' job satisfaction needs attention because satisfied teachers will enhance the quality of their teaching, which in turn enhance students' outcome. Concentration on teaching and learning is the primary purpose of school and various studies have proven its strong positive correlation with students' achievement (Mortimore, 1995).

There are various factors that contribute to teachers' job satisfaction. This could be explained by using the Situational Model of Job Satisfaction. In this model, task, employee and work organization characteristics are antecedent to job satisfaction (Agho, Price, and Mueller, 1992). The work organization characteristics are centralization, leadership, feedback and communication. There is empirical evidence that supports the high degree of centralization in the organizational structure contributing to lower teacher satisfaction (Ratsoy, 1973). In the study that is carried out by Holdaway (1978), factors that contribute most to overall teacher dissatisfaction were relatrd to attitudes of society and parents, administration and policies, and physical conditions, such as, class size and preparation time. In another study, Evans and Johson (1990) found that principal's leadership behaviors were significantly related to job-related stress among teachers, but had a small and negative relationship to teachers' job satisfaction.

This study adopts the open system perspective, throughput-output research because teachers, and job satisfaction is influenced by leadership behaviour (Hoy & Miskel, 2001; Agho, Price, & Meuller, 1993; Koh, Steers, & Terbog, 1995; Edmonds, 1979. Purkey & Smith, 1983). The research framework developed in figure 1.2 describes the relationship between perceived headmaster's reinforcement behaviour and teachers' performances (job satisfaction).



Figure 1.2: Research Framework



Hypotheses

Based on Maslow's theory of needs, the primary premise is that teachers are satisfied when their needs – both tangible and intangible – are met. It is likely that the happiest teachers are those who are going exactly what they like, fulfilling their own needs. If certain performance favours the teacher's needs, this would enhance the teachers' satisfaction. In return, these teachers will also exert effort to satisfy the needs of others. Thus, the Contingent Reward (CR) and Contingent Punishment (CP) that fall within these categories will reinforce the teachers' actions to bring about CR while negating those actions that bring about CP. Thus, a leader needs to exercise CR to encourage certain desired behaviors from teachers, whilst exercising CP to discourage undesired behaviors of the teachers. CP/CR will fulfil the needs of teachers, and consequently contribute to job satisfaction.

Contingent Reward (CR) provided by a headmaster will influence the teachers' job satisfaction. By doing so the leader provides a reinforcing stimulus that will increase the occurrence of the teacher's action, which consequently satisfies him/her. Teachers need stimulus, such as, monetary or non-monetary incentives to produce quality teaching. Teachers who receive rewards in terms of a praise, excellent service award or internal promotion from headmasters will be happy and probably repeat behaviors that will subsequently bring about such rewards. If a behaviour of a teacher is not reinforced by a reward from the head master, the behaviour will not likely be repeated in the future. Similarly, the Contingent Punishment (CP) provided by a headmaster will also affect a teachers' satisfaction. This aversive stimulus will bring about unpleasant or painful experiences to the teacher. By reprimanding a teacher, sending a show cause letter, or providing a poor performance appraisal, the headmaster will decrease the teacher's undesirable behaviour. Such response provides useful information to teachers regarding the acceptable or appropriate behaviour in schools. When the teachers could see the relationship between their behaviour and its consequences, it can be positively received and lead to behaviour modification.



Responses either CP/CR is a feedback displayed or information that signals to the subordinates their performance level. It is the informing role of the action that reinforces good actions whilst diminishing bad actions on the part of the teachers when there is an absence feedback (omission), then there is no information or no signal and it will create uncertainty and ambiguity among teachers to either repeat or negate the actions (whether good or bad). Highly motivated (and therefore those who are performing well) teachers are driven by feedback and this omission in response will only de-motivate teachers, the omission will probably not have any effect on their satisfaction level, as they are not driven by feedback.

Frequently headmasters also do perform the non-response behaviour or omission in response to teacher's good performance (OG). Compared to Contingent Reward or Contingent Punishment, such non-response behaviour will bring about an opposite effect by decreasing the teacher's satisfaction. This happens because the teachers feel that what they are doing is basically unimportant or not being appreciated. He/she will feel unhappy because the headmaster has overlooked the contributions he/she has made. If other teachers received the same praise even though they were performing poorly, the teacher might find little reason to be happy with the headmaster or the school. This will be related to teachers' turnover and withdrawal. Teachers need support and expect headmasters to keep them informed as to whether they contribute to the success of the school or not. They need the concern and recognition that will motivate them and build a team of happy teachers. Personal notes, letters of recommendations, and employee newsletters are some of the feedback desired by teachers from their headmasters.

Omission in response also occurs when a leader gives a poor performance appraisal to teachers at the end of the year. This is compounded when the teachers do not know that they have performed poorly, thereby reducing satisfaction. This is because the teacher is not given an opportunity to correct his/her behaviour. When teachers are performing poorly and left alone, they will feel unhappy and are confused. However, this effect of omission in response to poor performance (OP) is difficult to predict because the undesirable behaviour is likely to be under the control of reinforcements administered by someone other than the supervisor, such as the State Education Department or the Ministry of Education. Thus, the teachers' poor performances may be continued, even if at a reduced rate. The above argument indicates that the teachers' job satisfaction could decrease because headmasters do not respond to their good or poor performances. Previous studies in different organization settings have also provided support for the above arguments (Posakoff, Todor & Grover, 1982; Podsakoff, Todor & Skov, 1982; Hinkin & Schriesheim, 2004; 2005). Based on the above arguments and discussions, the study intends to test the following hypotheses (Table 1.2).



Table 1.2: Hypotheses

Items	Statement of Hypotheses
H1	Headmaster's reinforcement behaviour is related to teachers' job satisfaction.
H1a	Headmaster's contingent reward behaviour has a positive relationship with teachers' intrinsic and extrinsic job satisfaction.
H1b	Headmaster's contingent punishment behaviour has a positive relationship with teachers' intrinsic and extrinsic job satisfaction.
H1c	Headmaster's omission in response to good performance is negatively related to teachers' intrinsic and extrinsic job satisfaction.
H1d	Headmaster's omission in response to poor performance (OP) is negatively related to teachers' intrinsic and extrinsic job satisfaction.

METHODOLOGY

Correlational research methodology is used in this study to clarify the relationships between headmaster's response behaviour (independent variable) and teachers' job satisfaction.

Measures

There are two variables to be measured in this study, namely, leadership response behaviour (predictor variables), and teachers' job satisfaction (criterion variable). All the scales were adopted or adapted from previous studies done. The study uses a new construct called omission, which is the non-response behaviour of leaders to subordinates, performances developed by Hinkin & Schriesheim (2004). The second instrument used to measure teachers' job satisfaction is the Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Dawis, Lofquist, & England, 1967) which is divided into intrinsic and extrinsic satisfaction (Table 1.3).

Table 1.3: Summary of Dimensions Studied and Sources of Measures

Variables/Dimension	Item No.	Total	Source	Cronbach's Alpha
<u>Predictor Variable</u>				
Leadership Reinforcement Behavior	01 - 16	16	Podsakoff, Todor & Skov (1982)	0.88
• Contingent Reward Behavior			Podsakoff, Todor & Skov (1989)	0.84
• Contingent Punishment Behavior				0.90
• Omission in response to good performance				0.82
• Omission in response to poor performance			Hinkin & Schriesheim (2004)	
<u>Criterion Variable</u>	17 - 37	20		
Job Satisfaction			Minnesota Satisfaction Questionnaire (MSG) (1967)	0.90
• General Satisfaction				0.80
• Intrinsic Satisfaction				0.80
• Extrinsic Satisfaction			(Lofquist & Dawis, 1991)	



Sample

The unit of analysis is the teacher, and from the population of teachers in Penang, the samples were drawn and to which the finding of the study is generalized. Complete data were obtained from 203 teachers from 51 primary national and national type schools in Penang. The profile of the sample is provided in Table 1.4.

Table 1.4: Demographic Profile of Teachers

Demographic Variable	Category	Teachers (n=203) Frequency	Percentage		
Gender	Male	46	22.7		
	Female	157	77.3		
Educational Level	College & Certificate	172	84.7		
	Degree and above	31	15.3		
Headmaster (s) gender	Male	91	44.8		
	Female	112	55.2		
Duration reporting to the present headmaster (s)	Less than 3 years	120	59.1		
	More than 3 years	83	40.9		
Position held previously	Classroom teacher	28	13.8		
	Head teacher	145	71.4		
	Senior assistant	30	14.8		
Position hold presently	Classroom teacher	41	20.2		
	Head teacher	130	64.0		
	Senior assistant	32	15.8		
Subject taught	Malay Language	52	25.6		
	English Language	50	24.6		
	Mathematics	53	26.1		
	Science	48	23.6		
School type	National schools	109	53.7		
	National type schools (Chinese)	62	30.5		
	National type schools (Tamil)	32	15.8		
School location	Urban	103	50.7		
	Rural	100	49.3		
School size	Small	59	29.1		
	Big	144	70.9		
Teacher's Profile (n=203)		M	SD	Minimun	Maximum
Age (in years)		37.49	7.49	23	58
Teaching experience (in years)		13.68	7.18	1	36
Teaching present school (in years)		7.67	5.02	1	21



Analytical Procedures

Multiple regressions are generally used to explore the pattern of the relationship between one continuous criterion variables and a number of predictor variables (Hair, Anderson, Tatham, & Black, 1998). Hierarchical multiple regression was employed in this study, since there was a need to control for some confounding variables. In others words, this analysis will be useful in exploring on how much of the variance of each dimension of teachers' performance (job satisfaction) was explained by the set of leadership response behaviour after controlling seven demographic variables, namely, gender, educational level, position held presently, teaching experience in present school, school location, school type, and school size.

In the present study, four sets of hierarchical multiple regression were conducted separately for the criterion variable, job (satisfaction with work, satisfaction with school, satisfaction with job freedom, and satisfaction with job activity). These analyses were carried out in two steps. In step 1, the demographic variables were entered as control variables. After removing the influence of the control variables, the predictor variables were entered in step 2 to examine their unique contributions to the criterion variable. A significant change in R^2 after step 2 would show the existence of a relationship between the independent and the dependent variables. A higher R^2 indicates stronger relationship between the variables. Significant standardized coefficients (beta) would be an indication of whether the relationship was positive or negative.

RESULT

After factor analysis is done, the dimension and the item loadings are different compared to past studies. This study appeared to have dimensionalized Leadership Response Behavior items in a much simpler manner than previous study. However, job Satisfaction item loaded in different dimension (Table 1.5). The items did not group inaccordance with the dimensions of Minnesota Satisfaction Questionnaire (MSQ) (1967). The items in each factor loaded similar to core job dimensions developed by Hackman and Oldham, (1975) which are skill variety, task identity, task significance, autonomy (feeling of responsibility) and feedback (knowledge of result) . Based on these new dimensions, the hypotheses also were restated accordingly.

Table 1.5: Summary of Factor Analysis Results for the Study Variable

Variables	No. of items retained	No. of items dropped	Factor Loadings	Total variance explained (%)	Cronbach's alpha
Leadership Response Behavior					
• Contingent Reward	4		.74 - .82	67.3	.87
• Omission in response to performance	8		.41 - .73	51.8	.91
• Contingent Punishment	4		.62 - .72		.71
Job Satisfaction					
• Satisfaction with Work	8	1	.57 - .81		.88
• Satisfaction with School	4		.58 - .88		.87
• Satisfaction with Job Freedom	5		.58 - .78	55.6	.79
• Satisfaction with Job Activity	2		.72 - .74		.60



After hierarchical multiple regression, the results indicated that one predictor; contingent punishment ($\beta = .15, p < .10$) has significant positive relationship with teachers' satisfaction with work (Table 1.6). The ANOVA table shows that the model as whole was significant ($F = 2.21, p < .05$). The R^2 of .10 implies that after partialling out the control variables, the predictor variables only explained 4% of the satisfaction with work. Amongst the demographic variables, gender significantly predicted satisfaction with work. The male teachers are more satisfied than the female teachers. In terms of types of schools and teachers' satisfaction with work, the national type primary school teachers are more satisfied than the national school teachers. Teachers in big schools are more satisfied with work than teacher in small schools.

The result also supported one highly significant relationship between contingent reward and satisfaction with school ($\beta = .51, p < .01$). The resultant model ($F = 14.91, p < .01$) explained 36 percent of the variance in satisfaction with school (Table 1.6). One of the control variables, school size, was found to have a positive impact on satisfaction with school. Teachers in big schools are more satisfied with the school than the teachers who are teaching in small schools.

Table 1.6: Hierarchical Regression Results: The Relationships between Headmaster's Reinforcement Behavior and Teachers' Job Satisfaction

Criterion Variable	(N=201) Satisfaction With Work		(N=201) Satisfaction With School		(N=201) Satisfaction With Job Freedom		(N=195) Satisfaction With Job Activity	
	Std. Beta (Model 1)	Std. Beta (Model 2)	Std. Beta (Model 1)	Std. Beta (Model 2)	Std. Beta (Model 1)	Std. Beta (Model 2)	Std. Beta (Model 1)	Std. Beta (Model 2)
Control Variable								
Gender	-.15	-.12*	-.04	.02	-.04	-.01	-.06	-.06
Education Level	-.09	-.08	-.05	-.03	.14**	-.14**	-.18**	-.18**
Teaching	-.05	-.05	-.01	-.00	.02	.03	.12	.11
Experience Position	-.05	-.05	-.01	.02	.00	.03	.00	-.02
School Type	.18**	.18**	.00	.02	-.06	-.04	.08	.06
School Location	-.09	-.08	.05	.03	-.00	-.02	-.02	.01
School Size	.13	-.09	.28***	.21***	.20***	.16**	.03	.01
Predictor Variable								
Contingent Reward		.10		.51***		.36***		.22**
Omission for Performance		.00		.11		.08		-.24**
Contingent Punishment		.15*		.04		-.01		.26***
R^2	.06	.10	.08	.44	.08	.25	.05	.14
Adjusted R^2	.03	.06	.05	.41	.04	.21	.02	.09
F	1.83*	2.21**	2.51**	4.91***	2.32**	6.21***	1.43	3.06***

Note : *** $p < .01$; ** $p < .05$; * $p < .10$ Gender (0: male, 1: female); Education Level (0: certificate level, 1: Degree); Teaching experience in present school (0: less 3 years, 1: more than 3 years); present position (0: classroom teacher, 1: middle management); School Type (0: national school, 1: National type); School Location (0: urban, 1: rural), School Size (0: small, 1: big)

The model for satisfaction with job freedom was found significant ($F = 6.21, p < .01$) (Table 1.6). Two control variables had significant impact on satisfaction with job freedom, which are the teachers' educational level and school size. Teachers who have lower academic qualification, such as, certificate are more satisfied with job freedom than teachers' who



have higher academic such as degree. Teachers in big schools are more satisfied with job freedom than the teachers who are teaching in small schools. The R^2 value indicates that the predictor variables accounted for 17 percent of the total variance in satisfaction with job freedom. Contingent reward was found to make this statistic contribution to the variance explained ($\beta = .36, p < .01$).

The initial regression indicates that the model for satisfaction with activity is significant ($F = 3.06, p < .01$) (Table 1.6). The resultant model explained .09 percent of the variance in satisfaction with job activity. One of the control variables on educational levels was found to have an impact on the criterion variable, that is, the teachers' educational level. Teachers who have lower academic qualification, such as, certificate are more satisfied with job activity than teachers who have higher academic qualification, such as degree. The results also supported significant relationship between contingent reward ($\beta = 0.22, p < 0.05$), omission in response to performance ($\beta = -0.24, p < 0.05$) and contingent punishment ($\beta = 0.26, p < .01$) and satisfaction with job activity. The negative impact of omission on satisfaction with job activity means that the higher the omission in response to performance, the lower the satisfaction with job activity, and vice-versa. A summary of the hypotheses testing results is given in Table 1.7.

Table 1.7: Summary of Restated Hypotheses Testing Results

Items	Statement of Hypotheses	Remark
H1	Headmaster's reinforcement behaviour is related to teachers' job satisfaction.	Partially supported
H1a	Headmaster's contingent reward behaviour has a positive relationship with teachers' satisfaction with work, school, job freedom and job activity	Partially supported -for satisfaction with school, satisfaction with job freedom and satisfaction with job activity
H1b	Headmaster's omission in response to performance is negatively related to teachers' satisfaction with work, school, job freedom and job activity	Partially supported -for satisfaction with job activity
H1c	Headmaster's contingent punishment behaviour has a positive relationship with teachers' satisfaction with work, school, job freedom and job activity	Partially supported -for satisfaction with work and satisfaction with job activity

DISCUSSION

To address the research question, conclusions drawn from the findings on direct affects are presented. Of the three dimensions of predictor variables studied, significant impacts on teachers' performances were found in terms job satisfaction. Headmaster's reinforcement behaviour is related to teachers' job satisfaction. Headmaster's contingent reward behaviour has a positive relationship with teacher's satisfaction with school, job freedom and job activity. This means that the more a contingent reward behaviour is used by the headmaster, the more satisfied are the teachers with their school, job freedom and job activities. This happen because the teachers receive clear information from the headmasters about the



effectiveness of their performances. The contingent reward also provides substantial job freedom because, with the reward, the teacher is clear on what behaviour is acceptable to the headmaster and able to schedule the work and experience responsibility for work outcome. It is also related to satisfaction with job activities because with the rewards the teachers' could experience and view the job activities as more meaningful.

This finding is in accordance with the studies which is conducted on the effect of contingent reinforcement by Podsakoff, Todor and Grover (1982), Podsakoff, Todor and Skov (1982) and Hinkin & Schriesheim (2004). Their findings show that there is a positive relationship between leader contingent reward behaviour and job satisfaction. Moreover, internal rewards such as verbal praise and emotional support require no financial resources and consequently, are totally contingent upon the headmaster (Schultz & Teddlie, 2001). A study by Scot, Cox and Dinhan (1999) also supports that scores of satisfaction factor, which are related to teaching in a specific school, namely, school leadership, decision-making, communication, the school's level of resources and its reputation in the community.

However, there is no significant relationship between a headmaster's contingent reward and teachers' satisfaction with work, which is related to task significance (Hackman & Oldham, 1975). No significant relationship is found between these aspects of teachers' satisfaction and headmasters' use of reward because satisfaction with job dimension, such as, task significance, autonomy, feedback, skill variety and task identity does not necessarily hold the same amount of benefit for everyone as they are intrinsic in nature. This task significance relates to the degree to which the job has a substantial impact on the lives of other people, whether in the immediate organization or in the external environment which affects the teacher's experienced meaningfulness of the work. Those who could not fulfill the self interested expectations of their subordinates can no longer be seriously seen as effective contingent-reward leaders. According to Bass (1990) managers may lack the necessary reward power required to deliver the necessary recommendation for pay increases. This insignificant relationship could happen because continued praise in front of associates may create considerable feelings of discomfort and defensive feelings. Too frequent a schedule of contingent praise may raise questions about the headmasters' motivation (Bass, 1990). According to a study by Deci (1972) subordinate's expectations of an extrinsic reward (monetary reward) that is contingent on his or her performance may reduce the subordinate's intrinsic motivation to continue that performance. His study suggested that managers, who are interested in developing and enhancing intrinsic motivation in employees, should not concentrate on external control systems, such as, monetary rewards, which are linked directly to performance, rather, they should concentrate on structuring situations that are intrinsically interesting and then be interpersonally supportive and rewarding towards the person in the situation.

Headmasters' omission in response to performance is negatively related to teacher satisfaction with job activity. This means that the more headmasters use omission, the less satisfied are teachers with job activities, which is extrinsic in nature. Satisfaction with job activities that relates to job dimension of skill variety requires a variety of different activities in carrying out the work. Moreover, it also relates to the task identity in which the job requires in completion of the "whole" and identified piece of work. Job activities are more operational in nature and, therefore, within the ambition of the principal. This indicates that an absence of feedback and reponse will have an impact on teachers' satisfaction in undertaking activities related to their work.



However, there is also no significant relationship between headmaster's omission in response to performance and satisfaction with work, school and job freedom. This means that no response or absence of systematic schedules of reinforcement could not have an impact on teachers' satisfaction. According to Bass (1990) schedules of reinforcement will systematically affect causal attributes. If one is rewarded only some of the time for good performance, one will tend to attribute the cause to effort or luck, rather than to ability. The insignificant findings could happen because teachers' satisfaction on these aspects is not influenced directly by the headmasters' omission in response. Satisfaction with work, school and job freedom are attributes which in many instances are not within the control of a principal and, therefore, may not be attributable to the principal but to the Ministry. Headmasters generally implement education policies after receiving directives from the federal government. Teacher's satisfaction on job freedom, work and school depends on other external stakeholders, such as, the Ministry of Education or State Education Department policies and regulations or even by the influence of parents in school affairs. External stakeholders have greater influence on teachers' satisfaction even though they did not receive response or feedback from headmasters. Besides that, satisfaction with work and school could also be influenced by other factors such as cooperation among team members or support from work group (Loher & Noe, 1985; and Eklund & Hallberg, 2000).

Contingent punishment behaviour by the leader has a significant positive effect on satisfaction with work and job activity. It means that the more the headmasters utilize contingent punishment, the more satisfied are the teachers with their work and job activity. This finding is in accordance with the studies which is carried out on the effect of contingent reinforcement by Podsakoff, Todor and Grover (1982), Podsakoff, Todor and Skov (1982) and Hinkin and Schriesheim (2004). However, irrespective of headmasters' using contingent punishment, the teacher's satisfaction with school and job freedom remains the same. This could be because teachers' job freedom, such as, the chance for advancement, the pay and the amount of work, and satisfaction with school in terms of the way school policies are put into practice are determined by the Ministry of Education, Malaysian Remuneration System (*Sistem Saraan Malaysia*) and even federal government civil service policies. Due to the constraints imposed by tenure laws and teachers' union (National Union for Teaching Profession), headmasters may not have the ambit of utilizing fully contingent punishment or coercive power as much as administrations on other private organizations. Even though the headmasters use them, the teachers know that these are beyond the ambit of the headmaster and they know that these do not affect the benefits that they can get. Headmasters do not have the substantial authority and discretion to administer punishment to their teachers. According to Schulz and Teddlie (2001) teachers' compliance, via the use of coercive power, may rest more on the externalized, visible manifestation or overt behaviour, rather than on any internalized acceptance or changed attitudes.

IMPLICATION

At the theoretical level, the present research has enriched the transactional leadership literature to some extent in the field of educational management and leadership. Specifically, the result have evidenced substantive relationship between headmasters' reinforcement behaviour and teachers' performances, suggesting that reinforcement behaviour does indeed influence teachers' performances. The study also provides evidence that non-



reinforcement behaviour of intentional withholding of a reward, which is called omission, may eventually extinguish desired behaviour.

The study will be valuable in terms of practical significance. The contribution will be in the area of Human Resource Management, particularly the performance management of teacher with the primary focus on leadership behaviour. The anticipated findings will contribute to practice because it will help hadmasters or leaders on how to behave in terms of their response. The knowledge will serve as a guideline for the headmasters in the national primary schools on the positive leadership response that will bring about changes in their school. Changes could be made if school leadership could play an important role in creating an empowering environment; one that is positive and motivating. Teacher motivation has strong association with both teacher job satisfaction and job stress.

From the practical perspective, this study also highlighted the relationship between teacher's demographic characteristics and their performances. Headmasters need to be aware that teachers' gender, educational level, school type, and school size does influence their teachers' performances in terms of satisfaction. Male teachers are more satisfied with work than the female teachers. This could happen because female teachers have more responsibilities as a teacher and home-maker. Added workload at school could hinder them to perform their duties well at home and this could cause them to be less satisfied with work.

Teachers from the national type primary school are more satisfied with work than teachers from the national school teachers. This could happen because the workload of teachers are more demanding at the national schools as State Education Department and Ministry of Education require the teachers to implement various programs to enhance their students' academic and non-academic achievement. The national schools also offer more subjects to their students than the national type primary schools even though they are non-examination subjects.

Moreover, teachers in large schools are more satisfied with work, school and job freedom than teachers in small schools. This is possible as small schools have fewer teachers and they need to implement educational programs similar to large schools. Due to lack of manpower, expertise and resources, the teachers face enormous amount of workload. This could have an impact on their satisfaction level. Teachers who have lower academic qualification are more satisfied with job freedom and job activity than teachers who have higher academic qualification. This happens because teachers with higher qualification expect better remuneration, autonomy, and variety in task as they feel that they are more qualified due to their educational background.

Furthermore, the findings of this study may provide information to the country's policy makers, especially the Ministry of Education (MoE). The Institut Aminuddin Baki (The National Institute of Educational Management & Leadership) under the flagship of MoE should provide training and consultation to headmasters in the area of school leadership and performance management, through their short term in service courses or even their long-term diploma courses such as the National Professional Qualification for Headship (NPQH). Moreover, the findings will create greater awareness among the headmasters of the importance in adhering to the Competency Standard for Malaysian School Principal



developed by the Institut Aminuddin Baki. As a guideline, the standards explicitly list the best practices that could be applied by school heads in managing their schools. Among the best practices suggested were giving feedback and appreciation to individuals or teams for achieving organizational goals, employing the right strategy to enhance performance, employing shared leadership and so forth (*Standard Kompetensi Kepengetuaan Sekolah Malaysia*, 2006).

CONCLUSION

To a certain extent, the present study has achieved its intended objectives. It could be concluded that the headmasters' reinforcement behaviour does have a significant relationship, especially on teachers' job satisfaction. It can be reaffirmed that successful quality improvements begin at the top of the organizational hierarchy. Leadership plays a pivotal role in managing employees' performances by providing the proper responses. Leaders must establish policies, practices and attitudes that demonstrate a long-term commitment to continuous improvement. When managers at all levels implement feedback mechanisms consistently, everyone will take them more seriously. Similarly, school leaders need to provide the stimulus to teachers by providing relevant feedback or responses to enhance job satisfaction. When teachers are not informed whether they are doing poorly or doing well, uncertainty will surround their performances. This will contribute to negative outcomes, such as, reduced satisfaction, increase in office politics and lack of commitment. The absence of responses or feedback will possibly reinforce undesirable behaviour and affect subordinate's feelings and result in confusion and dissatisfaction. In quality-focused schools, the existence of regular performance feedback is never questioned and viewed as a critical part of the work. Teachers expect to get feedback and see it as the most valuable tool for improving their skills.

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LASTING LEADERSHIP: A STUDY OF HIGH LEADERSHIP CAPACITY SCHOOLS

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STUDY OVERVIEW

Schools were nominated for inclusion in the study by the author and her colleagues who had worked with initiatives that emphasized the characteristics of high leadership capacity schools. The 15 schools that were selected in the study included 11 elementary schools, one junior high school, and three high schools (one of which was a charter school). Eight of the schools were low-performing schools located in urban area; four were racially and ethnically diverse schools located in suburban areas, one was a non-diverse suburban school, and two schools were located in poor, rural communities respectively.

The primary investigators included the schools' principals, who worked with staff members, directors of initiatives, external coaches, and the author. A set of open-ended questions invited participants to describe the leadership capacity of their schools, including obstacles and sustainability. In addition, two extensive conversations were held between primary investigators and individuals familiar with leadership capacity, yet not directly involved in the study. During the first conversation, the investigators presented their schools by describing the context in which they operated, their accomplishments, and their struggles. In the second conversation, investigators responded to a rough draft of the study, noting patterns, making inferences, and suggesting conclusions.

LEADERSHIP CAPACITY STUDY

Leadership capacity, in this context, means broad-based, skillful participation in the work of leadership (Lambert, 1998; 2003) and a way of understanding sustainable school improvement. The concept derives its meaning from the substantive literature regarding school improvement and professional learning communities, and the correlation of these adult learning factors to students' achievements. Leadership is understood as reciprocal, purposeful learning in community settings (Lambert, et al. 1995; 1996; 2002).

The characteristics of leadership capacity frame four school types that can be described by the intersection of participation and skillfulness (see Figure 1). Each characteristic is evidenced in its desired form, that is, the form described by identified research studies in school improvement in Quadrant 4. These characteristics include the role of the principal and others in leadership positions in collaboration, problem-solving, decision making, professional learning, conversations, vision/purpose and coherence, information and inquiry, relationships, and students' performances. Glickman (1993), Fullan (1993), Heifetz (1995), Newmann and Wehlage (1995), Schmoker (1996), Garmston and Wellman (1997), Lambert (1998; 2003), and Newmann, King, and Youngs (2000) all provide useful resources in understanding Quadrant 4 features.



The presence, configuration, intensity, and quality of these characteristics conspire to form the leadership capacity of schools. Quadrants 1-3 are inferred from Quadrant 4 based on school interviews, observations, and case studies.

The findings from this study tell a story of schools that were working toward high leadership capacity. These schools stopped at nothing to improve student learning. Beginning with an understanding of student strengths and needs, conversations were efficacious and creative. These educators and parents did not accept limitations when planning for their children; their discussions precluded statements about boundaries or hopelessness. No school rested on its laurels, nor suggested that its journey toward the improvement of student performance was complete.

Figure 1 : Leadership Capacity of Four School Types
Principal's Level of Participation

Depth of Leadership Skills and Understanding	Low	Quadrant 1	Quadrant 2	High
	Low	<p>Principal as autocratic manager</p> <p>Limited (one-way) flow of information; no shared vision</p> <p>Codependent, paternal/maternal relationships; rigidly defined roles</p> <p>Norms of Compliance, blame; program coherence technical and superficial</p> <p>Lack of innovation in teaching and learning</p> <p>Students achievement is poor, or showing short-term improvement on standardized measure</p>	<p>Principal as "laissez-faire" manager; many teachers developing unrelated program</p> <p>Fragmentation and lack of coherence of information, and programs lack of shared purpose</p> <p>Norms of individualism, lack of collective responsibility</p> <p>Underfined roles and responsibilities</p> <p>Spotty innovation with both excellent and poor classrooms</p> <p>Students achievement appear static overall (unless data are disaggregated)</p>	Low
	High	Quadrant 3	Quadrant 4	High
		<p>Principal and key teachers as purposely leadership team</p> <p>Limited uses of school-wide data, information flow within designated leadership group</p> <p>Polarized staff, pockets of strong resistance</p> <p>Designated leaders are efficient; others serve in traditional roles</p> <p>Strong reflection, innovation and teaching excellence among selected teachers; program coherence still weak</p> <p>Student achievement static or showing slight improvement</p>	<p>Principal and teachers, as well as parents and students, are skillful leaders</p> <p>Shared vision results in program coherence</p> <p>Inquiry-based use information to inform decisions and practice</p> <p>Roles and actions reflect broad involvement, collaboration and collective responsibility</p> <p>Reflective practice consistently leads to innovation</p> <p>Students achievement is high or improving steadily</p>	
		Principal's Level of Participation		



Approaches for addressing students' performances exceeded expectations, both in conception-performance evaluation methods other than test scores-and-in-responsiveness-acting-in-anticipation-of-student changes. For example, at Lincoln High School in San Francisco, California, students' performances were measured through exhibits, rubrics, portfolios, and assessments within courses and across four schools wide outcomes-personal responsibility, social responsibility, critical thinking, and communication. Harrison Elementary School in Houston, Texas, refused to be corralled by the state's emphasis on tests, and instead used rubrics, portfolios, self-assessments, and running records to secure a deep understanding of students' performances.

Cavalier Elementary School in Cavalier, North Dakota, began a preschool program with an emphasis on literacy and secured a 21st Century Learning Community grant to hire ten extra reading teachers. Eden Gardens Elementary School in Asheville, North Carolina, shunned the temptation to be Complacent based on high-performance results and developed "Beyond Our Fours" thinking to push students beyond the top rung of a four-point rubric. In anticipation of the changing demographics in the school, Eden Gardens' staff members studied *A Framework for Understanding Poverty*, (Payne, 1996), to prepare themselves for the new challenges. Sarason Elementary School in Cupertino, California, already had achieved high scores-a California API ranking that improved from 792 to 852 in two years. That school continued to climb by *Using Mosaic of Thought: Teaching Comprehension in a Reader's Workshop* (Keene and Zimmerman, 1997) in study groups and emphasizing writing as a value-added dimension to student learning.

In high leadership capacity schools, student leadership is considered vital to students' performances. Teachers at schools, in this study, explicitly taught and modeled leadership understandings and skills, and governance structures provided extensive opportunities for participation. At Lincoln High School, Harrison Elementary School, Caravell High School in Redwood City, California, and Garson Elementary School in Newark, California, student were involved in action research with faculty. At Garnet Elementary School in San Leandro, California, students, served as liaisons with other students, were involved in conflict resolution, and provided input on critical issues, such as, attendance and suspension. At Johnson Junior High School in Columbia, Missouri, student cadres invited feedback from their peers to share with the school's steering committee. Students also were directly involved in developing and monitoring the school's vision. At Garson Elementary School, the voices of "focal students"- traditionally underserved youth - were solicited to keep the school on course with continuous improvement for all students.

At Kelly Elementary School in Miami, Ohio, students helped develop the school's vision and norms, and assumed responsibility for translating the school's purpose to the community. The students also planned school celebrations and community events.

Each of the schools in the study boosted significantly improved and sustained student performances for four to ten years. However, each school struggled with performance differences among subgroups despite a focus on their more vulnerable children. Several schools, most notably Cavalier Elementary, Garnett Elementary, Vantage Elementary School in Richmond, California, and Lincoln High School, adopted and adapted an equity pedagogy to help support higher achievement among historically underserved students by focusing on scaffolding, student discourse, and reciprocal teaching.



CONCEPTUAL FRAMEWORKS FOR SCHOOL IMPROVEMENT

Each school shared a clear conceptual framework for school improvement with clearly outlined strategies. Each conceptual framework included the elements of school improvement described by the concept of leadership capacity. The welcome convergence of today's knowledge about school improvement meant that several initiatives supported and complemented one another. For example, three of the schools in the study were members of the Accelerated Schools network, which includes leadership capacity as one of its goals and emphasizes unity of purpose, building on strengths, and the belief that everyone is a part of the processes. The Child Development Project promotes beliefs about children and adults that underlie strong school improvement, while First Things First emphasize sustainable relationships through vertical learning communities and looping, the use of student achievement evidence, and a professional culture. Other improvement projects have been initiated by schools or districts based on understandings from research literature, graduate programs, and school coaches.

These congruent concepts of school improvement involve team structures, such as, communities or cadres of staff members, parents, and students, in activities that enhance relationships, participation, and skillfulness. Everyone is on a team, whether it is a leadership team, a vertical or horizontal grade team, a vision team, an action research team, etc. Everyone participates by engaging in conversations about students' performances and proactive questions. Vision, beliefs, and values guide the development and implementation of initiatives that are congruent with the overall mission of the school.

The conversations or dialogue of teams at the schools in this study usually were constructivist in nature. They discussed assumptions and beliefs, inquired into practice, tried to make sense of what they found, and framed new or improved actions. At the Garson Elementary School, these constructivist conversations were referred to as PEP (peer enquiry process). At the Johnson Junior High School, these conversations took place in interconnected and articulated teams, such as, leadership teams, steering committees, and professional learning communities embedded within the departments.

Approaches to problem-solving revealed a strong sense of collective responsibility. For example, when the vice-principal position was eliminated at the Toledo Elementary School in Calgary, Canada, and at the Garson Elementary School, staff members decided on how to redistribute the tasks among themselves.

In most of the schools in the study, a high number of staff members were involved in outside networks, graduate programs, or the national teacher certification process. These special initiatives or networks nearly always included an external coach or consultant. For example, at the Johnson Junior High School and at the Kelly and Harrison Elementary Schools, the outside consultant served as a coach, trainer, friend, mentor, broker of services and visits, and coordinator of the network. Within the Midwest City School District in Kansas City, Kansas, a school improvement facilitator from the First Things First program was assigned to each school.

These external coaches became trusted confidantes, to whom the principal and teachers turned for support, advice, and information. The external coach was an important force that moved energy and dissonance through the system much like a small boat



disrupts the tranquility of a lake. Internally, such a fluctuation often was caused by a strong and insistent staff member (such as, the principal), a crisis, or student data revealing low performance.

ENVOLVING PHASES TOWARD LASTING SCHOOL IMPROVEMENT

The characteristics and understandings of principals in schools that have high leadership capacity or are moving actively in that direction are strikingly similar. These individuals are characterized by:

- a. a clarity of self and values;
- b. strong beliefs in democracy;
- c. strategic thinking about the evolution of school improvement;
- d. a deliberate and vulnerable persona;
- e. knowledge of the work of teaching and learning; and
- f. an ability for developing capacity in others and in the organization.

Based on this study, three major phases in a principal's development as a school moves toward high leadership capacity have been identified; instructive, transitional, and high capacity. Figure 2 describes principals' behaviors at each phase of development. Note that these phases applied when a principal entered a low or moderately low leadership capacity school; but when a principal entered a moderately high or high leadership capacity school, his or her approach was quite different.

Instructive Phase

The instructive phase is typically a period of organization, focus, and establishing or initiating previously nonexistent collaborative structures and processes (e.g., teams, a school vision, examination of data, shared expectations, and processes for working together). This stage is also a period of holding on (Kegan 1982), providing early protection and support so that relationships and identities can begin to shift into new patterns. Teacher behaviors vary greatly, but they often are dependent or resistant during the early stages of school improvement.

In the instructive phase, the principal and other formal leaders may insist on paying attention to results, convening conversations, solving miasmic problems, challenging assumptions, confronting incompetence, focusing on goals, establishing structures and processes that engage others, teaching new practices, and articulating beliefs that may find their way into the fabric of a school's thinking. For most principals in this study, such displays of strength were strategic - they understood capacity building and felt the need to jump-start the process of moving their schools out of low leadership capacity status.

One deliberate strategy in the instructive phase is called pacing and leading the community, or walking alongside of and being empathic, so that community members know they are understood before asking a question or going in new direction. The principal at Vantage Elementary School consciously matched cultural experiences and behaviors, listened to, and led community members in solving the deep problems that besieged the school.



Little data from this study exists about teachers during this phase other than principals' recollections of resistance, disengagement, and dependence. One high school principal struggled with the subtle and not-so-subtle aspects of dependence displayed by his staff members. He recounted teachers saying, "You just tell us your vision for the school and we'll act on it." This statement is indicative of teachers' attitudes in low leadership capacity schools and is consistent with the experiences of the author when working with schools throughout the United States and Canada.

Two principals in this study were in the instructive phase; yet, their staff members were ready for a leader in the high capacity phase. Though the principals did the right things, they did them in the wrong ways. Right things included setting boundaries, encouraging participation, expecting accountability, and rewarding teacher decision-making. However, they instructed the teachers in the actions to take and maintained tight control of the outcomes. The teachers in these schools were mature, involved in graduate programs, helpful to young teachers, worked earnestly at peer coaching and collaboration, and created lateral, nested professional communities. They needed a principal that recognized their capacities for self-governance.

The Cavalier Elementary School, a school in the instructive phase, set the scene for transition. The principal assumed responsibility for ensuring that the teachers, as members of a collaborative team, realized the school's vision and focus. She suggested, "Leadership and vision flow into the community from the principal, and community members become part of making the vision happen. Every job description at the Cavalier Elementary School involves taking part in leadership." Teachers taught one other, developed curriculum, and observed and discussed instructional strategies. Student achievement improved significantly, and teachers' behaviors indicated that they were ready to assume more responsibility for visioning and goal-setting. To move into the next phase - the transitional phase - the principal needed to release some of the reins of power.

The transitional phase is the process of letting go - releasing authority and control while continuing to provide support and coaching. This is a critical phase in the road to high leadership capacity - knowing where the culture is going and when to pull back as teachers emerge into leaders. The transitional phase is probably the most challenging for principals because the range of teacher development is at its widest.

In this study, teachers' emergence into leadership occurred at varying rates; many were ready to think differently about their work and expand their identities to include teacher leadership, while others moved more cautiously and deliberately. Some teachers still expected and wanted an instructive principal, while others were transforming into more independent professionals. Yet another group of teachers, already at a high leadership capacity phase, displayed self-organizing behaviors.

The transitional phase is a period of epiphanies and turning points for both principals and teachers. For example, when the Carevell High School was identified as a low-performing school by the California State Department of Education, the principal laid out the harsh reality of that status and shared the responsibility for improvement with staff members. She said, "I don't know what to do. We'll have to figure this out together." Through a focus on strong collaborations and peer conversations to diminish the reliance on formal authority, they did.



Figure 2 : Principal's Behaviors in Leadership Capacity Development Transitional Phase

Instructive Phase	Traditional Phase	High Leadership Capacity Phase
<i>Principal as teachers, sponsor, director</i>	<i>Principal as guide, coach</i>	<i>Principal as colleague, critical friends, mentor</i>
<p>Personal attributes and behaviors:</p> <ul style="list-style-type: none"> • Learns continually • Thinks strategically • Value/vision driven • Sets Norms with staff accountability • Convenes conversation • Honors history • Sponsor staff growth • Accept responsibility • Breaks dependencies • Clarifies roles • Articulate strategies • Involves other decision - making • Creates safe, "holding on " environment 	<p>Personal attributes and behaviors:</p> <ul style="list-style-type: none"> • Learns - attend to epiphanies • Thinks strategically • Translates values into vision language • Lets go, provides support and sticks around • Scaffolds with ideas and question • Mediates roles • Develops structures that build reciprocal relationships • Coaches for instructional improvement 	<p>Personal attributes and behaviors:</p> <ul style="list-style-type: none"> • Learns continually • Thinks strategically • Value/vision driven • Continues and expands behaviors initiated in earlier phases.
<p>Instructs staff (or arrange for instruction) in:</p> <ul style="list-style-type: none"> • Collaboration, group processes and teaming; • Conversation and dialogue • Inquiry/data use; • Trust Building; • Best Instructional practices; • Communication skills • Facilitation • Conflict resolution; and • Accountability 	<p>Guide staff to:</p> <ul style="list-style-type: none"> • Develop shared vision; • Establish process observation of norms; • Participate in leadership; • Use inquiry; • Question assumptions; • Conduct constructivist conversation • Identify and solve problems; • Surface/mediate conflict; • Find resources (time, professional development, monies); and • Plan 	<p>Participate with other member of community to:</p> <ul style="list-style-type: none"> • Think strategically; • Share concerns/issues; • Share decisions; • Monitor and implement share vision; • Engage in reflective practises (reflection/inquiry/dialogue/ action); • Monitor norms and take self-correction action • Build a culture of interdependency; • Self-organize • Diversity and blend roles; • Establish criteria for self-accountability; • Share authority and responsibility (dependent on expertise and interest, rather than role); and • Plan for enculturation of new staff and succession
<p>Uses formal authority to convene and maintain conversation, challenge complacency or incompleteness and make certain decision</p>	<p>Uses formal authority to sustain conversations, insist on a professional development and inquiry agenda, mediate the demands of the district and state, and set reform pace</p>	<p>Uses formal authority to implement community decisions, mediate political pressures, work with less than competent staff, and work on legal and reform challenges</p>



During the third year of her tenure, this same principal's husband died of cancer. Teachers filled in-not missing a beat. As she reflected on that time and her own transformation, she described herself as being more aware of her assumptive thinking, accepting of impermanence, and having an empowering belief in the importance of helping others discover who they are.

Principals used both direct and subtle approaches to encourage staff members to become leaders. The principal at the Garson Elementary School realized that she needed to rally the energies and diminishing self-respect of teachers to build their confidence and move forward. She deliberately used longitudinal student data to demonstrate that the school had made progress. She also framed the need to address the achievement gaps more aggressively. She said, "Just remember that a change in practice or instruction will always come from the outside if you don't allow it to come from your own action research." Identifying such a consequence encouraged and clarified matters for the teachers.

The principal of the Toledo Elementary School described her strategic thought processes and vulnerability:

"Being a principal in a school is work in progress. The work of learning will never be completed because this is a dynamic role-a-role based on human relationships. These relationships are constantly being created and negotiated. During my first year, I intentionally engaged the individuals with whom I work. I worked on creating a climate of trust. The accomplishments of staff members were recognized by me and, eventually, by others. My leadership in this area shifted from me to reside within others."

The principal at Garson Elementary School described the transition in this way:

"Just recently, I believe we've turned the corner. The last three staff development programs have been conducted primarily by the Vision Team members. Questions in our staff development sessions have been deep and meaningful. People are not afraid to take risks. People are staying late to meet with colleagues to discuss professional growth without me prompting the meeting. My role has changed significantly. People don't line up to ask me questions. They ask one another. This type of growth means as much to me, if not more, as the quantitative scores. Actually, this type of growth was probably harder. It's like grabbing fog."

The willingness of the principal to be vulnerable - to be open to the impermanence of his role - is a crucial perspective during the transitional phase and evokes teacher participation. When teachers in this study became aware that the principal did not have all of the answers, they actively moved toward more participation.

At a fall staff meeting, the principal at the Vantage Elementary School declared, "I am a racist. I need your support to work through this." She was vulnerable. She was authentic. The staff responded well and began a four-year journey into a deeper understanding of their beliefs and assumptions about race, ethnicity, and poverty.



One of the most challenging aspect of the transitional phase is the need to break through dependencies. Dependencies often happen in a culture where teachers need to ask the principal's permission and expect the principal to make the decisions and take care of them. When a principal is aware of the danger of dependencies and strategic about the development process, several deliberate strategies can be used. In the lower-performing schools in this study, where dependencies are most apt to be found, principal refused to retain authority and power, and instead coached and lead for teacher efficacy and forced teachers to make decisions and solve problems.

The transitional phase is characterized by principals easing out or letting go, as teachers' initiative and responsibility increase. Often, during the early stages of the transitional phase, the principal must provide sustained support and tenacity. During this time, a temptation exists to abandon the effort because it seems too difficult to achieve. Support involves encouraging conversations, adhering to the process rather than giving way to quick fixes, coaching, and problem solving within an atmosphere of trust and safety.

In this study, external coaches also had significant roles - observing, coaching, and advising - during the transitional phase. At the Kelly Elementary School, when teachers felt that they were losing momentum under the guidance of a new principal, they asked the external coach to intervene and bring life back to their school improvement process. The external coach did so by working closely with the new principal and by meeting and planning with teachers.

The transitional phases give way to the high leadership capacity phase when reintegration and self-organization are nearly achieved. However, no clean borders exist when each phase begins and ends. Rather, behaviors emerge, dissolve, and sometimes reappear in the struggle for capacity.

High Leadership Capacity Phase

During the high leadership capacity phase, the principal's profile becomes lower. The principal leads from the center or side with an emphasis on facilitating and co-participation rather than dominance. Teachers' influence and actions begin to converge with those of the principals, as both groups become more reciprocal in their behaviors and conversations. This convergence permits a reintegration of new behaviors and relationships.

In this study, principals in the high leadership capacity phase displayed many of the qualities and skills that helped them succeed in the previous two phases: caring and collaboration, a capacity for introspection and personal learning, belief in the capabilities of others to learn, strategic thinking, self-governance, and a commitment to social justice. However, behaviors were somewhat different in this phase. The principal relinquished and shared critical roles and responsibilities, while teachers had a more dominant role in initiating new actions and posing critical questions.

Strikingly, principals and teachers became more alike than different. As teachers self-organized, initiating and self-responsible behaviors emerged, relationships become more level as reciprocity developed between the principal and teachers. With reciprocity, teachers found their voices, grew confident in their beliefs, and become more open to feedback. The principals no longer had to facilitate the conversations, frame the problems,



or challenge assumptions in isolation. Principals and teachers began to share the same concerns and work together toward their resolution.

The principals at the Lincoln High School and the Sarason Elementary School, and the Easton High School in Seattle, Washington, began their tenure in moderate to high leadership capacity schools. These individuals were carefully selected to carry forth the spirit and behaviors that had brought the schools to this point. The principal at the Easton High School explained:

"I view myself as simply one small part of the wheel that turns; at times, I am the hub; at other time, I view one of the spokes; and at yet at other times, the rim that meets the road. I believe in the intrinsic good of people and look at my job as helping them to see that within themselves."

The principal at the Lincoln High School observed:

"I'm trying to lead for when I may not be here any longer - by building both systems (through school design choices) and people's capacity for leadership both of these focused on holding and progressing toward the vision. We have to strengthen both the vision and people's capacity to lead toward that vision."

The Kelly Elementary School is an example of a school that moved through the three growth phases. When the principal was hired, the school was the lowest performing school in the city and was under threat of closure. During her three-year tenure, the principal built trusting relationships by tearing down the boundaries among personal and professional roles. Retreats were held on a houseboat. Student learning became the focus. New teachers were hired and mentored into the new environment. The principal assumed a strong lead initially, but then encouraged strong collaboration. Two staff members overcome their initial resistance and began to participate when they were convinced that the students' achievements were improving. As mentioned previously when a new principal was hired, the teachers became concerned that they were losing momentum and asked their external coach for assistance. Today, with a new half-time principal, the school is a high leadership capacity school.

SCHOOLS WITHOUT PRINCIPALS

As teacher leadership evolves and the principal takes on a lower profile, is it possible - even desirable - to live without a principal? If so, when is a school ready to operate without a principal? An intriguing criterion of a high leadership capacity school is its ability to thrive without a principal, whether or not this is the chosen action.

Many reasons exist for having a principal. One person, more readily, can take responsibility for convening and facilitating conversations, securing focus, and monitoring and working through difficulties that have personnel or legal implications. Leadership skills are important, and a person who has such skills can teach and model them for the others. District personnel are often more comfortable with a principal as the school's main contact, contract manager, and legal representative. Further, the principal continues to be the most



crucial factor in school improvement because unless the school possessed high leadership capacity before the principal arrived, teacher behavior is largely a function of principal behavior.

Principals, however, are often mobile, transferred, or reassigned before the transitional phase is complete and their schools achieve high leadership capacity. A new principal may possess a style or vision incongruent with lasting school improvement.

Even when an effective principal sticks around, his or her goal should be to increase people's capacity for leadership. When staff members enter a state of self-organization, they can outlast and perhaps energize a marginal principal as well as sustain school improvement. Self-organization occurs when new roles and structures (e.g., webbed or nested communities, teaming) are formed by the participants, and initiating and self-responsible behaviors emerge that are not dependent on external direction.

As principal lead toward teacher self-organization, they create multiple interlocking groups, teams, or communities in which the conversations stimulate critical thought. For example, schools with leadership teams, reading groups, vertical teams, and learning communities evoke desperate ideas and dissonance that challenge assumptions and project new possibilities. Within two years of such a richly textured professional life, teachers will begin to self-organize. Teachers in a self-organizing state find leaders in one another, assigning both credibility and authority to their peers. They leverage mutual authority by expecting others to initiate and bring problems to the group. Within nested communities, teachers learn and draw energy and authority from one another. When teachers self-organize, the principal can leave without regrets.

With or without a principal, the teachers in this study who performed at a high level personal and professional capacity tended also to become involved in external opportunities, networks, and graduate programs. Often they moved on to other positions, but their departures did not adversely affect their school's improvement. Though the Toledo Elementary School closed at the end of 2003 following an extensive redistricting process, teachers' professional contributions continued in their new settings. Riverside Elementary School in Black Mine, California, has been a high leadership capacity school without a principal for seven years. The Kelly Elementary School has a part-time principal and, the district leadership believes, could probably do without a principal.

INFERENCES AND IMPLICATIONS

At the outset of this article, it was mentioned that this study revealed a few startling discoveries. As leadership capacity grew, teachers experienced a personal and collective journey from dependency to high levels of self-organization, and demonstrated a readiness to lead a school without a principal. This study further suggested that schools moving toward high leadership capacity had noticeable internal cohesion. These interdependent features included a comprehensive conceptual framework, improved and sustained students' performances, broadly distributed and skilled leadership, vision and value-driven work, and a professional culture in which collaboration is critical and reflection, inquiry, and dialogues are used. As the schools moved through the three phases of leadership capacity - instructive, transitional, and high leadership capacity - the roles of administrators,



teachers, parents, and students changed, as did the relationships within and among these individuals. The culture of the organizations also changed as schools evolved and became positioned for sustained improvement, regardless of personnel.

In addition to the identification of development phases, other findings from the study included:

- a. Teachers' roles and identities were key factors in the evolutionary phases. As they transitioned, teachers assumed greater collective responsibility, self-organized, and were able to lead without a principal's guidance. The notion that schools can sustain school improvement without a principal is an intriguing concept.
- b. Sustained internal or external support was critical while teachers transitioned, making it important for principals to remain in their positions during reintegration. This is an important consideration as school districts consider their succession practices and policies.
- c. Reintegration occurred on the organizational level as well. These schools - a collective entity consisting of personnel, students, and parents - became increasingly strategic, bold, clearly focused, efficacious, and often insubordinate.
- d. Conceptual frameworks broadened as people worked together in new ways and shared their cumulative knowledge and skills. For example, though reflective practice may have started with an examination of quantitative and standardized data, constructivist conversations, evaluations of students' work, action research, and peer coaching filled out the framework's inquiry requirements.
- e. Though the schools in the study ranged from urban schools with high poverty and ethnic and language diversity to affluent, suburban schools with little or no diversity, the unfolding of lasting improvement did not differ markedly. Two primary differences were: conversations about race and ethnicity were more direct in urban schools; and low performance on state assessments, which forced public and district attention on the schools, provoked radical action toward change.
- f. Roles evolved so that they were blended rather than sharply separated. Viewpoints, skills, and actions become more alike; and tasks that traditionally were performed by the principal could be performed by any number of people within the school. Many roles and tasks were fulfilled collectively. Diversification of roles is an important dimension of the fabric of sustainability.
- g. Contextual issues, such as school location, size, and grade levels, affected high leadership capacity. Location - whether the school was in an urban, suburban, or rural area - influenced resources, accountability pressure, diversity, and parental concerns. Grade levels related directly to the complexity of structures (e.g., number and type of teams) and parental leadership. Small size allowed for more intimacy and organization.
- h. District leadership actions that involve guidance, expertise, time, and other resources were significant factors in the school success. In many cases, districts either provided or supported conceptual frameworks for school improvement, making time available for professional development and collaborative work in the form of shortened or full days.
- i. The flow of ideas and new relationships from networking opportunities energized participants. Regional conferences, seminars, meetings, and coaching, as well as committees and graduate cohorts, were used to encourage these exchanges.



CONCLUSION

Sustainability, though receiving a great deal of attention in recent years, continues to be the most confounding problem in human organizations. Education is no exception. If anything, the complexity of the product-student learning-and bureaucratic limitations place education more at risk. In this study, leadership capacity was considered to be reciprocal, purposeful learning in communities. Lasting leadership was intended to be not only reciprocal and purposeful, but also to embody learning, that is, a lasting, continuing facet of sustainability. Learning occurred in social groups, allowing participants to connect in new and complex ways, and thereby, inspiring critical thought and energizing self-organization. When learning is continuous and participation in that learning is broad-based and skillful, high leadership capacity and the potential of sustainable, lasting school improvement result.

This study provided depth to these understandings and hope for their realization. University professional preparation programs can discover important organizational and curricular ideas from research. If principals can be prepared to hold fast to values while letting go of power and authority, schools are more likely to attain lasting school improvement. Companion understandings for teacher education are that teachers should be prepared to function as full participants and leaders in the school community, attend to the learning of both children and adults, and enter into collegial relationships with principals.

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Chapter 5

PROCEEDINGS PAPERS 2008



THE STRATEGIC LEADERSHIP STYLES FOR MALAYSIAN NATIONAL PRIMARY SCHOOL (NPS) HEADS INVOLVED IN THE SCHOOL IMPROVEMENT PROGRAM (SIP)

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ABSTRACT

The School Improvement Programme (SIP) is the central core strategy that the Ministry Education Malaysia (MoE) employs in fulfilling its educational mission. The purpose of this study is to examine the status of the strategic leadership styles of (NPS) heads that are involved in the SIP. The study selected 150 (out of 350) schools involved in MoE's SIP. Approximately 600 senior management team teachers were required to complete the 10-page survey questionnaire, which consists of 52 seven-point Likert scale items. The collection centre received 135 envelopes containing 420 completed survey questionnaires from the sampled schools towards the end of May 2007. The data screening process omitted 14 out of 420 cases prior to data analyses. The employment of a full-fledge Structural Equation Modeling (SEM), AMOS 7.0 and SPSS statistical application would be used to confirm the dimensionality and the psychometric properties of the scales respectively. The study confirmed that NPS heads possess 7 out of 10 required strategic leadership style dimensions. Finally, the study also confirmed the presence of strong relationship between the strategic leadership styles of NPS heads in the SIP. The findings from the study provide useful and pertinent information to senior management team teachers, the NPS heads and especially to MoE as stakeholders. First, it will enable the senior management team members to reflect on themselves, and thus try to shift their paradigm. Secondly, the NPS heads may be able to apply and practice their effective strategic leadership styles especially in synergizing the human resources they possess for the success of the NPS concerned. The findings of study are also relevant to the MoE's third core strategy, which is central to the Educational Development Master Plan (2006-2010).

INTRODUCTION

School improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of children, parents and other stakeholders. In other words, school improvement refers to a systematic approach that improves the quality of schools.

In the international research field of school improvement, Hopkins, Ainscow and West (1994), Stoll and Fink (1996) and Harris (1999), emphasized that the characteristics of school improvement efforts have been widely documented and disputed. Successive studies have clearly shown that purposeful leadership, teacher collaboration and central focus on learning outcomes are the factors that support positive school change (Fullan, 1993). There are however, relatively few detailed studies of successful school improvement programmes (SIP) in action and even fewer studies of the same nature.



OVERVIEW OF SIP FOR NATIONAL PRIMARY SCHOOLS IN MALAYSIA

As a centralized governance system and as one of the largest and most vibrant ministry, the Ministry of Education Malaysia (MoE) needs to develop and enhance the quality of educational improvement programmes for the benefit of the schools and pupils. As in June 2005, there are 5,761 National Primary Schools (NPS) (accommodating approximately 2.4 million pupils) in Malaysia. As an NPS, each individual school is expected to be successful in attracting races and ethnic groups into their schools: however, this target has not been achieved. Hence, the government's goals to employ the NPS as a platform for national unity effort will obviously not be successful if some effective measures are not introduced. As the government still relies on the NPS unity platform strategy, the SIP becomes a major focus in the MoE's Educational Development Master Plan (2006 – 2010). The said plan is one of the several plans (involving other ministries) that are aligned with the Ninth Malaysia Development Plan (2006 – 2010).

Institut Aminuddin Baki (IAB) as one of the MoE's key policy implementers, particularly in the area of Educational Management and Leadership (EML), contributes significantly in its capacity as a training and consultancy for NPS and similar educational setups. As early as 2005, MoE had selected 350 NPS for the SIP. First, 350 school heads (principals) were given five days of SIP training at IAB in the middle of 2005. Within a period of two months they were required to prepare their school's strategic plan (2006-2010). At the beginning of 2006, all 350 schools were supposed to manage and fully implement their full-fledge strategic plans as well as to practice their strategic leadership skills. This is the best time for MoE to monitor the Strategic Leadership Style of NPS Heads particularly for those who are involved in SIP.

The main objective of SIP is to enable the Malaysian education system to nurture and develop strong excellent and high performing schools particularly among the NPS. MoE's Educational Development Master Plan (2006-2010) consists of 11 characteristics for these high performing NPS, and these are:

- (i) possess highly trained and quality leaders and teachers,
- (ii) able to provide and implement customer-oriented curriculum,
- (iii) able to provide and implement effective co-curricular activities,
- (iv) achieve excellent student moral and personality achievement,
- (v) practice internalization of national aspiration,
- (vi) achieve zero illiteracy,
- (vii) exhibit healthy school culture and climate,
- (viii) possess adequate and strong support system,
- (ix) attain excellent academic achievement,
- (x) able to provide Chinese and Tamil subjects as part of the curriculum, and
- (xi) possess excellent and high quality infrastructures.

RESEARCH OBJECTIVES

The research objective is to examine the status of the strategic leadership styles among the heads of the National Primary School (NPS) that involved in the School Improvement Programme (SIP). Another objective is to examine which strategic leadership styles are dominant to the NPS heads. In general, the objectives of the above study can be determined

through the conceptual model of the study as in Figure 1 below. The conceptual model is recursive as there is no feedback loops (Arbuckle & Worthke, 2006)

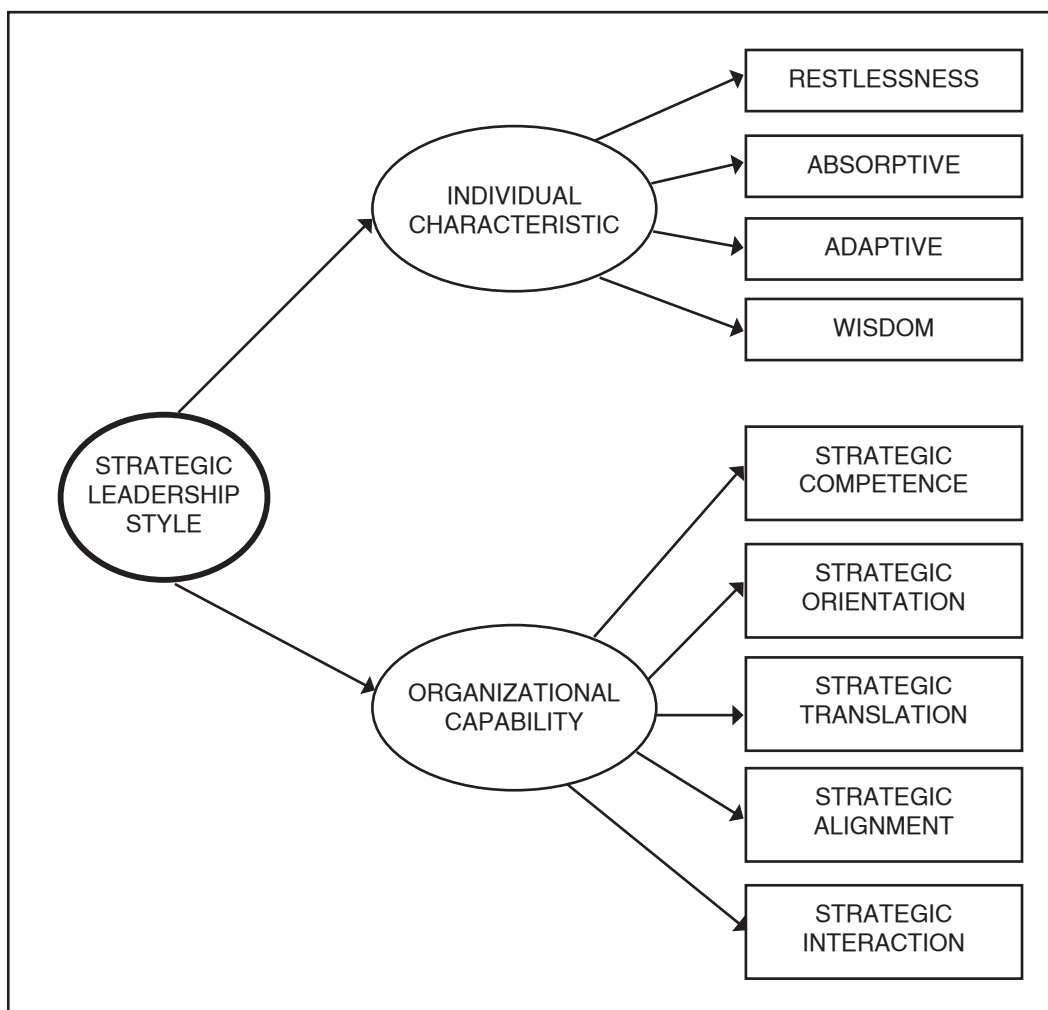


Figure 1: Strategic Leadership Styles: The Conceptual Model of the Study

UNDERSTANDING STRATEGIC LEADERSHIP

Researchers in the fields of school effectiveness and school improvement have consistently reinforced the importance of leadership as a major lever for change, development and improvement, and in determining the motivation of teachers and the quality of teaching (Harris, 2004). Harris again emphasized the needs to raise the standards and to improve the outcomes of schooling. This has increased the pressure on school heads to secure, sustain and demonstrate school improvement. This inevitably extended the changing roles of the school heads (Cranston, 2000) and those serving in other key leadership positions (Kouzes & Posner, 2003) within the school.



The quality of strategic leadership in the school is the central activity that facilitates and drives the strategic cycle of a strategically focused school (Davies, 2004; Davies & Davies, 2004). If we are to support and enhance the development of strategic leadership in schools, Davies suggested building a framework of understanding of what strategic leadership might comprise. Hence, Davies had identified nine factors associated with strategic leadership styles of school heads. In his term, Davies classified these nine factors into two parts or sub domain: firstly, the ability of a school head to undertake organizational activity, and secondly, his or he individual abilities. The two-sub domains are as follows:

- (i) Strategic leaders have the organizational capability to:
 - be strategically oriented (ORIENTAT)
 - translate strategy into action (ACTION)
 - align people and organizations (ALIGN)
 - determine effective strategic intervention points (POINT)
 - develop strategic competencies (CAPABILI)
- (ii) Strategic leaders display individual characteristics:
 - a dissatisfaction or restlessness with the present (RESTLESS)
 - absorptive capacity (ABSORB)
 - adaptive capacity (ADAPT)
 - wisdom (WISDOM)

As stated earlier, the objective of this study is to examine the status of strategic leadership styles among the school heads in the SIP. Thus, the hypotheses of the study are as follows:

- H1 (a) NPS heads in the SIP in Malaysia possess five organizational abilities such as:
 - H1.1 (a) is strategically oriented
 - H1.2 (a) translate strategy into action
 - H1.3 (a) align people and organizations
 - H1.4 (a) determine effective strategic intervention points
 - H1.5 (a) develop strategic competencies
- H1 (b) NPS heads in the SIP in Malaysia display four individual characteristics such as:
 - H1.1 (ba) a dissatisfaction or restlessness with the present
 - H1.2 (b) absorptive capacity
 - H1.3 (b) adaptive capacity
 - H1.4 (b) wisdom

RESEARCH METHODOLOGY

Sampling

The study used probability sampling because it provided a statistical basis that a sample should represent the target population and has the ability to generalize the findings of the entire population (Fink, 1995). The sampling units were the schools chosen for the study while the sampling elements were all senior management teams comprised senior assistants/deputy heads of administration, student affairs, extra co-curricular and afternoon session supervisor. The study used a sampling frame comprising a list of 350 schools



involved in SIP. Out of 350 schools, the study randomly selected 150 schools as samples (sampling units). All senior management team members of the sampling units (schools) were instructed to complete the survey questionnaires. It was expected that at least 600 senior management team members (sampling elements) from these sampling units would respond to the survey questionnaires. Thus, the expected margin of error (accuracy) should yield $\pm 4\%$ and confidence interval of 95% (Ferguson, 1981; Vockell & Asher, 1995). All survey instruments were mailed to and administered by the Senior Assistants/Deputy Head for Administration of the respective schools. All completed survey instruments were returned to IAB using the enclosed envelopes.

Instrumentation

Dillman (1983) emphasized the quality of questionnaire design as an important factor for self-administered instruments. For data collection process, the study used ten (10) pages Bahasa Malaysia (National Language) survey instrument comprising 55 items. Back-translation process of the survey questionnaires confirmed the original translation (Brislin, Loner & Thorndike, 1973). The survey questionnaires comprised filtered questions (states, region, school's category, enrolment etc.), a section comprised 35 items on strategic leadership styles based on Davies and Davies (2004) and additional space for respondents to provide comments and other information. The study used multiple-item measures for all constructs in the hypothesized model (Bearden & Teel, 1983; Churchill & Surprenant, 1982; Oliver, 1980). Compared to 5-point Likert scale, Churchill (2004) suggested the study to use 7-point Likert scale (where 1 = Rarely, 4 = Occasionally and 7 = Almost Always) because the samples were considered large (with 600 respondents).

As suggested by Bourque and Clark (1992) and Zikmund (1997), the survey instruments underwent two stages of pretests. In the first stage, two educational management experts from IAB screened the items searching for difficulties such as ambiguous items, wordings, leading questions and biases. As a result, some sections especially the directions and a few ambiguous items were corrected. For the second stage pretest, the study selected thirty (30) senior management teams from the sampling frame. As expected, generally there were no problems with the responses to the survey instruments (compared to the first stage pretest). In terms of internal consistency the Cronbach's Alphas of the indicators were ORIENTAT = 0.8895, ACTION = 0.8911, CAPABILI = 0.9074, RESTLESS = 0.8658, ABSORB = 0.9040, ADAPT = 0.8238 and WISDOM = 0.9346. The study considered all Cronbach's coefficient alphas as acceptable and good (Sekaran, 2003 & Nunnally, 1978) because the values were between 0.8238 (which was the lowest) and 0.9346 (which was the highest).

Statistical Analysis

The study employed Structural Equation Modeling (SEM) technique for statistical analysis. SEM is a multivariate technique combining aspects of multiple regression and factor analysis to estimate a series of interrelated dependence relationships simultaneously (Hair, Anderson, Tatham & Black, 1995). In conjunction with SEM, the study used SPSS Analysis of Moment Structures or SPSS AMOS 7.0 (Arbuckle & Wothke, 2006). For clarity, the study exhibits a hypothesized model of the study or SEM model (Figure 2) as casual modeling, confirmatory analysis and latent variable modeling (Loehlin, 1992).

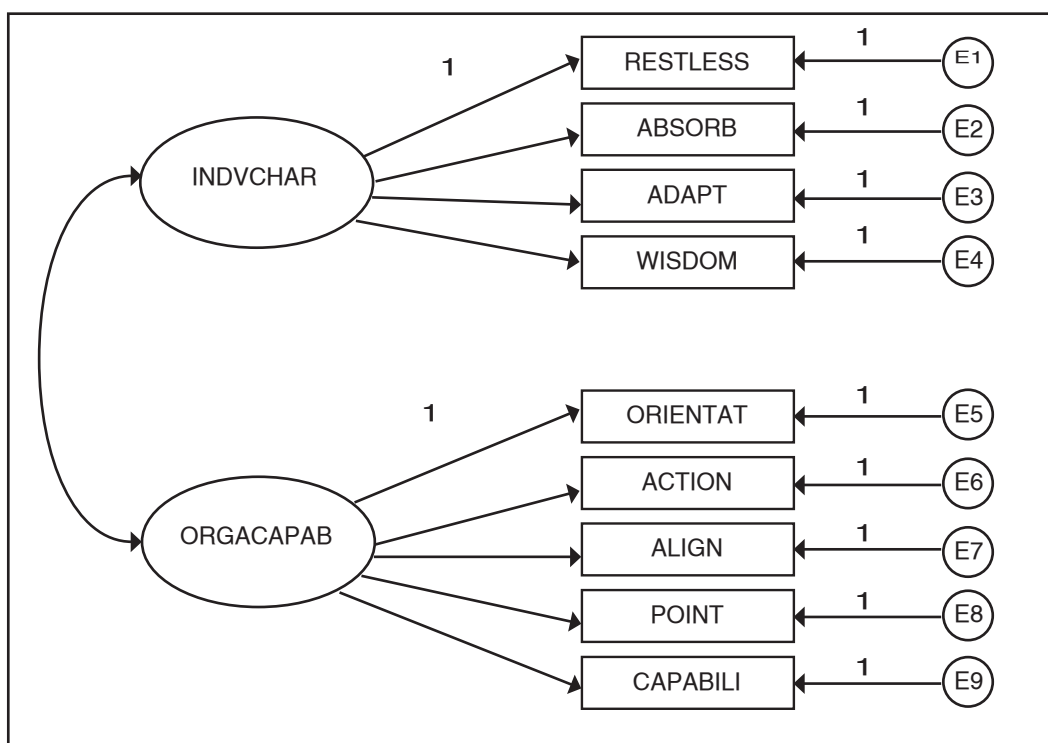


Figure 2: Hypothesized Model of the Study

Goodness-of-fit criteria evaluation

As mentioned in the research methodology, the study used SPSS AMOS 7.0 data-fitting program (Arbuckle & Worthke, 2006) to analyze and estimate the hypothesized model of the study. This software adopted maximum likelihood estimation (MLE) in generating estimates of the full-fledged SEM. Since the software also analyzed covariance matrices, the estimation procedure satisfied the underlying statistical distribution theory, and thereby yielding estimates of desirable properties (Arbuckle & Worthke, 2006).

Once the estimates of the model were established, the study applied a set of measures to evaluate its good-fit. The consistency of the model with the data was determined by nine measures, which reflected the overall model fit. Next, the study examined the magnitude and direction of individual parameter estimate to determine its reasonableness. The examination included the offending estimates such as negative error variances and theoretically inconsistent coefficients that could undermine the validity of the model. Organizational capability (ORGACAPAB), as an endogenous latent variable, is measured by five manifest variables such as strategic orientation (ORIENTAT), translate strategy (ACTION), strategic alignment (ALIGN), strategic interaction (POINT) and strategic competencies (CAPABILI). Individual characteristics (INDVCHAR) as an endogenous latent variable is measured by four manifest variables such as restlessness (RESTLESS), absorptive (ABSORB), adaptive (ADAPT) and wisdom (WISDOM).



RESULT AND ANALYSIS

Demographic Profile of the Respondents

As exhibited in Table 1, this study covered almost all states in Malaysia. However, only Labuan was not included because the study considered it as part of the State of Sabah when the study commenced. Out of 150 schools, 135 (90%) responded to the survey. From these 135 schools, 420 (70%) senior management team members successfully completed the survey questionnaires and mailed them to IAB. With 420 responses, the confidence interval was at 95% and the margin of error (accuracy) was $\pm 5\%$ (Ferguson, 1981; Vockell & Asher, 1995).

Table 1: Demographic Profile of Respondents

Nos.	Characteristics		
1	States	School Responses	Senior Management Responses (%)
	Johor	7	23 (3.833)
	Kedah	9	28 (4.666)
	Kelantan	5	17 (2.833)
	Melaka	7	23 (3.833)
	N. Sembilan	3	10 (1.666)
	P. Pinang	8	24 (4.000)
	Pahang	22	62 (10.33)
	Perak	19	60 (10.00)
	Perlis	3	10 (1.666)
	Sabah	8	25 (4.166)
	Sarawak	22	67 (11.16)
	Selangor	5	19 (3.166)
	Terengganu	12	35 (5.833)
	WPKL (FT)	5	17 (2.833)
	TOTAL	135/150 (90%)	420/600 (70%)
2	Types of school	National school	125
		Mission school	10
	TOTAL		135
3	Grade of school	Grade A	115
		Grade B	16
		Under enrolled	4
	TOTAL		135
4	Gender of school head	Male	88
		Female	54
		(Missing cases)	13
	TOTAL		135
5	Location of school	Urban	70
		Rural	57
		Remote	8
	TOTAL		135



Out of 135 sampling units, 125 schools represented the NPS while the rest (10 schools) were mission schools. In terms of school size, 115 school we re-categorized as A-grade, 16 was categorized as B-grade and the remainder as under-enrolled schools. Looking at the gender of school heads, 88 were males compared to 54 females (missing cases of 13). From the list, 70 were urban schools, 57 were rural and eight (8) were from the remote areas. In general, the respondents seemed evenly distributed and almost covered the whole of Malaysia.

As discussed earlier, the study employed SEM for its statistical technique. Because of that, the study needed to overcome some practical issues such as sample size and missing data, multivariate normality and absence of outliers, linearity, absence of multi collinearity and singularity (Tabachnick & Fidell, 2001). As the researcher was very much aware of these requirements, he managed to conduct data screening prior to the segment of model testing. With the final sample size of 406, the study considered the sample size adequate (Hair, Anderson, Tatham & Black, 1998).

Hypothesized Model: Factors Underlying Strategic Leadership Styles

Table 2: Fit Indices of the Hypothesized Model

Measures	Fit Indices	Threshold Values
CMIN/df	6.974	Less than 5
GFI	0.906	0.90 and above
AGFI	0.837	0.90 and above
RMSEA	0.121	0.08 and less
TLI	0.955	0.90 and above
NFI	0.962	0.90 and above
CFI	0.967	0.90 and above
RMR	0.184	The nearer to zero the better

Note:

- Number of variables in the model = 20
- Number of observed variables = 9
- Number of ubobserved variables = 11
- Number of exogenous variables = 11
- Number of endogenous variables = 9
- Number of distinct sample moments = 45
- Number of distinct parameters to be estimated = 19
- Sample size = 406; Degress of Freedom (45 - 19) = 26
- Chi-square (X^2) = 181.33; $p = 0.000$

The study applied Confirmatory Factor Analysis (CFA) on the data collected (N=406) in order to confirm the factors underlying strategic leadership styles of the NPS heads. For this specific purpose, the study applied AMOS 7.0 (Arbuckle & Wothke, 2006) for



maximum likelihood estimation in generating estimates of parameters in the measurement model. The results of the CFA produced fit indices which some of it exceeded their shown respective critical value. More precisely, the fit indices are exhibited as in Table 2.

As emphasized by Hair, Anderson, Tatham and Black (1998), likelihood-ratio-chi-square statistic (χ^2) is the most fundamental measure of overall fit. As exhibited by Table 2, the hypothesized model exhibits likelihood-ratio-chi-square (χ^2) of (26, N = 406) = 181.33; $p = 0.000$. The hypothesized model yield an unacceptable level of discrepancy between the observed data and the hypothesized model divided by the degrees of freedom (CMIN/df = 6.974). Other fit indices particularly GFI, AGFI and RMSEA did not fulfill the threshold values indicated although the values of other fit indices such as TLI, NFI, CFI and GFI somewhat better than their respective threshold. These values reflect the needs for the study to revise the model in the next step.

Figure 3 below exhibits the generated output of the hypothesized model of the study. While four indicators of RESTLESS (0.89), ABSORB (0.91), ADAPT (0.91) and WISDOM (0.95) measured the INDVCHAR, five indicators of ORIENTAT (0.88), ACTION (0.92), ALIGN (0.89), POINT (0.90) and CAPABILI (0.91) measured ORGACAPAB. The correlation between the two latent variables (INDVCHAR & ORGACAPAB) is at 0.97. At this point of time, the study assumed that all indicators or measured variables for INDVCHAR and ORGACAPAB stayed intact and relevant.

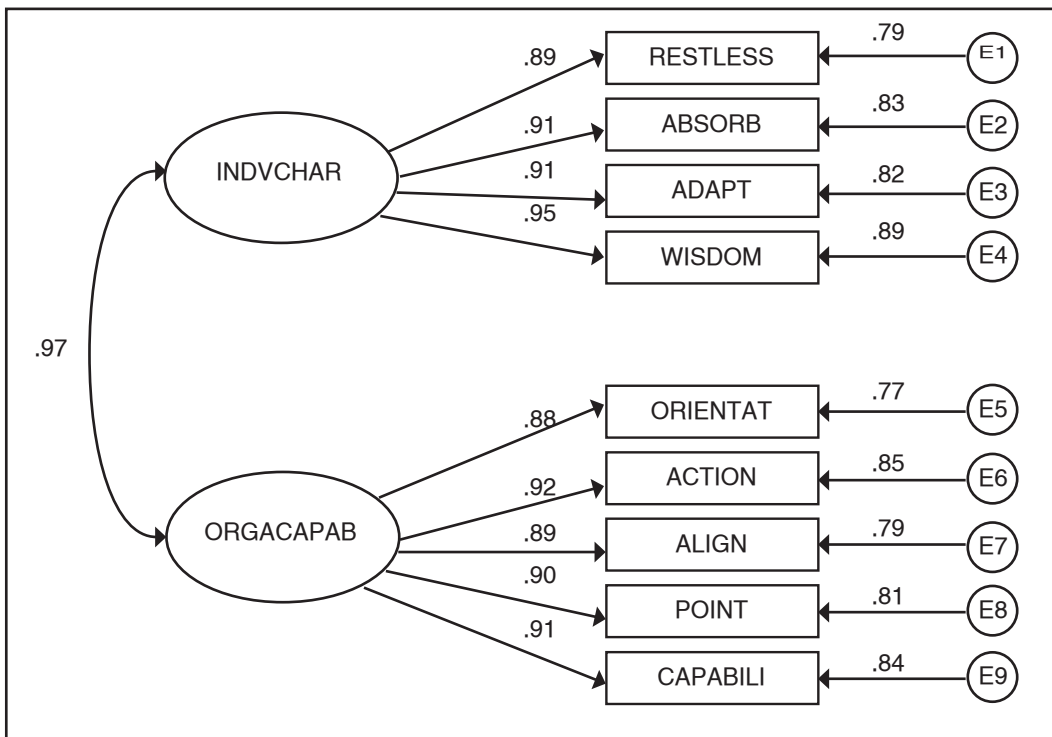


Figure 3: Generated Output of the Hypothesized Model



Evaluation of Revised Model

Tabachnick and Fidell (2001) suggested that there are at least two reason for modifying a SEM model. Firstly, is to improve fit and parsimony, and secondly is to test the hypotheses. The respecification of the model involved omitting certain parts of the model with the aim of improving the significance of the model and hence improving its goof-fit. Thus, the revised model supposedly able to display better causal relationships compared to the original or hypothesized model. The study used the revised model (Figure 3) to discuss the overall model fit.

Tabachnick and Fidell (2001) considered a Chi-square difference test as one of the basic methods for model modification. The Chi-square for the hypothesized model was 181.33; $p = 0.000$, and the Chi-square for the revised model was = 23.34; $p = 0.003$. Therefore the Chi-square difference test (or likelihood ratio for maximum likelihood) yielded $(181.33-23.34) = 157.99$, $df = (21-3) = 8$, $p = 0.003$. This proved that the model's fit was significantly improved after the respecification of the model.

In general, all good-fit indices as in Table 4 show very remarkable results. The level of discrepancy between the observed data and the revised model divided by the degrees of freedom yielded better fit at $CMIN/df = 2.917$ compared to 6.974 for the hypothesized model. As for absolute fit, $GFI = 0.982$ and $RMR = 0.087$ for the revised model. The RMSEA value was at 0.069 well below that of the threshold value of 0.08. All these indicated better fit for measurement model.

Table 4: Fit Indices of the Revised Model

Measures	Fit Indices	Threshold Values
CMIN/df	2.917	Less than 5
GFI	0.982	0.90 and above
AGFI	0.954	0.90 and above
RMSEA	0.069	0.08 and less
TLI	0.989	0.90 and above
NFI	0.991	0.90 and above
CFI	0.94	0.90 and above
RMR	0.087	The nearer to zero the better

Note:

- Number of variables in the model = 14
- Number of observed variables = 6
- Number of unobserved variables = 8
- Number of exogenous variables = 8
- Number of endogenous variables = 6
- Number of distinct sample moments = 21
- Number of distinct parameters to be estimated = 13
- Sample size = 406; Degress of Freedom $(21-13) = 8$
- Chi-square $(X^2) = 23.339$; $p = 0.003$



In terms of incremental fit measures, AGFI, TLI and NFI values were at 0.954, 0.989 and 0.991 respectively. All these values satisfied the threshold values. There were also no indications of insignificant values, thus proving that the revised model fitted the dataset almost perfectly. As a conclusion, all three types of good-fit indices, which the study discussed previously, proved that the study had successfully developed and identified better fit and parsimonious model.

Revised Model: Strategic Leadership Styles of NPS Heads

Having assessed the overall model and the aspects of measurement model, the next step was to examine the estimated coefficients for both practical and theoretical implications (Hair, Anderson, Tatham & Black, 1998). After the re-specification of the measurement model, both latent variables (INDVCHAR & ORGACAPAB) possessed three indicators each. Indicators as measured by their respective standardized regression weights RESTLESS (0.90), ABSORB (0.92) and ADAPT (0.88) measured latent variable INDVCHAR. Indicators as measured by their respective standardized regression weights ORIENTAT (0.90), ACTION (0.94) and ALIGN (0.89) measured latent variable ORGACAPAB.

As a conclusion, the study confirmed and identified the presence of six (6) indicators of strategic leadership styles of heads of the NPS that involved in SIP. The study excluded three indicators (WISDOM for INDVCHAR; and POINT and CAPABILITY for ORGACAPAB) in its attempt to confirm the presence of all nine (9) styles of strategic leadership.

Testing of the hypotheses

Byrne (1994) suggested that SEM is a statistical methodology that takes on hypotheses testing (i.e. confirmatory) approach of the multivariate analysis. Further, Tabachnick and Fidell (2001) in Hairuddin (2006) also viewed SEM as a confirmatory technique for model testing. Thus, all research hypotheses would be accepted or rejected based upon the employment of SEM to the dataset.

The study used the SEM results and significance level of 0.05 to test all the hypotheses. The study also used the results in Table 4 and the generated output as in Figure 4 to examine whether the revised model supported the research hypotheses (or vice-versa) of the study.

The study conducted the confirmatory factor analysis (CFA) by employing the AMOS 7.0. As a result, SEM and AMOS 7.0 confirmed that the latent variable INDVCHAR (as one of the strategic leadership components) was represented by three indicators (RESTLESS, ABSORB & ADAPT) while ORGACAPAB (as one of the strategic leadership components) was represented only by three indicators (ORIENTAT, ACTION & ALIGN). The study omitted two indicators for ORGACAPAB (CAPABILITY & POINT) and an indicator for INDVCHAR (WISDOM) as they possessed small loadings (Figure 4).

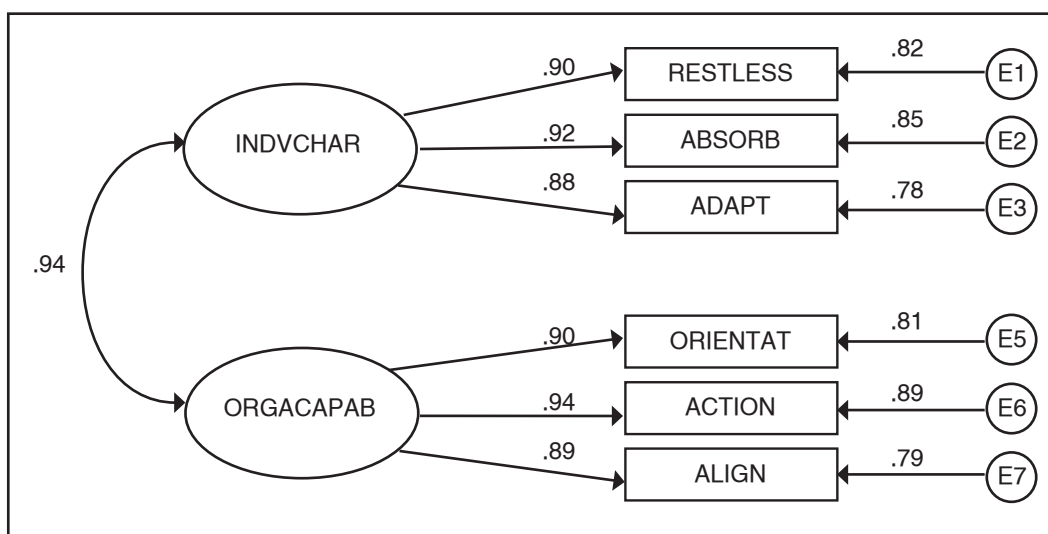


Figure 4: Revised Model of the Study

Although the study attempted to examine and prove that NPS heads for SIP in Malaysia possessed five organizational capabilities, the findings from the study however confirmed the presence of only three (out of five) organizational capability dimensions. The confirmed organizational capability dimensions were “strategically oriented” (ORIENTAT) [H1.1 (a)], “translate strategy into action” (ACTION) [H1.2 (a)], “align people and organizations (ALIGN) [H1.3 (a)]. The study was unable to confirm the presence of the remaining two organizational capability dimensions among the NPS heads “determine effective strategic intervention points” (POINT) [H1.4 (a)] and “develop strategic competencies” (CAPABILI) [H1.5 (a)]. As a conclusion, the study only supported three out of five hypotheses.

Pertaining to the strategic leadership styles of the NPS heads for SIP, the study intended to examine and to prove that all NPS heads concerned displayed four individual characteristics dimensions. The confirmed individual characteristics displayed by the NPS heads were “a dissatisfaction or restlessness with the present” (RESTLESS) [H1.1 (b)], “absorptive capacity” (ABSORB) [H1.2 (b)], and “adaptive capacity (ADAPT) [H1.3 (b)]. However, the study failed to confirm that one indicator (WISDOM) was one of the strategic leadership styles of the NPS heads. Hence, the study supported only three hypotheses (out of four individual characteristics displayed by the NPS heads).

DISCUSSION AND MANAGERIAL IMPLICATIONS

The study identified that all senior management staff/teachers such as senior assistant for administration, senior assistant for student affairs, senior assistant for extra co-curricular activities and the afternoon session supervisor (who were the respondents for the study) were the most powerful group in the schools studied. This study assumed that they managed to influence and exert considerable pressure on to the leadership of the schools concerned. As the deputies were always shadowing their school leaders, they were the most appropriate subordinates who could evaluate their school heads very well.



Organizational Capability of the NPS Heads

In the case of NPS heads for SIP in Malaysia, the study confirmed that they possessed three dimensions of organizational capability of strategic leadership styles as discussed previously. Davies (2004), Davies and Davies (2004) described the first dimension as “be strategically oriented” (ORIENTAT). It was obviously clear that the leaders of the NPS for SIP were strategically oriented as required by the stakeholders (MoE) and hence conformed to the Standards of Competency for Malaysian School Principals (2006). With the possession of this particular capability, the NPS heads fulfilled the Quality Standards for Malaysian Education (2004). This is one of the prerequisites and predictors to be an excellent and effective school in Malaysia. As compared to the United Kingdom (Preedy, Glatter & Wise, 2003), strategic planning and leadership concept was introduced quite recently in the Malaysian education system especially in conjunction with the inception of the Educational Development Master Plan (PIPP) 2006-2010. Hence, the year 2010 will witness the achievements of the strategic implementation of the plan.

Davies (2004), Davies and Davies (2004) described “ability to translate strategy into action” (ACTION) as one of the organizational capability dimensions of strategic leadership styles. Kaplan and Norton (2004) viewed “ability to translate strategy into action” as an essential factor for the success of the strategy management implementation. In case of Malaysia, the study confirmed that the NPS heads possessed the “ability to translate strategy into action”. With the possession of this particular capability, would enable the stakeholders to differentiate the true strategic implementers (NPS heads) from the mere rhetoric and mediocre leadership. The strategic implementers were those who were able to turnaround the schools as contrasted to the rhetoric leaders who were just holding on to the status-quo and survived. As the ability to translate strategy into action is one of the main components in strategy management implementation (Kaplan & Norton, 2004) and strategic planning for public organization (Bryson, 2003), the study successfully identified it to be one of the leadership skills needed by the NPS leadership. Hence, this will fulfill both the School Principalship Competency Standard of Malaysia (2006) and Quality Standards for Malaysian Education (2004).

Davies (2004), Davies and Davies (2004) described “align people and organizations” (ALIGN) as one of the dominant organizational capability dimension of strategic leadership styles. This study however successfully confirmed that ALIGN was one of the dimensions underlying the organizational capability of the NPS heads. The NPS deputy heads that evaluated his or her school head confirmed this. From the perception of the deputies, the heads possessed the required leadership powers that enabled them to “align his or her staff with the organization”. Such powers were legitimate powers, coercive powers, reward powers, expert powers and referent powers.

Davies (2004), Davies and Davies (2004) described “ability to develop strategic capabilities” (CAPABILI) as one of the organizational capability (ORGACAPAB) dimension of strategic leadership. The study confirmed that the NPS heads for SIP did not possess the CAPABILI. Among others, CAPABILI comprised “ability to identify strategies to improve student learning”, “no culture of “scapegoat”, “ability to interpret data for student achievement”, and “team problem solving”. As an instructional leader, it was accepted that the NPS heads must be skillful in identifying the learning improvement strategies as the student-learning factor was considered the most important component in the Standards of



Competencies for Malaysian School Principals (2006) and Quality Standards for Malaysian Education (2004). In addition, team problem solving and the absence of the “scapegoat culture” will fulfill the statement that “the only thing of real importance that leaders do is to create and manage culture” (Hargreaves, 2003). With the absence of this dominant component, this might become the great hindrance for NPS heads to steer his or her school successfully in future.

Davies (2004), Davies and Davies (2004) identified “determine effective strategic intervention points” (POINT) as one of the underlying indicators for organizational capability, however the study confirmed that this dimension was not a dominant one for the NPS heads. The implication would be disastrous as this situation exhibited the inability of the NPS heads to control and monitor the strategic implementation of the school plan. However the study did not able to confirm the specific derailment of the strategic process as the study only focused on the presence (or absence) of the strategic leadership styles among the NPS heads for SIP.

Although in terms of ORGACAPAB, the study confirmed that there were three dominant dimensions (ORIENTAT, ACTION & ALIGN) among the NPS heads concerned. However, as a contrast, the study also confirmed that the NPS heads for SIP did not possess two dominant qualities (POINT & CAPABILITI) that were very important to them. In-depth study of how these imbalances of characteristics affect the strategic leadership performance of the NPS heads of SIP badly needed here.

Individual characteristics of the NPS heads

The study proved and confirmed that NPS heads for SIP possessed three (out of four) dimensions of individual characteristics (INDVCHAR) of strategic leadership styles as discussed earlier. The dimensions as confirmed in the study by CFA process were “a dissatisfaction or restless with the present” (RESTLESS), “absorptive capacity” (ABSORB) and “adaptive capacity” (ADAPT).

Pertaining to “a dissatisfaction or restless with the present” (RESTLESS), the study proved that the NPS heads possessed this particular individual characteristic. Davies (2004), Davies and Davies (2004) described this characteristic dimensions as one of the most important aspect of the strategic leadership styles because “vision without action is merely a dream and while vision with action can change the world” (Barker, 1992). From this point, the stakeholders could expect the best from the NPS heads of SIP and thus enable to fulfill the “third goal of Malaysian Educational Development Master Plan (PIPP) 2006-2010.

The study also proved and confirmed the presence of the second dimension of the individual characteristics of strategic leadership. As described by Davies (2004), Davies and Davies (2004), one of the most important aspects of the individual characteristic was the NPS heads’s capacity and ability to absorb the available information (ABSORB) which obviously important for the students’ performance achievement. Bryson (2003) emphasized, by having this ability and capacity, the school heads were able to conduct the strategic analysis (including environmental or situational aspects) prior to the preparation of the school strategic development planning. Preedy, Glatter and Wise (2003) supported and emphasized the importance of the internal and external environment scanning as well



as the outcome of its interpretations. Thus, all NPS heads for SIP should see that ongoing learning, through interaction with environmental information, was equally important in developing the individual's and organization's capacities to interpret external events and identify key trends that needed to be responded to (Senge, 1990).

The perception of the NPS deputies' supported the presence of "adaptive capacity" (ADAPT) characteristics among the NPS heads for SIP. The finding of this study show this. In accordance with the strategic planning literature (Bryson, 2003), the adaptive capacity characteristic of a leader is deem important. By having this characteristic, the NPS heads might be able to adopt and adapt the generated strategies following the changes in the environment. This ability is vital to a strategic leader, as the effective strategies generated would ensure the achievement of the organizational goals. The creativity and the authentic experiences of the strategic leaders would also influence and affect one' adaptive capacity.

Despite of having three dominant individual characteristics (RESTLESS, ADOPT & ADAPT), however the study also proved and confirmed that the NPS heads for SIP did not possess the "leadership wisdom" (WISDOM) which was obviously important. The literature described leadership's wisdom compised intellectual aspect, wise judgement, believe in the team's ability and excellent application of knowledge for the of organizational success. The absence of WISDOM characteristic among the NPS heads for SIP, what the stakeholders of NPS heads could expect the best out of NPS heads. What would be the destiny of an organization that led by a less wisdom leader? As a conclusion, again the study believed that these individual characteristics dimesnions of strategic leadership styles of NPS heads were deem important for the success of SIP. The success of the implementation would be able to propel the schools well ahead and hence successfully fulfill the third goal of the Malaysian Educational Development Master Plan (PIPP) 2006-2010.

CONCLUSION

Pertaining to the study, several limitations and hindrances cropped up when the study commenced. The most prominent limitation was the lack of response from the respondents especially towards the end of the data collection period (about two months). There were instances where at least thirty (30) envelopes (containing at least 90 completed questionnaires) came in two months later (after the data collection period). There were also situations where three different senior management teachers provided three different demographic data although they were from the same school.

Generally, the study provides us some insight on the status of the strategic leadership styles among the NPS heads for SIP. The study also confirmed that all NPS heads generally possessed six (out of nine) dominant strategic leadership styles. Despite that, there was a setback as the NPS heads concerned also found to be lacking in three important strategic dimensions that too important for the success of the schools. The implications could be very great as it might hinder the achievement of the MoE's Master Plan (PIPP) goals. The findings from this study will obviously enhance the nations indigenous knowledge in the area of strategic educational leadership styles.



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MONASH POSTGRADUATE CERTIFICATE IN EDUCATION: A REFLECTION OF AN EXPERIENCE

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ABSTRACT

This paper is about a reflection of my experience during the Postgraduate Certificate of Education (Leadership Policy and Change) course at the Faculty of Education, Monash University, Australia. This course prepares school leaders to build dynamic, caring learning communities that are resilient, responsive to the importance of skilled decision making. The aim is to assist the participant who undertake this program to become transformational leaders within their educational context. The two academic units of the postgraduate study and leadership seminars provide an extensive knowledge on topics related to leadership, organization, management and change. At the same time I was also exposed to the development, progress and performance of the government school in the Victorian Education System. The Mentor Shadowing Program without doubt gave me an invaluable experience on developing my leadership qualities in my present school organization.

INTRODUCTION

The role of the principal has changed significantly in the past few years as a result of high stakes accountability in school. Principal need to develop the skills to survive the changes, the school reforms, and the high-stake accountability that schools are facing. Wave after wave of change flows over the school, at times, never allowing full implementations and success before of new wave of charge inundates teachers, classrooms and the school as a whole. The parade of school reforms never seem to cease or end. Hence, being a principal is not only a matter of promotion from an ordinary teacher to a head teacher but more important it is about acquiring new knowledge and skills.

As a newly promoted principal, thus a novice, I need to acquire additional training by attending courses, seminars and workshops on principalship. Thus the offer from the Ministry of Education to attend the Post Graduate Certificate of Education Course at Faculty of Education, Monash University was indeed a golden opportunity to gain new knowledge, skills and experience in school leadership. The Post Graduate Certificate of Education on Leadership, Policy and Change program commenced on the 21st October and ended on 14th December 2007. Thirteen secondary school principals, five senior assistants and two coordinators from IAB attended the program.

This paper will insight on the experience, knowledge and benefits that I've gained from the program. The program not only renewed my spirit, energy and passion for my work in my school but also helped me keep my actions focused and aligned with vision and mission of my school. In short, this paper is about the reflection of the course or my experience during the two months journey.



CONTENT OF THE PROGRAM

The two months Postgraduate Certificate of Education was conducted at the Monash University, Clayton Campus. The program prepares to build dynamic, caring learning communities that are resilient, responsive to the need for change and attuned to the importance of skilled decision making. The main focus of this program is Educational Leadership and School Management. This innovative program is based on principles of educational leadership where performing and aspiring school leaders or educators are challenged to realize the potentials within themselves. Since school leaders of today's global context affect changes in their organization at the deepest level, they require appropriate knowledge, skills, exposures and dispositions. It is hoped that through this program, the participants will become transformational leaders within their educational context.

As the first cohort, we were extensively exposed for two months to the curriculum system, innovation and professional development related to the Victorian Education System in Australia. We were given the opportunities to build our capacities as education leaders and change agents in our school organizations. As participants of the program, we were fortunate because the Faculty of Education is experienced in organizing and managing high quality education programs. In addition, the faculty also conducts educational researches and has experienced in managing large groups of participants such as teachers, students, client organizations as well as other stakeholders.

This program is built on the methodological principles of:

- Stakeholder participation
- Reciprocal relationships
- Leadership from within
- Capacity building
- Mentorship, shadowing, network and partnership
- Quality assurance
- Student focus
- Leadership for change
- Technical expertise
- Flexibility and transferability

FEATURES OF THE PROGRAM

The specific features of this program includes:

- A five 4-hour face to face sessions for eight weeks
- A mentor shadowing project where participants were assigned to shadow a current principal mentor/networking relationship was monitored and encouraged.
- Each week there were leaders seminar with invited guest from the Victorian education Department on various topics such as:
 - i. School Leadership in Victoria
 - ii. Human Resources Management
 - iii. Global Budgeting
 - iv. Selecting Staff



- v. Accountability Data
- vi. School Reviews
- Strategic Implementations
- Negotiated workshop based on participants input (a follow up sessions in Malaysia)

CONTENT OVERVIEW STATEMENT

The course builds learning in a cumulative development way. The two unit that were offered assisted school leaders to integrate personal, professional through readings, peer and instructor collaborative and learning approaches, and the requirement of both traditional formal and reflective writing practice. Advanced theories of knowledge management and organizational system and practical approaches to creating dynamic collaborative cultures were provided. A range of curricular, pedagogical, technical, legal, local and global perspective from to view the work of principalship were considered through variety of lenses conceptualized as environments.

Participants were empowered to become active change in their own environment and develop a grounded understanding of the organizational knowledge in their setting, exploring researchable challengers, examining and developing possible action plans in collaboration with student peers, professional colleagues, and their mentor by beginning to reviews appropriate empirical and theoretical literature. The culmination of this progression will be in a variety of assessment task including an individual Strategic Implementations Plans (SIP). This assessment task enabled the participants to put into action the theoretical understanding in practical senses in their own school context. A valuable component of this was the follow-up sessions in Malaysia (possibly at the time of formal Graduation) where participants would review the development and reportage on SIP action plans with academic staff. In addition, a series of negotiated workshop based equipments of the participants group were offered.

There was a two unit lectures that we had to attend during the eight week course. These lectures, have provided us with so much input towards educational leadership and management in our present school organization.

UNIT ONE: EDF 6822 LEADERSHIP & ORGANIZATION

Taught by Mr. Paul Forgasz, we learned the definitions of leadership and models of organizational leadership within educational settings. The topics include leadership information and leadership as a career, the values and styles mission statements, the identities of leaders, succession, selection and induction processes, heroic and post-heroic models of leadership, including distributed leadership and leadership standard.

The lectures gave us a better understanding of the nature of leadership as a content-bound, attributed status; leadership as a socially and institutionally constructed phenomenon, the typical means by which leaders learn and acquire their leadership and construct career trajectories. We were also exposed to current issues, topics and recent trends in leadership theories and practices, particularly as these apply in a variety of policy contexts, educational settings and the demands and challenges confronting all types of leaders in a variety of context and workplaces.



UNIT TWO: EDF 6823 MANAGEMENT AND CHANGE

Under the dynamic Dr Zane MaRhea, we studied the theory and practice of managing change in a range of organizational contents but focusing on educational institution. To achieve effective change, particular consideration is given to strategies for managing the effective development of organization and human resource capability. Through her highly unique approach, we managed to explore and understand the nature of organizations practices associated with the managing people and issues of power and authority in a complete globalize context. The lecture also includes topics on human responses to charge and a variety of processes concerned with decision making, problem solving and organizational learning and knowledge management.

The unit proved to be beneficial because we have acquired a vast and detailed knowledge and understanding of the major trends in theories of organizations. We also gained in valuable understandings and critical appreciation of new organizational forms and organizational processes; skills in devising a range of strategies and approaches to change management. Apart from that, the unit also provided us with knowledge on team leadership and the enhancement of team-based and organization wide learning and knowledge and skills. Such understanding is required to formulate our own understanding of our own organizational practices.

LEADERSHIP SEMINAR

The Leadership Seminar proved to be a thought-provoking and a mind opener platform for the participants to know and understand in depth about the practices and performance of schools within the Victorian Education System. This seminar provided the participants with the opportunity to lead beyond their own context and encourage them to make a contribution as system leaders in their own organization. For a new principal such as myself who is preparing for the leadership and requires support in gaining better understanding of leadership roles and responsibilities. I found out that the seminar beneficial in providing a high quality development opportunity. They helped in enhancement of my leadership capacity building. Below are the topics discussed in the Leadership Seminar School Leadership in Victoria.

- This topic introduces the principles to the structures within the Victorian System. In particular, the responsibilities and duties of the modern principal and the autonomy and responsibility of the school principal were discussed in detail. Recent developments in and across the system as to leadership development strategies and development Framework for principals were also discussed.

Human Resource Management

- This topic introduced the participants to details of HR (Human Resource) responsibilities and in particular the “hiring and firing” possibilities. In addition, we were also provided with knowledge on the work that need to be done to manage HR issues and staff accountability, professional development, annual performance plans and review processes.



Global Budgeting

- A special feature of this topic was how a principal manages and plans strategically within a global budget framework. We also gained insight on how such an approach would work in real practice.

Selecting Staff

- Issues such as how a principal goes about advertising and the process of selecting and appointing new staff was addressed in within this topic. This includes discussion regarding the processes involved, the checks and balances that need to be in place, interview techniques, and range of other aspects need to be considered by a principal when selecting staff.

Accountability Model

- These topics explained an accountability framework, the implication and its importance across a system such as the Victorian Department of Education.

School Reviews

- This topic defines what a school review is and how the model works as part of the Victorian Accountability Framework. The use of evidence/data and how these contribute to the success of such reviews and what review reports look like and how principals see them was covered as well.

MENTOR SHADOWING PROGRAM

One of the most exciting parts of the course was the Mentor Shadowing Program. This activity was designed to link learning from the two academic units and the Leader's Seminar to the day to day work of experienced principals. The program had given us the opportunity to observe how some of Victoria's senior school leaders work with their teachers to improve learning as well as managing their school organization. We also observed the range of responsibilities that have been given to principals in their "self-managed" school environment. Through this experience the Malaysian Principals are expected to develop their Strategic Implementation Plan (SIP), organizational change and leadership and personal change. The participants had a deeper understanding of what it is like to be a principal of a self-managing school and the difference to the practice in Malaysian schools.

During the program, two Malaysian principals were allocated to a school, once a week from 9.30 am – 4.30 pm. The principal of the school acted as our mentor or a trusted guide or counselor. The mentor's role is to assist the protégé to develop new professional insight into their professional role was partnered with Dr. Abdul Aziz Md. Nor, a senior lecturer from IAB. For seven weeks, we were at East Doncaster Secondary College (EDSC), a high performing school with Mr. Phillip Gardner as the principal.

From the beginning I strongly believed that principalship should be emphasized as the pivotal role of the principal for school improvement. There is a crucial correlation between



school leadership, school culture and student learning. During my Mentor Shadowing Programs at EDSC in Melbourne, Victoria, I was exposed to the idea or philosophy of quality leadership that goes hand in hand with quality learning which was well developed and advocated by Professor Micheal Fullan in 2006. I understand this idea better through the discussions with my mentor, EDSC's principal, as he is a staunch believer of Fullan's idea. I also did additional reading on Fullan's paper ; Quality Leadership Quality Learning, Proof Beyond Reasonable Doubt (2006). Now, I feel more confident and capable as a principal, not only because I am more knowledgeable and have wider experience but more so because I feel that I am on the right track from the beginning on the philosophy of principalship.

EDSC is a high performing school and is successfully developing its students' skills and values required to make them a functioning member of and increasingly complex society. During the Mentor Shadowing Program I have made some observations and found out some interesting findings about EDSC especially concerning the effectiveness of the teaching and learning processes.

- Teachers at EDSC use multiple sources of data and feedback as part of reflection and evaluation of the effectiveness on their work. They made an analysis of the feedback forms part of the annual performance review process. All teaching staffs meet in groups under the guidance of a leading teacher to plan for their professional development and performance plans. Each teacher has an interview with the principal to discuss their work and to analyzed students' performance data and the result of multiple sources of feedback on their performance.
- The provision of technology through out the college has increased access for students and teachers. Computers, data projectors, and digital cameras were utilised to enhance students' learning outcomes. The development of the college intranet has been pleasing and more staff and students use it to access class materials.
- The students at EDSC were supported by a highly professional student management team consisting of Year Level and Sub School Coordinator, Career Teachers, Students' Welfare Coordinators, and the Assistant Principals. An extensive co-curricular program provided opportunities for academic enrichment and the development of relationships and sense of connectedness to the college.
- The college has also devoted considerable resources to improve student learning outcomes for all students including those who perform below and significantly above expected levels. For examples:
 - i. All subjects courses outline have been rewritten to include extension activities to cater for individual students needs.
 - ii. All teachers belong to professional learning teams which focus on research and developments in curriculum and pedagogy.
 - iii. The Corrective Readings Program is provided with 20 teaching periods per week to help student with reading difficulties.



- iv. ALPHA (Advanced Learning Programs for High Achievers) was developed in 2006 and introduced in 2007 to cater for high achieving students beginning with one class in year 7.

According to the Principal of EDSC, the college is committed to developing an educational environment where all students can achieve their personal best. To achieve this on going goal, the college must continue to develop a stimulating learning environment where student feel encouraged and are supported by teachers who are empathetic and enthusiastic. The college is also committed to further professional learning to support staff in their work. The encouragement of high quality professional interaction which leads to improved performance and students outcomes is a key element of the school goal.

EDSC is also fortunate to have Mr. Phillip Gardner as the principal because he is a committed and dedicated person in matters pertaining to his responsibility as a school leader. He feels that a great strength of EDSC is that, it is more like a family than an institution. A good family cares about its members, wants the best for them, and supports members in their achievement of all these values and goals. According to Mr. Gardner, they should enjoy each other's company and celebrate achievements together. Whether they are students, teachers, support staff or administrators, they have special talents which when combined together make EDSC a strong and confident community. He believes that each member has a responsibility to himself to maximize these opportunities while at the same time helping others to achieve theirs.

Through the Mentor Shadowing Program, I have observed that Mr. Phillip Gardner has excellent quality leadership and management that are much needed for a school to be effective. According to his Senior Assistant of Operation, Mr. Keith Butler, Mr. Gardner is a person who reflects on every action and decision that he made for the school. He treads carefully before making the final decision or judgment. As a leader, he has set a clear mission and vision for EDSC and wants nothing but only the best for everyone in the school. With the cooperation and supportive collaboration from the School Board of Councils, EDSC has proven to be one of the excellent schools in Victoria and was awarded the Accreditation Award as a Performance and Development Culture school on 30th November 2007. The ceremony was hosted by EDSC and officiated by the Minister of Education of Victoria, Ms. Lesley Bronwyn.

As a new principal, I have learned and gained invaluable knowledge and experiences by having Mr. Gardner as my mentor although for just seven weeks. Through one of my interviews with him, he gave me some tips on how to be a good principal:

1. Should care about the place and people.
2. Must have personal pride in doing the job for the school.
3. Must develop an understanding about leadership in the school.
4. Stay calm when facing problems or any crisis.
5. Be aware of our emotions.
6. Get an understanding of what makes good teaching.
7. Enjoy the variety of the work one is doing because not one is the same to another.
8. Education is for all.
9. Be different and yet not get carried away in whatever things we do.
10. Take opportunity to enjoy ourselves despite the hectic schedules.



THE BROADER CONTEXT: VICTORIAN EDUCATION SYSTEM

The two months sojourn at Clayton Campus and mentoring at EDSC had given me the opportunity to learn about Victorian State Education System especially in the areas of teaching-learning and leadership development program.

I became a more learned person by being exposed to the set of three core beliefs of OSE in Victoria. First, I learned that all students should be given opportunities to learn. Secondly, I strongly believe that all students can learn if they are taught by highly effective teachers and they will learn and make progress. At the same time, the students have to work hard and get smart. If the students invest effort into their learning and are exposed to targeted interventions, they will improve their performance on time. Thirdly, failure is not an option. If we expect and only accept students' best work and they are supported to deliver it, progress will occur.

During the two months program, we were also provided with knowledge as to the manner in which the Victorian Department of Education [DoE] improves the performance of every government schools. The Blueprint for Government School 2003 has created a sense of urgency about the differential quality of the educational experience in the government schools. The Blueprint was also considered as the catalyst for generating a systematic response to this challenge and is founded on the belief that every student is entitled to a quality education.

The Blueprint identified three critical areas for reform;

- (i) Recognizing and responding to diverse student needs.
- (ii) Building the skills of the educational workforce to enhance the teaching-learning relationship.
- (iii) Continuously improving school

Thus, a comprehensive reform agenda that drew on international evidence-based strategies would most effectively build the capacity of the Victorian school system, hence delivering improved student outcomes in three areas namely:

- Student learning
- Student pathway and transitions
- Student engagement and wellbeing

In the leadership/principal development, I observed that a distinguishing feature of the Victorian school improvement strategy is the focus on investing in the knowledge base of their new leaders. They have the mentoring system for the new school principals who are being guided professionally by senior principals. The new principals were paired with senior principals to impart knowledge, skills so as to develop greater understanding of the nature of leadership required for school improvement. In this manner, the new principals would be well prepared for the roles and responsibilities in their school organization. Such preparation includes attending seminars, workshops and professional development programs conducted by the Department of Education and Early Childhood Development (DEECD).



THE LAST WORD

The reflection that I had after attending the course is that learning is the essential fuel for the leader, the source of high-octane energy that keeps the momentum by continually sparking new understanding, new perspectives, new ideas and more urgent challenges. It is absolutely indispensable under today's conditions of rapid change and complexity. Whether we are novices or senior principals, we have to keep learning about principalship in order to keep in phase with the new development in school leadership and management. Mastering the changes, challenges and complexities of principalship is never an easy task. The school's stakeholders such as students, parents, local communities and government are always demanding that the school should be run efficiently and produce good results in the national examinations.

The task requires a competent and capable principal. In my opinion, the objective of creating the Malaysian High Performing Principals through this course/program have being fulfilled. This course/program have taught me that the most important step in establishing an effective principalship is creating the school as the community of learners who work together to achieve the desired outcomes (Sergiobanni 2007, 84-85). A high performing principal should be able to organize everyone in his/her school in ways that they could achieve the goals. In this sense, the student's growth is closely related to teacher's growth. Most probably nothing within the school has more impact on the student in term of skill development, self-confidence or classroom behavior than the personal and professional growth of their teachers. The key to professional growth for teachers is based on the relationships developed within the school teacher and principal and between the teacher and their colleagues.

The quality of adult relationship reflect the quality of instruction, the character of the school and the achievement of the students. When the atmosphere of collegiality is created, it is reflected in its positive culture where the people in the organization share their knowledge and skills and help each other to enhance the development and progress of the school organization. As a principal ones needs to initiate, model, promote and engage in learning and at the same time create a learning environment in order to build a community of learners in school. This is what is defined as high performing principal.

I would like to express my gratitude to the Ministry of Education Malaysia for making me part of the Postgraduate Certificate in Education at Monash University, Australia as it gave me lot of knowledge and experience. The Mentoring Program has benefited me beyond my expectation. While the courses at the faculty gave me pure knowledge about leadership and principalship, the mentoring aspect me the experience. In short, this postgraduate program had given me both; the concept and the reality of being a school principal in improving an educational organization.



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Chapter 6

PROCEEDINGS PAPERS 2009



ROLE OF DISTRIBUTED LEADERSHIP IN DELIVERY OF QUALITY EDUCATION: EXAMPLES FROM NEW ZEALAND RESEARCH

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ABSTRACT

This presentation explores the characteristics of leadership in delivering quality educational outcomes through an exploration of quality leadership across policy evaluation and research studies carried out in New Zealand, and in particular at the University of Waikato. These projects range from long-term studies within schools to national policy evaluations. From these studies a number of common leadership issues arise. Leadership, including a vision for change and planning for action to implement this vision is crucial in any educational change. The notion that this leadership is something that is exercised by one individual is slowly being replaced by a view of leadership that distributed across multiple people and situations. There is also increasing evidence to support a strong relationship between distributed patterns of leadership and improved outcomes for schools, teachers, students and communities. This leads to consideration of extended leadership teams which may include new roles, new practices and new ways of operating. This includes increasing ways of collaborating both internal and external to the organisation as well as the development of networks. Change is also accelerated when there are joint and shared visions and problems/projects supported by effective leadership. Evidence is emerging of leadership that supports relationships and networks within a system combined with high levels of flexibility and autonomy that can lead to the delivery of high quality education. These characteristics will be supported by evidence of effective practice in schools and classrooms.

INTRODUCTION

As the education system continues to evolve in the 21st Century, more pressure is placed on the system in terms of the delivery of outcomes for diverse contexts and learners as well as other reforms. In the last 50 years we have seen a move to more localised decision-making for schools, a large number of ranges of policy initiatives from assessment through to ICT imposed on schools, and a change in the way leadership and management is conceptualised and operationalised. This paper considers how sound educational leadership and management can assist in addressing the many complex educational issues in the current education environment and make a difference for students, teachers, schools and the wider community.

In New Zealand the 'Tomorrow's Schools' reforms legislated in the Education Act (1989) created what are known as 'self-managing' schools; self-managing schools have substantial autonomy over finances and resources, including human resources, and also over teaching programmes. The goal was to increase parental involvement in education and allow for more parental choice of school for their children. The Act established for each school a board of trustees that is responsible for setting the direction of a school, within the parameters of regulation; responsible for appointing the school principal; and is accountable for the school's performance to the Education Review Office (an independent



audit agency) and to the Ministry of Education. Boards are comprised of elected members of the school community, the principal, a staff representative and, in the case of secondary schools, a student representative. Boards provide strategic guidance and a monitoring framework through which to assess the progress towards strategic directions. School management, under the leadership of the principal, is accountable to the board for the performance of the school. Thus, since 1989, principalship has been conceptualised as having two dimensions. The principal is responsible for teaching and learning programmes to deliver the national curriculum and for the management of all human, financial and other resources.

NOTIONS OF LEADERSHIP

Spillane and colleagues (Spillane, Halverson & Diamond, 2004; Spillane, 2006) provide evidence that leadership is stretched over people and distributed over the materials and artefacts that are part of the organizational and social structures of schools. Copland (2003) notes that effective leadership in schools involves individuals both internal and external to a school.

...leadership is a set of functions or qualities shared across a much broader segment of the school community that encompasses administrators, teachers, and other professionals and community members both internal and external to the school (p. 376).

Elmore (2002) emphasizes that this distribution of leadership does not mean that those in formal leadership positions, particularly the principal can abdicate their responsibilities. Distribution of leadership does not imply distributing the leadership functions in terms of delegation either. Fullan (2003, 2005) proposes that when the goal is sustainable systemic change individuals at the level of the state, the region, and the school need to provide leadership for change and more than this, they need to work together across the levels to promote and support change. Leaders at each of these three levels thus need to be adapt at working with policies and practices within and across the levels. Distributed leadership is primarily concerned with mobilizing leadership at all levels in the organisation not just relying on leadership from the top. It is about engaging many rather than the few in leadership activity within the school and actively distributing leadership practice. The emphasis is about leadership practice and a distributed model of leadership is one premised upon the interactions between many leaders rather than the actions of an individual leader.

Schools are becoming more complex places. In the future they will need to be more responsive to a rapidly changing environment and set of circumstances. They will need structures that are versatile and responsive to shifting needs and priorities. Therefore the leadership practice has to also be adaptive, flexible and highly responsive to external and internal pressures for change. This will require new forms of leadership and decision making processes that are distributed within, between and across schools and communities.

National policy can stimulate and support change through the provision of direction and resources intended to develop particular capacities (Hannaway & Woodroffe, 2003). National policy is however interpreted and implemented by organizations and individuals at the various levels of the educational system. Any interpretations made and actions taken



will depend on the interaction between the policy, knowledge, beliefs, current practices of the organizations and individuals, and the setting, which has itself been shaped by responses to previous policy initiatives (Spillane, 2004).

There is increasing evidence to support a strong relationship between distributed patterns of leadership and improved student outcomes. This paper highlights five long-term studies that explore the importance of leadership and improved outcomes for teachers and students. These studies examine the introduction of ICT, new curriculum areas, raising achievement for Maori (indigenous people of New Zealand) and enhancing literacy practices. The ICT project was spread over 7 years and involved over 2000 teachers, the curriculum projects involved more than 12 schools, 25 teachers and principals and 600 students. The raising achievement for Maori project (Te Kotahitanga) which seeks to support teachers and schools to implement an effective teaching profile in their classrooms and schools so as to bring about changes in Maori students' participation, engagement with learning and achievement involved 33 schools, 2453 teachers, facilitators, principals and senior management, and 9935 students. The literacy projects undertook evaluations on the national basis. This set of studies therefore provides a large data set through which leadership issues can be explored.

INTEGRATION OF ICT AND DISTRIBUTED LEADERSHIP

The integration of information and communication technologies (ICT) into schools has been a focus of a plethora of policy initiatives by governments worldwide for over twenty years. Zhao, Pugh, Sheldon, & Byers (2002) noted that aspects of the school context including administrator support, school technological infrastructure and the extent to which peers supported and encouraged the innovator impacted on the success of the innovation. Tearle (2004), who analysed ICT integration in three schools in the United Kingdom, came to a similar conclusion. She argues the need for a whole-school vision for ICT use, along with a role for school characteristics, culture and ethos that support change, all coupled with the practical support and the visible involvement of the principal. Research by Anderson and Dexter (2005) endorses the importance of the principal in establishing a technology committee and budget, personally using technology, spending time on and budgeting for technology integration, however, they conclude that leadership and planning for ICT integration is more a school than an individual characteristic. Leadership for ICT requires an overview of the technology itself, along with skills to manage the changes in school structures and systems and the teaching and learning processes that can arise from the use of ICT (Cuban, Kilpatrick, & Peck, 2001). Moreover, when systemic sustainable change is the goal there is a need to consider systemic issues (Fishman, Marx, Blumenfeld, Krajcik & Soloway, 2004). That is, there is a need to look beyond the individual leader and even what is happening in an individual school, to consider the ways that the wider educational and political context including policy, professional development planning and the provision of resources, both shapes and constrains what happens. Researchers investigating innovation across school sites have concluded that the processes of initiating, transferring and sustaining innovative ICT practices within and across different school systems involve very different challenges and issues indicating the impact of the national context (Kankaanranta, 2005).



In the national evaluation of the 'Laptops for Teachers' (TELA) evaluation (Cowie, Jones and Harlow, 2009) we explored the implications of this and other Ministry of Education policy initiatives to consider the ways the New Zealand government has provided, or not, direction and resources to support school and teacher ICT use. Teacher commentary indicated they experienced leadership for laptop use as being distributed over people and groups at all levels of the school system. Specifically, leadership was distributed over people involved in school governance, over senior school managers including the principal, over those with formal responsibilities for ICT within a school, and over departmental leaders and teachers as leaders in the classroom.

LEADERSHIP DISTRIBUTED OVER SCHOOL GOVERNORS

In the initial stages, a leadership decision was required at the school governance level that a school would take part in the TELA scheme. In three of the eight case study schools board of trustee commitment to ICT use and the benefits they could envision for teacher access to TELA laptops played a key role in the impact of the scheme. In one school, the board's understanding of the potential for teacher laptop access to influence ICT use within the school was a crucial factor in the decision to fund teacher laptops. Those interviewed explained that their board and principal were actively pursuing a vision for ICT integration and were fully behind the scheme, to the extent of paying the lease costs. Teachers were aware of the financial implications of a board paying for teacher laptops and appreciated the board paying some, or all, of the lease. They saw this as a sign that the board valued teachers' use of ICT. In another school, the board initially viewed the laptop as a personal item and did not fund the lease. The appointment of a deputy principal, who incidentally had expertise in and enthusiasm for ICT use, played an important role in changing this situation when the board realized that teachers accessing TELA laptops would be a cost-effective strategy to promote another initiative.

LEADERSHIP DISTRIBUTED OVER SCHOOL LEADERS AND THOSE WITH EXPERTISE IN ICT

Subsequent to a school entering the scheme, school policies and practices determined the incentives and opportunities teachers had to use the laptops. Leadership for this purpose was exercised by a range of people from enthusiastic classroom teachers, to heads of department, to those in senior management positions including the principal. School policies about acceptable use reflected a meld of the TELA scheme requirements and the benefits and opportunities that formal school leaders envisioned for teacher access to a laptop for their exclusive use. Some schools restricted teacher acceptable use of the laptops to school-related tasks; others allowed laptop use for all but inappropriate and objectionable tasks. Schools with a more flexible approach considered all use could contribute to use for professional purposes. Teachers were very appreciative of this sort of detailed planning and the implicit valuing and support for their efforts in using the laptops. In some schools, a lack of ongoing leadership to bring about successful ongoing support for laptop use had led to integration problems. In schools where there was little active senior level leadership for ICT the resulting vacuum was filled, or not, at the departmental level by heads of department and/or teachers with enthusiasm for and expertise in ICT. In these schools, ICT/laptop use was inconsistent and support for use was generally thought to be poor or inadequate by those interviewed. It would seem that leadership is important for initiating and sustaining the conditions that support teacher utilisation of laptops and



for helping teachers extend their use of the laptops. Without a clear vision at the senior management level leadership, school-wide development may be haphazard and ad hoc, dependent upon individual capability and interest. Senior level leadership was crucial because of the financial implications, irrespective of school initial infrastructure. Leadership and/or modelling from the principal or senior management was considered influential in the development of whole school electronic systems for administration, data management, and communication. Principal and senior management leadership is essential if teachers are to have time within the school day to pursue collegial and personal learning opportunities. Time was the most commonly identified support needed to help teachers make more use of their laptop for teaching.

LEADERSHIP DISTRIBUTED OVER SUBJECT DEPARTMENT LEADERS

Teachers in each component of the study identified peer mentoring and collegial support as the main mechanism for enhancing their use of the laptops for teaching and learning: around two thirds (68%) of questionnaire respondents in both 2004 and 2005 had been helped by school ICT staff and a half by other teachers. Collegial help was described by those interviewed as the preferred and most prevalent form of professional development. The mentoring and collegial support provided by same subject colleagues for ICT use in teaching and learning was seen to be especially valuable because it was in context. Same subject colleagues as mentors provided access to models of how a laptop could be used for teaching within the setting teachers found themselves. Department based leadership for teaching could be provided by either the head of department and/or an ICT expert within a department, although leadership by an enthusiast was said to be facilitated when the designated department leader provided time for sharing of ideas and expertise during department meetings and encouraged and supported teachers visiting each other's classrooms. Leadership was needed to encourage the development and sharing of electronic lesson materials. It was important that someone, usually the head of department, took responsibility for setting up and maintaining a well-organized central repository for lesson materials.

LEADERSHIP DISTRIBUTED OVER CLASSROOM TEACHERS

Ultimately, it is teachers in their classrooms, through their interaction with students, who enact change. Teachers are the leaders of learning in their classroom (McGee, 1997). Laptops have liberated teachers in terms of their teaching practice, and some of them are quite excited about all the new innovations and how these can help their students learn better. Each year, a majority of questionnaire respondents and the focus group and case study teachers identified making more use of ICT in their teaching as a main goal for further development, and information on how to do this as their greatest professional developmental need.

LEADERSHIP DISTRIBUTED OVER TIME

The impact of the wider policy context on teacher laptop use was not an explicit focus for the TELA evaluation but there was some evidence that, as Spillane (2004) has pointed out, the implementation of a particular policy depends not only on teacher and school interpretation of that policy, but also on previous policies as they had become embedded in school policies and priorities, teaching materials, and teaching practices. The differences



in the case study school technological infrastructure highlight this point. The efficient and effective use of technology requires a reliable, robust and ubiquitous access to hardware, software and technical support. These aspects have knowledge and expertise, time, financial and resource implications and costs, which schools can only meet over time. Schools that had not previously invested in ICT were in a qualitatively different position from those who had as the inception of the TELA scheme, pointing to the impact of leadership decisions overtime at the level of school governance. Schools that had invested not only had better facilities, but also more on-site expertise to allow them to optimize the potential of teacher laptops. Focus group and case study teachers in each of the yearly cycles of data collection discussed this as an equity issue for both teachers and students.

LEADERSHIP AND OUTCOMES FOR STUDENTS

The implementation of any national policy and its associated evaluation needs to be considered in the context in which schools are situated in relation to the broader social context of the relationship between government policy and the way schools are governed and managed in New Zealand. The NZ Curriculum Framework and the recent draft curriculum place school curriculum decisions in the hands of the local school and community with a focus on high expectation for all students and more flexibility for teacher and schools to help students to achieve these expectations. Leadership for curriculum change and implementation is more effective when there is a strategy associated with developing and supporting professional learning communities within schools rather than focusing on individual change. Research from two long term classroom projects (Jones & Moreland, 2005 and Cowie, Moreland, Jones and Otrrel-Cass, 2008) suggests effective change can occur when the conditions are set up in the school to allow for reflective, collective focus, with collaboration and sharing by teachers and where student achievement is shared. In this process teachers gather evidence, reflect on practice based on evidence and take collective responsibility for student achievement (Timperley, 2005). Effective professional learning has structure and collegial focus around student engagement and achievement with a focus on practice. To achieve this requires effective management and leadership from the school leaders. Planning for change is required not just focusing on planning for implementation (Akerman, Anderson and Anderson (2001). For school leaders this results in a need to build an integrated change strategy as part of school leadership and management rather than just 'implementing a curriculum'. This also relates to the implementation of Government policy for schools and the way in which policy is interpreted and operationalised in the school setting. Structures are required that include time for reflection and sharing. These meetings are more effective when they occur in school time. School improvements require a commitment to ensuring effective systemic change where there is a need to build clear organizational processes and infrastructure.

The factors that contributed to school-wide change in assessment for learning practices were investigated (Jones & Moreland, 2005). The evidence indicated that significant changes had occurred in the school including the raising of student achievement. The culture of the school was seen as an important factor in sustaining and implementing changes at the school-wide level. The culture was described as one that allowed teachers to show initiative, take risks, question, examine and reflect. The principal built a trustworthy, supportive school culture focussing on developing curriculum knowledge, self-examination and questioning, risk-taking and reflective attitudes. The staff saw the principal as crucial in



that she was focused on being an effective leader and on teaching and learning. Research findings were incorporated into whole school planning, assessment for learning practices and reporting systems. The culture of sharing information in the school as well as team planning assisted the dissemination process. It was the gains in students and classroom practices that encouraged other teachers to try out some of the ideas from the project. Although the positive research outcomes in terms of student learning had a significant impact on the uptake of the ideas and the culture of the school expedited this, the teachers also commented that the nature of the research had a significant impact. The teachers saw that an essential part of the research/professional development relationship was working together on a common problem. The joint nature of the problem and collaborative relationship between the different groups was seen as significant. The long time frame was crucial for assisting and sustaining change as it provided time to build a strong supportive relationship between leaders and teachers to plan modifications, trial ideas and reflect on success. Time ensured a long period for analysis, reconceptualisation, discussion and dissemination of results. It gave opportunities to step back from the work and reflect, granting scope for rethinking and synthesis. Teachers were their own change agents and a willingness to change was required for successfully modifying teaching practice and shifting thinking. Therefore, time for teachers to engage in intellectual and professional conversation was in-built. Time was required to create a mutually respectful inquiring community so the shared interest of enhancing teaching and learning could be fostered.

A third project is designed to raise Maori students' achievement in mainstream schools, Bishop, O'Sullivan and Berryman (in press) identified the following characteristics of effective leadership for supporting change in schools for teachers to raise students' achievement. Effective leadership:

- Establishes and develops measurable goals in order that progress can be shown, monitored over time and acted upon;
- Supports teachers to set specific goals rather than unspecified changes;
- Promotes and supports pedagogic reform and enhancement of classroom interactions;
- Creates, promotes and develops professional learning communities;
- Redesigns and refines organisational frameworks to support reform;
- Spreads the reform so parents and community are engaged;
- Develops the capacity of people and systems to identify, gather, analyse and use evidence to enhance practice; and,
- Takes ownership and resourcing of project.

It is not only what occurs in schools that it is crucial but also the way Government policy through the development particular initiatives can support leaders. For example, it has been found that Literacy Development Officers (who work with a range of schools) can help principals to raise literacy levels for students by assisting principals to develop evidence based practice in their schools by using a range of assessment data, deprivatising classrooms in a climate of trust, co-ordinating networks, engaging in joint planning and joint projects (Alcorn, Wright & McKim, 2008). Reform around literacy requires school-wide engagement and responses around developing learning communities with a view to enhancing practice. The evaluation of the Secondary Literacy Programme (Wright, May, Whitehead, Smyth & Smyth, 2005) highlights that school leaders can be pivotal to the long-term success of a literacy initiative if they:



- Actively and visibly support literacy (e.g. attend PD sessions, promote literacy to staff, students, school community);
- Allocate a sufficient budget to support literacy (e.g. for teacher relief, physical and virtual resources);
- Understand teacher and organizational change and its potentially destabilizing effects in the short term; and
- Promote changes to school systems and processes to support a literacy focus (e.g. appraisal, timetables, class allocations, computer networks, uses of diagnostic tests).

Indeed Robinson, Hohepa and Lloyd (in press) show that the close involvement of leadership in establishing an academic mission, monitoring and providing feedback on teaching and learning and promoting the importance of professional learning has nearly four times the impact on students outcomes than does transformational leadership.

LEADERSHIP AND DISTRIBUTED NETWORKS

Networking and collegiality among participating teachers seem to be an important condition for enhancing policy initiatives. The importance of developing networks both internally and externally to the learning organisation was apparent in a number of the research studies. This includes networking with colleagues in and out of the school and across schools. An Assessment for Learning Project (Cowie, Moreland, Jones and Otrell-Cass, 2008) actively supported teachers from different schools to work on shared problems over three years. The teachers shared experiences and developed research questions, reflected on their practice, developed classroom material and analysed evidence including student work. This network provided an essential infrastructure for the delivery of student outcomes.

Similarly, the development of ICT clusters has been an important aspect of building teacher capability around new technologies. These clusters do not just develop but are planned for, with time allocations and resources if they are to be sustainable. Informal clusters are not always as robust. It is not just networks of teachers but as Harris (2005) highlights the ability to work and lead beyond the individual school is of increasing importance.

CONCLUSION

This paper has shown that distributed leadership models can result in improved outcomes for teachers and students. Distributed leadership requires high levels of trust, transparency, shared problems as well as a commitment to horizontal and vertical engagement both internal and external to the organisation. Fundamental to this is clear articulation of the goals and processes to realise these goals through effective planning rather than direct implementation. Effective leaders are engaged in the goals/problems and manage time and resources to meet those goals. Distributed leadership needs to be an organisational condition and as such needs to be planned for, inclusive and promoted, including a clear understanding of change processes. It is often assumed that distributed leadership means delegating certain tasks rather it is a process where distributed leadership is the result of shared activity, discussion or dialogue rather than the handing out of tasks. Distributed leadership is a communication system and process by which the organisation learns and develops and therefore will vary from context to context in terms of its operationalisation.



However, distributing leadership over more people is risky and may result in the greater distribution of incompetence. Timperley (2005) suggest that increasing the distribution of leadership is only desirable if the quality of the leadership activities contributes to assisting teachers to become more effective.

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RESPECTIVE APPROACHES IN PROMOTING DISTRIBUTIVE LEADERSHIP IN SCHOOLS

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ABSTRACT

This paper discusses the understanding of distributive leadership and promoting it through the respective approaches, in order to build the credibility of future leaders in schools. The question is, who will lead and manage the school in future when the senior and middle level managers in school prefer to apply for Master Teacher posts in order to gain fast benefit for better grade and pay? Therefore is it feasible to promote distributed leadership in order to manage the school effectively and identify future leaders? Leadership based not on the traditional notion premised upon an individual hierarchical and structural position, that is, only the head teacher's leadership that counts. Rather, leadership is dispersed, to be a shared activity, in the form of team work. In Islam, all beings are leaders. The method of study comprised conversation, consultation, observation, experiential, and document review with senior and middle managers, academic and non academic staff. Distributive leadership is partly practiced in Muzaffar Syah Science Secondary School (MOZAC) by a group of teachers who are capable, competent, enthusiastic, and committed. These teachers are given certain responsibilities and roles to keep the various components of the school together. These teachers possess good interpersonal and collaborative skills and able to move other teachers to consensus thus creating a win-win situation. Rotation of leadership position is also practiced to create neutral leader or mediator by acknowledging the teachers' strengths, commitment, and passion. If distributive leadership can be promoted in schools, improvement in performance of the school can be achieved and future leaders among the teachers can be identified.

BACKGROUND OF THE STUDY

I intend to write on the respective view because most of my senior academic staff does not want to be leaders. Why? First, they believe that they do not possess leadership quality, that is, they lack self confidence. Secondly, to them leaders are structured. Hierarchical wise there are limited posts at the top and thus only offered to the selected ones especially the senior teachers. Thirdly, even though they are federal government servants and can be posted anywhere in Peninsular Malaysia, yet most of them preferred to stay put in their hometowns or states. The fourth reason is they are academically inclined or self centred or less interest in personnel growth through administration. Apparently when there are a lot of vacancies for Master Teacher posts offered by the Malaysian Ministry of Education, most of them have the intention to apply for the posts and are reluctant to take up the succession challenge at middle and senior management level. To them, it is the easiest way to gain more pay; faster than having hierarchical post which are limited and takes time to be appointed. Besides, if they are appointed to be Master Teacher, they only stay put in their present school or they would not be transferred to other schools. I personally agree and support their ideas and intentions but the problem is who will lead and manage the school in the future? Can they sustain their performance as Master Teacher for not being transferred?

I always inform my staff that in managing any organizations in this world, we are



managing human beings. If we can have good relationship with them, we will work in a happy and harmony organization. So, we need to work as a team in order to manage leadership in a form of teamwork. We will find effective leaders in every successful school. These leaders are well educated, self-motivated, and self-directed teachers: most of them know far more about their given work area than their managers. School leadership is primarily about learning and teaching. Learning and teaching lie in the heart of successful school leaders. In Islam all beings are leaders. All leaders must be responsible for what they do. I believe that some of us do possess the characteristics of distributive leadership and we can promote distributive leadership in any organization that we lead and manage but probably not in a short period. In order to address this issue, we have to understand the relationship of roles and leadership as well as the concept of distributive leadership.

LEVELS OF ROLE

In schools, roles are allocated and authority is delegated to various personnel concerned. The process of distribution is formally initiated by the principal who identifies and delegates leadership responsibilities to respective individual teachers such as key subject's teachers, forms or class coordinators, heads of departments, deputy principals and the so call front-line officials, middle managers, and the top management. Thus, the school, as a system, is filled with many interlocking official roles. Each role acts as a link, for example to keep the various component of the school together as an organization to perform some assigned functions smoothly. Principals cannot possibly be the 'pillars of organizational effectiveness' in every area that contributes to a school's reputation for excellence: they can't be every where at the same time. Status and role are thus two sides of a single coin. Status is a socially identified positions; role is the patterns of behaviour expected of persons who occupy a particular status. Developing leadership potential over time requires placing individuals in a variety of roles, with an expanding range of responsibilities and accountabilities. As far as possible roles should be designed around the individual – to provide roles that will intrigue and challenge their best talent (National College for School Leadership, 2003). Through the allocation of roles, leadership is distributed because it involves setting a direction for the school which includes developing the people and the organization.

Level 1	Teacher as leader	Managing self and having some whole-school leadership responsibilities
Level 2	Leads team	Managing other's in team
Level 3	Leads team across the school	Managing teams on whole-school issues
Level 4	Leads school	Primary responsibility for leading school



LEADERSHIP

From my personal experience and reading, leadership do not have to come from the top. Anybody at any level who can persuade or drive others to create substantial change for the betterment and achievement of others or organizations have the potential to be a leader. However, when referred to a few of my senior academic staff for the meaning of leadership, most of them understand leadership based on the traditional notion premised upon an individual hierarchical and structural positions. To them, leader is thought of as the person who exercises discretion and influence over the directions of the school. In most cases they always want the principal to instruct or make the decisions because they respect their leader who holds considerable positional power. So, what is leadership? In 'The Nature Of Leadership', an article written by Barker (2001:124), quoted Gemmill and Oakley (1992) who defined leadership as 'a process of dynamic collaboration, where individuals and organization members authorize themselves and others to interact in ways that experiment with new forms of intellectual and emotional meaning'. Why do they define leadership as a process? First, leadership is a process that is not specifically a function of the person in charge. Leadership is a function of individual wills and of individual needs, and the result of the dynamic of collective will organized to meet those various needs. Second, leadership is a process of adaptation and of evolution: it is a process of dynamic exchange and the interchanges of value. Leadership is deviation from convention. Third, leadership is a process of energy not structure. In this way, leadership is different from management: management pursues stability, while leadership is all about change (Barker, 1997). Therefore, Barker (2001) defined leadership as a process of transformative change where ethics of individuals are integrated into the mores of a community as a means of evolutionary social development. According to Lambert (2003), leadership is about contributing to, learning from, and influencing the learning of others. It is also creating the opportunities for others to learn: when skilfully approached, professional development is as much about adult learning as student learning.

Leadership is not all about directing. Followers or team members do not like to be bossed around. They prefer to be treated equally, for they consider themselves to be valuable contributors towards arriving at a common or shared goal.

DISTRIBUTED LEADERSHIP

Gronn (2002) defined leadership as 'emergent work-related influence' and identifies two broad meanings of distributed leadership. First, numerical view, which refers to 'the aggregated leadership behaviour of some, many or all of the members of an organization or an organizational sub-unit', leadership which is 'dispersed rather than concentrated'. As Gronn (2002:655) suggests, it is not only the head teacher's leadership that counts but also the leadership roles performed by deputy heads, substantive teachers, support teachers, members of school councils, boards or governing bodies and students. Second, distributed leadership is a concertive action, rather than aggregated, individual acts. According to Gronn, there are three forms of concertive action that may be attributed to leadership. First, spontaneous collaboration concerning tasks where leadership is evident in the interaction and relationships in which people with different skills, expertise and from different organizational levels combine to pool expertise and regularize conduct for the duration of the task. Second, shared role which emerges between two or more people, involving close joint working 'within an implicit framework of understanding' and



emergent 'intuitive understandings'. Third, institutionalization of structures of working together (concertive mechanisms), for example as a committee. These three forms of concertive action represent successive stages in a process of institutionalization. In each case, the agents constituting the membership of the units act conjointly. Conjoint agency means that agents synchronize their actions by having regard to their own plans, those of their peers, and their sense of unit membership. Conjoint agency entails at least two processual components, such as interpersonal synergy and the reciprocal influence. There are two types of synergies that are the formal and informal. Formal synergies are based on role incumbency while informal synergies are anchored on personal relations. Formal synergies include four subtypes such as cross-hierarchy, trusteeship, parity of relations, and separation of powers.

ELEMENT OF DISTRIBUTION

Oduro's (2004) findings demonstrate that (i) Although head teachers have an idea of the concept of distributing leadership, the term itself does not form an integral part of their day-to-day working vocabulary (ii) The process by which leadership is distributed in schools may be understood in terms of the initiative head teachers take to share leadership responsibilities with teachers, the creation of an environment in which teachers feel free to own initiatives and assume leadership responsibilities and the ways in which head teachers, teachers, and students or pupils relate to each other in order to promote a greater sharing of leadership. Therefore, the researchers distributed leadership is not a new leadership technique but rather an intellectual label that seeks to re-enforce the fact that leadership needs to be a shared activity in schools. According to Oduro, the elements of 'dispersed leadership', 'collaborative leadership', 'democratic leadership', and 'shared leadership' project an element of distribution.

From the above understanding, distributed leadership are non-person centered, it is distributed among formal and informal leaders. We can no longer belief in the power of one but to a belief in the power of everyone because leaders work with and through others. The principal, senior assistance, heads of departments and key stages rely on colleagues to put into practice agreed ways of working. Distributed leadership is an activity-based approach to leadership and it focuses on the tasks to be accomplished. Essentially distributed leadership is a networking that interacts individual relationship with others and creates trust and respect when people work together which are essential conditions for learning and leading. The initiatives for distributed leadership arise from cultural influences embedded in society. Therefore, distributed leadership is not something new. It is a shared activity in the form of teamwork or web which we do practice it without realizing the respective term related.

PROMOTING DISTRIBUTED LEADERSHIP IN SCHOOL

School leaders are recruited almost exclusively from the teaching population, so we need to identify a pool of high potential candidates, develop leadership competencies in those candidates through intentional learning experiences, and then select leaders from the pool of potential leaders. Probably this is one way for us to argue with the traditional hierarchical view of leadership in schools.



In order to improve leadership quality in schools, the traditional roles of principals and teachers must be renegotiated through knowledge. In essence, if teachers are to be empowered in democratic learning communities then formal preparation for leadership should include teachers. (Don Ledingham's Learning Log, 2007). In promoting distributed leadership in schools, the respective approaches stated below probably have been practiced by most of us.

As a learner

Everybody in school including the principal must participate as a learner in classrooms and professional-development sessions. This practice demonstrates that learning is important and enriches knowledge, understanding, and ability to contribute to the important dialogue about improving instruction in content or context areas. We also learn through respective websites or do benchmarking against certain schools that are better of than us. We do give hand to help others who need our help in our respective niche areas. Thus, participating in professional-development efforts builds leader's credibility and trust, and focuses our ability to scrutinize instructional and transformational practices.

Task specificity

From what have been discussed above, basically, it seems that distributed leadership is already been nurtured in the school but due to certain circumstances it faded away. Why? Some of the senior staff are self-centred and are 'plateau' leaders, formalized rules and regulations which govern all activities and people. In order to develop and nurture back the distributed leadership, my senior assistants and I applied the Hersey and Blanchard's situational leadership styles (Linstead, Fulop & Lilley, 2004). We gave direction and supervised enthusiastic and committed teachers who lack competence. For teachers who are competent but lack of commitment, we also support them by coaching in order to rebuild their enthusiasm and self-esteem. For those teachers who are competent to do a task but lack confidence or motivation; we give support and encouragement to raise their flagging commitment. Finally, teachers who are both competent and committed to achieve a particular task, we merely delegate task to them. Delegating responsibility and authority to senior and middle management teams gives more teachers opportunities to share in decision-making and were 'empowered to lead'.

Minimizing Roles

As the complexity of roles has increased due to the expansion of various educational reforms in our educational system, an analytical assessment may possibly be given regarding the roles concerned. Moreover, there has been evidence of role-conflict which has led to the ineffectiveness of some units or sections in attaining their objectives. This is because an individual or officer might perform many roles and a role conflict may arise either due to time energy conflict, or conflict between roles, or conflict with different roles played by different people. Therefore, the principal who is responsible for the whole administration and management, and well-being of the school must see that the roles of the teachers are well defined and carefully distributed. Teachers who are qualified in certain fields should be given appropriate duties because they will perform better if they are given responsibility in accordance with their aptitude, ability, and interests.



Due to the above conflicts between roles, for the first stage, we manage to minimize the roles of teacher by putting off certain inactive or underperformed sub-units through extra-curricular activities. On students' side, we manage to increase their membership for the respective activities handled by them. Why? Through our conversation and observation, teachers cannot cater too many workloads and roles or doing too many clerical works from sub-units. We had to be selective and used our discretion because we have almost 630 students with only 65 teachers. So, by minimizing their roles, tasks are relatively straightforward and relatively easy for a group of people to work interchangeably on tasks and jobs. Indeed there are many advantages in this: it allows flexibility in the use of staff (work does not stop if someone is away); it improves communication (everybody knows what is going on); and it may be motivating through the existence of task variety, identity, significance, responsibility, and feedback. There are certain improvements for the respective quarters at state and national level in our school especially through the extra curricular activities on academic.

Job rotation

In leadership development, job rotation is an approach to management development where an individual is moved through a schedule of assignments designed to give them breadth of exposures to the entire operations. Job rotations are lateral transfer of employees between jobs in an organization. The aim of management job rotations is to help individuals increase their portfolio of knowledge and skills. Job rotations broaden individual's experience and giving those in-depth exposures to areas outside the functions or occupational specialties for which they were originally hired and which they have advanced. Employees are more likely to follow the leader if they have confidence that the leader understand their area, the organization, and the industry, and job rotation builds the credibility of future leaders (Kouzes and Posner, 1989).

Job rotation can alleviate career burn-out and create a new challenge to stimulate individuals. This is because some good employees find that after several years of doing the same job, they lose their interest and motivation, and though they are not interested in leaving the organization, they are seeking different job challenges within the organization (Leonard and Nadler, 1989). Job rotation also tests how well high-potential management employees adapt to change, solve problems, and learn how to learn. By rotating management employees through different positions, decision-makers gains insight about how flexible high-potential management employees are and how well they perform under different conditions. Job rotation gives management employees exposure to new models of effective leadership and different management styles.

Consulting

When there is a vacancy of post or new task, we will normally expressing a need. When consult or ask any of the teachers or the 'middle-managers' whether they could volunteer to fill up the vacancy or lead the new task or assignment, normally we acknowledge teacher's strengths. We look for those having passion, being committed, having a strong belief in the cause, and approaching it with tenacity. Other than that, we also look for those possessing good interpersonal and collaboration skills, having the ability to move groups to consensus, creating win-win situations, understanding different ideologies and being culturally aware. When any of them agrees to volunteer or accept the post, we will delegate responsibility to him or her. We will give them support and encouragement.



Every school in Malaysia does create its own conditions for learning, for both students and staff. Setting the proper context for learning and personnel growth is an essential important step. The concept of the professional learning community is related to the personnel, interpersonal, and organizational dimensions of the school working in a developmental or learning synergy. Second is the idea of leadership capacity as a route to generate the moral purpose, shared values, social cohesion, and trust to make this happen and to create impetus and alignment. Supportive and shared leadership requires facilitative and collegial participation of the principal who shares leadership by inviting staff input, decision-making, and action in addressing school issues and challenges. Collective staff learning and application of learning can be used to seek new knowledge and application of learning solutions that address students' needs.

Principal and teacher leaders (team)

Leadership is the professional work of everyone in the school (Lambert, 2003). The complexity of the principal's role affirms the need to engage a significant number of classroom teachers as instructional leaders because instructional leadership must be a shared community undertaking. In contrast to traditional notions of leadership premised upon an individual managing hierarchical systems and structures, distributed leadership is characterized as a form of collective leadership, in which teachers develop expertise by working collaboratively. Teacher's leadership brings decision-making authority to the classroom and gives teachers a new sense of responsibility and ownership in the school. We are developing teacher's leaders who can coach colleagues, support learning communities, and lead instruction-based issues such as data analysis and planning, staff development, and etc. at school level. Leadership sources are distributed throughout the school community and teachers are empowered in areas of importance to them like multiple source of guidance and direction through ICT, experiential learning, small group work, role-playing, action research, case studies, benchmark, and etc.

Students' work and data

We propose that students' work and data should serve as the primary mechanism for schools in focusing and directing the efforts of professional learning communities. Teachers must have the capacity to analyze students' work and data, as they map out the critical targets for improving instruction in the classes. We use the data to guide schools in decision making and to identify students' needs, improve assignments, and instructions. Data also serve as the primary mechanism for school in focusing and directing efforts of professional learning communities.

CONCLUSION

From the above activities, teacher's leaders developed and maintained relationship well. Relationship is based on trust, mutual protection and support. There is an open communication, strong sharing of common goals, values and beliefs; and members subordinate their own objectives to those in the group. All members of a social group are empowered to make decisions. Respect is based on expertise and knowledge. If some individuals carry greater weight when a decision is made, it is because of special relevant ability or skills which they possess. They see the school as part of the community,



emphasize more on people not systems. We practiced this two years back and succeeded but recently a few of them were selected as Master Teacher.

Therefore, we need to create our school as an organization that can learn and change if we are to improve performance. Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels in school. The work of leadership is about working with, for, and through people. It is a social act. So the moral purpose of school leadership is to create school in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their future, and ours. Respect and value each teacher's leadership potential, appreciate efforts of individuals to take risk, and also see a teacher's mistake as an opportunity for learning. Mutual trust should be at the centre of interactions between and among teachers, principals, students, and all stakeholders of the school that led to common vision, language, and action. From here we can identify future leaders among the teachers and distributed leadership in school is part and parcel of succession planning. What we need in schools today is collaboration by having networking with colleagues in other schools, shared leadership, responsibility for one another's learning as well as one's own professional development. We need to nurture openness, receptivity, and responsiveness to alternatives approaches, ideas, and innovation. You're welcome to browse our school blog to see and understudy our students and teachers achievements and responsibilities through <http://www.muzaffarsyah.blogspot.com>. Through this blog, we help and share knowledge and collaborate with other schools throughout Malaysia or overseas. Once again, distributed leadership is not something new in our educational system; we do practice it due to our cultural influences embedded in our society.

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PRINCIPALSHIP – DOES NPQH MAKE A DIFFERENCE? A PERSONAL EXPERIENCE AND REFLECTION

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ABSTRACT

This article discusses a personal reflection of my own experiences in assuming the post of a secondary school principal. Reflecting on the National Professional Qualification for Headship (NPQH) programme, I evaluate how well-prepared I was for the post of school principal after going through the one-year training. This self reflection is based on the investigation data by Male (2001) who has conducted a national survey on the preparedness or readiness of new Principals after undergoing the NPQH programme in England. I also counter-check my work and actions with the School Principalship Competency Standard of Malaysia set by Institut Aminuddin Baki (IAB), Ministry of Education, Malaysia. While analysing my own situation, I attribute my readiness on taking up the post as a school principal to a combination of experience and training. Some suggestions are made to further enhance the training for new Principals.

INTRODUCTION

Sharing experiences with colleagues in the same field will enable us to look at issues at a wider perspective and thus, enhance our skills and knowledge in our work. I believe that while teachers are always encouraged to seek the best practices in teaching, leaders or managers in schools should also be doing the same. Since there is little or no research had been undertaken to examine how NPQH trained Principals in Malaysia are performing, I hope to enlighten readers the kind of impact the NPQH has on me. In this article, firstly I write about some background about the NPQH programme in Malaysia. Then, I discuss the findings by Male (2001) on NPQH in England. Using the themes suggested by Male (2001), I relate the findings to my own experience and NPQH training. Through the comparison and contrast process, I give my views about the impact of NPQH programme on me. I discuss areas that NPQH programme could not provide through theoretical learning. Finally, I suggest some ways to enable aspiring Principals to be prepared for the job.

AN OVERVIEW OF NPQH PROGRAMME

In line with the country's aspirations to create a world class education and to create a high quality workforce in the civil service, there was a need to improve the quality of headship and school management at the grass root level. Hence, IAB embarked into the NPQH programme, a professional qualification programme adopted and adapted from the NPQH United Kingdom's (UK) model. The initial proposal was for NPQH diploma to become mandatory in the appointment of new principals in Malaysia. However, this proposal was not implemented.

IAB also known as the National Educational Management and Leadership Institute, established in 1979 aims at improving educational quality and increasing the efficiency and effectiveness of the education system through human resource development in educational management and leadership at all levels in the education system. IAB aims at building



and developing leadership and educational management professionalism among leaders in schools. It is believed that through professional training, leaders will play their roles effectively in developing the nation through education.

The NPQH programme which awards a Diploma in NPQH to successful candidates began in 1998. The course was designed upon the following assumptions:

- i. That educational managers (including Principals, Headmasters, Senior Assistants) once given quality and systematic training shall be able to develop an educational institution well.
- ii. That the new generation of school managers should have confidence and high competency in their jobs in order to ensure that our education system will achieve world class standard. Leaders in schools must possess the ability to compete with managers in the private sectors.
- iii. That school managers need exposure to the latest knowledge about the world around them to enable them to manage their organizations effectively.
- iv. That competency to manage effectively is a crucial factor to ensure the success of any educational institution. (IAB, 2000)

Based on the above assumptions, the NPQH programme was designed with the rationale that with the well-planned training programmes, school managers will have the opportunity to be the 'prime movers and leaders' in the Malaysian education service. Through the NPQH programme the school managers are given the opportunity to review their knowledge on latest government policies and educational management. They will also be able to build up a professional network for continuous improvement in management and education leadership. The experience gained through the training will allow them to reflect on their own practices and thus, improve themselves in their work. With all the trainings and knowledge gained, the NPQH programme will be able to develop a generation of leaders who are learned and skilled in managing change in line with the country's growing demands and aspirations.

The NPQH course that I attended in year 2000 consists of two phases:

1. The first phase is the Diploma Programme in Management and Leadership that involves six months of lectures conducted in IAB, Genting Highlands and three weeks of practicum carried out in selected schools.
2. The second phase is a School Attachment Programme conducted in the candidate's own school.

The objectives of the NPQH programme are as follows, that the candidates would be able to:

- i. realize their own strengths and weaknesses in school management and leadership;
- ii. show effective management and leadership in schools based on the experience gained;
- iii. carry out the projects as stipulated in the programme based on the specified criteria;
- iv. practice characteristics of school effectiveness concepts and leadership qualities;



- v. gain practical experience in identifying (through observation) management practice aspects that could be used in improving, planning new strategies (innovations) and implementing the new strategies and evaluating the effectiveness of the strategies (innovations) (IAB, 2006).

BACKGROUND OF HEADSHIP APPOINTMENT IN SABAH

Headship appointment in Malaysia is based on the Civil Servants Legislation that government officers will only be promoted according to their seniority in the post. Besides this basic criterion, the officers' job performance and qualifications are also taken into account. However, back in the 1980s, young DG3 university graduate officers with less than five years of teaching experience were appointed to carry out the duties as a principal in secondary schools in the rural areas or in the interior parts of Sabah. Another particular feature is that the secondary schools were divided into grade 'A' and 'B' schools, whereby grade 'A' schools were managed by DG2 officers, a promotional post. Grade 'B' schools were managed by graduate teachers with an extra allowance of RM150.00 only. The appointment of principals was made through recommendations of the local education department to the Federal Ministry of Education. In Sabah, the zoning exercise for promotion of qualified officers to become principals in grade 'A' schools were carried out approximately once in every five years. In many cases, once after assuming the post, the new principals were recommended to be sent for training in IAB. Normally, the training of new principals was carried out in stages in order to accommodate the pool of principals in Sabah.

Nevertheless, this system of appointment of school principals was slightly changed in recent years. Aspiring principals who fulfilled the criteria in terms of years in service were encouraged to apply to be a principal. Until recent times, NPQH qualification is not taken into consideration for the post of a principal.

LITERATURE REVIEW: NPQH IN UK

Male (2001) conducted a survey in schools in England to find out the perceptions of the headteachers on the training and experience and the impact of the NPQH programme on their preparation for headship in England. From the analysis of the findings, only a small percentage of principals who have undergone the NPQH programme perceived training to be the major factor in the development of skills, formation of attitudes and values and increase of knowledge. Generally, the principals find themselves to be better prepared in certain skills after the NPQH training. Four of the skills identified are:

- 1.1 Putting vision into words.
- 1.2 Applying educational law.
- 1.3 Assuming responsibility for school management.
- 1.4 Organising school administration.

The survey reveals that a majority of the principals attributed a mixture of experience and training that contributed to their preparedness in their headship role. Bright and Ware (2003) reported that the core finding in the national survey of headteachers in England is that headteachers have a strong need for support and mentoring from their experienced colleagues.



MY OWN EXPERIENCE

In Malaysia, the selection of candidates for the NPQH programme is conducted by IAB. The number of candidates selected for each cohort is approximately 150 trained teachers with at least five years of teaching experience. The mode of selection has changed since 2001. In my case, I had to go through three stages of assessment carried out over a period of one year comprising of four objective multiple choice examination, physical tests, computer competency test and an oral test to evaluate one's confidence and competency in school management as well as his/her interpersonal skills and a personality test. My colleagues in this programme consist of Senior Assistants, Heads of Departments, Subject Panel Headteachers, and teachers. Most of them aspire to be a principal one day but there are many who applied for the course are to take a break from the routine work in school for the sake of their professional development. For others, it is an opportunity for them to further their studies at the Masters level in University of Malaya which offers a Masters Degree in Principalship.

As in my case, before embarking into the NPQH course, I have already obtained a Masters Degree in Education specializing in School Management and Language Teaching. In order for me to discuss my own experience in this area, I wish to give a brief summary of my career in the education service as shown in Table 1 below.

Table 1: Summary of Career in Education Service

YEAR	POST HELD
1984 – 1986	Geography, English and Mathematics teacher in Papar (Form 4-6)
1986 – 1997	Geography teacher in Kota Kinabalu
1987 – 1993	Head of the Disciplinary Unit in Kota Kinabalu
1993	Senior Assistant in Students Affairs
1994 – 1997	Senior Assistant in Curriculum & Administration
1997-1998	Study leave for Masters in Education (M.Ed)
1998 – 1999	Head of Humanities Department
2000 – 2001	Senior Assistant in Curriculum & Administration
2000 (May- Dec)	Study Leave for Diploma NPQH
2001 – 2003	Principal in Sandakan
2009 until now	Principal in Kota Kinabalu

From the exposure in carrying out my duties as an administrator and the knowledge I gained from the Masters programme as well as the NPQH courses, I would attribute my readiness to assume the headship post to the two prominent factors: experience and training.

IMPACT OF NPQH

Using the themes identified by Male (2001) in the questionnaire which was designed based on Daresh et al.(1998)'s works and the national standards for headteachers in England, I shall reflect on and analyse my personal experience and NPQH training in relation to my preparedness in assuming my headship post in Sandakan.



There were 18 items under the Development skills category. In my case, the NPQH programme has prepared me in the following aspects:

A1: Putting vision into words

A2: Ensuring that all people with an interest in school are involved in the school mission.

Before the NPQH training, throughout my experience as an administrator, I was not exposed to formal training on these two important aspects. A vision to me seemed to be something so abstract and unachievable. I did not know where I should begin with. Furthermore, I assumed that my school principal should be thinking of what he wished for the school to become of one day.

A10: Using effective communication techniques

A11: Conducting meetings

A12: Forming and working in teams

The NPQH programme which consisted of six months of theory and course work and another six months of practicum and carrying out projects, had allowed me to apply my theoretical knowledge on effective communication techniques and forming and working in teams during my practicum period. The effective way to conduct meetings was very helpful and I realized the shortcomings we had been through in school, such as time management.

A13: Applying educational law to specific situations

The experience in applying educational law I had was rather specific and limited in my own area of work. During the NPQH programme, the exposure to the multiple educational laws enabled me to be aware of the wider scope of Government policies specifically, the Malaysian education policies and standing orders. This aspect includes managing the school finance which is abided by the Treasury Standing Orders. The skills in managing the school accounts acquired through the NPQH programme were indeed very helpful because this is one area that I did not have the opportunity to learn during my term as a Senior Assistant in school.

A16: Organizing school administration

A14: Planning for future needs and growth

The NPQH programme has further enhanced my skills in these two aspects that I learned during the Masters in School Management and through my own reading in this area. Consequently, as soon as I assumed the Principal post I did not face any difficulties to re-organise the school administration to suit my management style and the school needs.

My experience over the years has enabled me to acquire other skills identified by Male (2001). The following section explains why I personally feel that these skills will be more realistically acquired in practice than being taught in theory.

A3: Building community/parental involvement



The experience I had in my previous school which has a very close link with the local Chinese community through its Board of Directors, has given me a better edge to learn to build up community and parental relationships. The first week when I reported duty as a Principal in my new school, I called up to talk to and later met with significant people who have vested interest in the welfare of the school: the Chairperson of the School Board and the Chairperson of the School's Alumni Association.

A4: Working effectively with adults

A5: Working with under-performing teacher

A9: Resolving conflict/handling confrontation

From my point of view, these three aspects cannot be learned or acquired through theory alone. The experience and the observation I made on these issues have indeed prepared me to handle unpleasant situations as mentioned. Both of my former Principals have their respective ways of dealing with adults and under-performing teachers. Different kinds of approaches like counseling, confrontation, warning and even taking disciplinary actions were applied to different people depending on the situation.

The two weeks practicum in another school during the NPQH programme has also allowed me to gain further insight to these aspects. I remembered how the Principal had to deal with some unreasonable reports in the newspaper and the committee members of the Parent and Teachers Association. The opportunities to observe and to discuss with the Principals have given me a stronger platform to begin my career as a Principal in a school 360 km away from my family.

A6: Identifying children with special needs

The NPQH programme enlightened us on children with special needs. However, nearly all cases of children with special needs would have been identified at the primary school level.

A15: Assuming responsibility for school management

Again, I feel that this skill is something one has within oneself and it cannot be taught. NPQH programme may have raised the participants' conscience in this aspect but if the individual is not committed and refuse to be responsible, the good intention to develop this attitude will just remain as an undeveloped skill.

A17: Constructing timetable

A18: Using information technology and other tools in the management process

I developed these two skills through my own experience in performing my duties as a senior assistant and also learning from my colleagues. Sadly, the skill to construct timetable was not taught effectively during the NPQH programme, but nonetheless, I have six years of experience constructing timetable using a computer programme.

Using information technology and other tools were taught in the NPQH programme but again, unfortunately there was limited hands-on experience owing to the fact that the computer lab was being used for some other programmes at that time.



The next category in the questionnaire is to determine whether the formation of values and attitudes is attributed to the training or experience gained. Generally, the training programme does instill a sense of awareness in us but as mentioned earlier, the formation of values and attitudes of a person is concerned with that which comes from within a person.

- B1: Behaving in ways consistent with your values and attitudes and beliefs
- B2: Promoting ethical practices in the school

The NPQH programme did instill a sense of good values throughout its coursework and also by putting emphasis on government circulars and standing orders.

- B3: Encouraging respect for life-long learning
- B4: Creating a community of learners

Inevitably, the NPQH programme broadens our perspective, especially with new input in education and further discussions with colleagues who comes from all over the country. With a wider scope of knowledge, it is easier to encourage teachers in school to move towards a life-long learning culture.

The various aspects identified by Male (2001) are enlightened through both systematic training and individual's experience. From my point of view, at the end of every training programme, one shall attain a higher level of understanding of issues and deeper knowledge in the specific areas. However, as in any process of learning, the difference is the attainment level differs from one individual to another depending on the individual's own perceptions, beliefs, values and background experiences.

- C4: Knowing and understanding how educational trends and issues influence organizational change
- C5: How values and attitudes affect the way people view educational issues

There did not seem to have any special component that deals with these two aspects in the NPQH programme. Most of my knowledge and understanding on these two issues were obtained through the academic exposure during the one-year M.Ed. course through reading academic researches.

OTHER ASPECTS NOT EMPHASIZED IN NPQH

The NPQH programme provided me opportunities to learn and practice strategic planning and to carry out school improvement projects. Systematic reporting and sharing knowledge and experiences with the other colleagues in school have given me the advantage to focus on meaningful and developmental work for the well-being of the school. I have the opportunity to carry out five projects in the same school where I was also the Senior Assistant in Curriculum & Administration during my NPQH programme. The invaluable experience I gained is learning how to work under pressure. We read about the issues of teachers' burnout due to working under pressure or/and too much workload. However, based on my own experience, the work pressure I had to undergo has groomed me not only in organizing my work and managing my time effectively but also working under pressure.



In theory we learn about the different forces of change (Fullan, 1999) in educational settings. However, the actual dealing of these forces of change is in the real situation itself. The theory has given us the basic principles to realize that these forces of change do exist but to deal with these rapid changes one has to adjust and adapt to the different kinds of environment. To be able to do so, one has to approach the new challenges or changes with an open-mind. This issue of managing change was not addressed in the NPQH programme.

So, how did I manage change in my own experience? Having about 16 years of experience in a mainly co-educational Chinese school that holds a strong Chinese culture, it took me about four months or so to change my approach towards a different kind of culture from a convent school in a different locality. My first one and a half months in the new school were school holidays. So, the absence of the students gave me enough time to understand the school environment, to know the non-teaching staff and some senior local teachers better. Soon as the school re-opened, I took some two months to observe and reflect on the culture of the students, teachers and the community. I must admit my greatest fear was more towards my own security for if I was not sensitive and careful enough towards the local workers' feelings, I might be confronted in a rude manner. The NPQH qualifications do not guarantee or enable one to be free from possibilities such as this.

DOES NPQH MAKE A DIFFERENCE?

The NPQH programme has indeed made an impact and prepared me to take up the School Principal post confidently. In my case, the experience I gained while carrying out my duties as a Senior Assistant has been further enhanced and strengthened by the NPQH training.

Getting to know the staff working under my leadership and to meet the students were not so difficult because the appointment explained in itself the authority given to me as their leader. NPQH serves to strengthen my position in terms of paper qualification and the authority that comes along with the title that I am "a qualified and trained Principal".

SUGGESTIONS

To make the NPQH programme more meaningful and practical, reflection of own experiences as school administrator should be encouraged to be written in journal and later to be shared among colleagues for discussion purposes and exchange of ideas. Experienced principals can be invited to share their case studies, telling their success stories or how they coped with challenges and failures. Course structure should include training on reading the legislations and law in Malaysia. A few special case studies that involve the law can be used as study materials for the NPQH course participants.

In the latest development in the recent years (since 2005), a group of self-initiated NPQH graduates managed to obtain the support from the Ministry of Education to sanction the programmes which were carefully tailored for the administrators of the school. These programmes were designed to help the nation-wide administrators particularly those who have not gone through the NPQH training in Malaysia. This initiative fulfils one of the



main thrusts in the Malaysian Education Development Master Plan (PIPP) (2006-2010), to uphold the teaching profession (*Memartabatkan Profesion Keguruan*).

CONCLUSION

With the rapid growth in the economic, social and political arena in the globalization era, managing education and ensuring schools function effectively; principals have a major role to play. We are already in the era to ensure quality and excellence teaching and learning process is practiced continuously in schools. As the famous Fred M. Hechinger has written:

Over the years, as a reporter, I have never seen a good school with a poor principal, or a poor school with a good principal. I have seen successful schools turned around into successful ones, and regrettably outstanding schools slide rapidly into decline. In each case, the rise and fall could be readily be traced to the quality of the Principal.

(Source: IAB, Genting Highlands)

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Chapter 7

PROCEEDINGS PAPER 2010



ST. GEORGE'S EXPERIENTIAL ENTREPRENEURSHIP EDUCATIONAL PROGRAMME (SEEP)

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ABSTRACT

The purpose of carrying out the SGGS Experiential Entrepreneurship Education Programme (SEEP) was to enable a quality teaching and learning process to be enhanced and incorporated through effective and innovative advancements particularly in the teaching and learning of Living Skills and Mathematics at the lower secondary and Economics, Mathematics, Accounts and Business Management at the higher level. One of the motivating factors that complement this aspiration is the Educational Development Plan itself whereby students' holistic development to meet the challenges of globalization for the real world preceded academic achievements and paper qualifications. As SGGS has the advantage of high-achiever student population, this programme was deemed suitable, enterprising and stimulating for both SGGS teachers and students. Transformation was seen as a timely opportunity to advance in line with the vision and mission of the school to become an exceptional institution of education in the ASEAN region. Thus, a long term sustainable education programme based on experiential learning was initiated with teachers being the main mentor for the experiential entrepreneurship education programme and involvement of the private sector is also deemed important. As a result, students became more eloquent through student-based activities and took charge of event management and planning. Under the tourism plan, visitors from Sarawak and MGS Singapore were all hosted by students. It was gratifying to see them make the presentation with such good confidence in public speaking. Their training in the tourism sector was also put into practice. They skillfully organized tours and guided visitors from Singapore and Thailand during the Heritage Tour. All these contributed to the achievement of projected social skill outcomes of the SEEP. SGGS Experiential Entrepreneurship Education Programme (SEEP) proved to set a new paradigm shift in the process of teaching and learning particular subjects. As such, it is our hope that this programme will be further escalated into other areas of teaching and student development. We take great pride in being the sole school in northern region to have its own cafeteria that is totally manned by students and independently generating its own income. Teaching as a continuous process has been further enhanced with the implementation of this SEEP and we believe that superior teachers and excellent future leaders can be churned out from our own custom-made SGGS Experiential Entrepreneurship Education Programme (SEEP). We believe the government's intention of producing graduates capable of taking up the challenge of being an entrepreneur is right here in SGGS and we will work consistently to achieve this.

BACKGROUND

SGGS Experiential Entrepreneurship Education Programme (SEEP) originated with the optimism that a quality teaching-learning process can be further enhanced, given the skill utilization opportunity and a challenging environment. It works together with SCCELLS (School Cooperative in Enhancing Learning and Living Skills). St. George's Girls' school has upheld its premiership and now celebrating its 125 years aspires to leapfrog into a new dimension of education beyond excellence by instilling effective and innovative advancements particularly in the teaching and learning of Living Skills and Mathematics at the lower secondary and Economics, Mathematics, Accounts and Business Management at the higher level. One of the motivating factors that complement this aspiration is the



Educational Development Plan itself whereby students' holistic development to meet the challenges of globalization for the real world preceded academic achievements and paper qualifications.

As SGGS has the advantage of high-achiever student population, this programme was deemed suitable, enterprising and stimulating for both SGGS teachers and students. Transformation was seen as a timely opportunity to advance in line with the vision and mission of the school to become an exceptional institution of education in the ASEAN region.

Thus, a long term sustainable education programme based on experiential learning was initiated with teachers being the main mentor for the experiential entrepreneurship education programme and involvement of the private sector is also deemed important.

SEEP RATIONALE:

The SEEP was initiated with several rationales complementing the schools vision and mission.

1. To further equip the teachers with advanced experiential learning skills so as to educate the students in a real-life environment particularly for Living Skills, Economics, Mathematics, Business Management and Accounts.
2. To disseminate a varied teaching and learning methodology to enhance students' holistic development and potentials based on experiential learning in the appropriate subjects.
3. To provide an avenue for the teachers to share the best practices and lessons learned in implementing experiential learning through the subjects.
4. To develop a real-life experiential opportunity for students to acquire knowledge and skills related to entrepreneurship education.
5. To prepare and develop basic interpersonal capabilities and proficiency, particularly self-confidence, creativity, communication and persuasive skills through experiential learning for the real working world.
6. To promote networking and partnership at national and international level in line with the SGGS school mission.

The preliminary planning rooted two phases of implementation; that are;

Phase 1 (2007 – 2009) that encompasses the cafeteria project, student cooperative, e-tourism, and young entrepreneurs.

Phase 2 (2010 – 2012) will expand the project with new business venture, that is; the operation of the cybercafé, agriculture project-chilly fertigation and fish rearing, "Farming of cat fish".

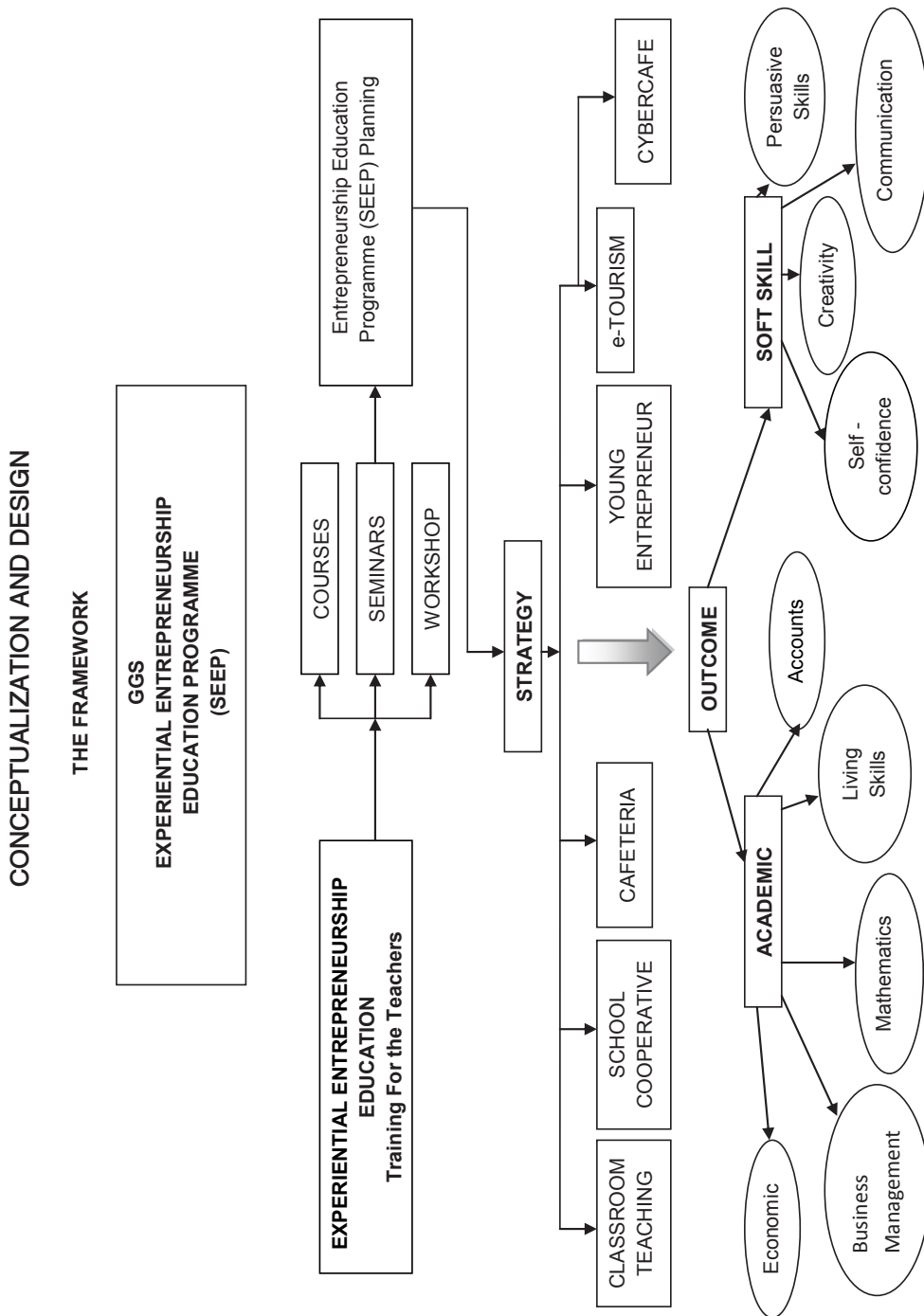


Figure 1: The framework of GGS SEEP programme



The conception of this programme can be summarized as below:

Step 1:

Entrepreneurship Education for the Teachers

The SEEP was disseminated to the students via experiential learning. Teachers as facilitators were equipped with the various entrepreneurship skills i.e basic entrepreneurship knowledge and social cum soft skill pertinent to the implementation of entrepreneurship education. This was made possible through in-house trainings, seminars, workshops and other relevant programmes which were seen beneficial to the SEEP. These trainings were conducted by experts from various organizations, particularly from Cooperative Commission, higher learning institutions and corporate bodies.

Step 2:

SGGS Entrepreneurship Education Programme (SEEP) Planning

The respective teachers who attended the various programmes formed a committee to implement a comprehensive SEEP. At this level, it was decided that several strategies would be adopted to implement the SEEP. The main focus of the SEEP will be the academic element and the non-academic element.

Step 3:

SEEP Strategy Implementation

The strategies projected included the School Cooperative, Young Entrepreneur, e-Tourism, SGGS Cafeteria, Chilly Project, Cybercafe and Fish Project. Some of these projects were already implemented before 2006; however under this SEEP programme, the projects were given a new facelift. Particular emphasis was given to the School Cafeteria whereby it was identified as a core project which enables the experiential learning in an everyday setting.

Step 4: Strategy Outcome

The strategy outcome is seen in twofold; i.e.: from the academic dissemination and also from the social cum soft skill dissemination. Teachers from the accounting, mathematics and business studies will be able to incorporate the experiential learning in their teaching process. Students on the other hand will be able to acquire the social cum soft skill through the experiential learning that they are acquiring in the SEEP projects carried out.

MODUS OPERANDI OF SEEP

In all the strategies planned, experiential education is incorporated for all the projects proposed. For example, the School Cooperative Organisation is restructured as a business organisation with extensive use of IT software to monitor stock /inventory and the use of UBS Accounting System for preparing audited Annual Reports. In regards to the Cooperative Education, teachers exposed business skills and presentation skills to students. One good



example was the National Cooperative Convention in Kuala Lumpur which enabled the students to gain first hand experience to promote the cooperative's own products. Teachers also encouraged students to utilize their business skills at an international level through the internet. This was implemented by teachers after organizing various courses, training and development workshops on Professional Management with the collaboration of other organisations such as ANGKASA (National Cooperative Organisation of Malaysia). Other attempts include:

- 3-day Entrepreneurship Workshop in collaboration with INTI International College, Penang.
- 1-day Seminar on Managing Cooperative Efficiently and Effectively.
- 4-days Business of Tourism & Hospitality Training in collaboration with SEGI College.
- 4-days Tourism Program in Collaboration with Sentral Technology College.
- 5-days UBS and Accounting Workshop in collaboration with INTI International College, Penang.
- The teachers also collaborated with 'Specialist Loh Guan Lye Hospital Cooperative' to provide indepth knowledge on ways to improve and market the cooperative's products.

IMPACT AND ACHIEVEMENTS

The SEEP has set the precedent to transform the teaching and learning process from the conventional method to the contemporary teaching method whereby the learning outcomes benefit directly to the students' cause. The role of the teacher has scaled up to a superior level in which they inspire their students to go to greater heights beyond the confinement of the classroom setting. Teachers become the mentor and facilitator and monitor student's involvement and progress in all aspects. Teaching becomes a student-centered activity and teacher-dependence is reduced. Students are given the autonomy to plan, decide, manage and be accountable for all actions and decisions made.

In relation to SEEP impact, a number of great achievement are already visible although the programme has just proceeded into the 2nd phase of implementation. These include:

- * 100% of the school population is member of the School Cooperative and more than half of the student population are actively involved
- * The School Cooperative has contributed in cash and the kind to orphan students for scholarship and fee financing.
- * Cash contribution was extended to needy students. All students who will be sitting for their major examinations are also given free stationery to be used during the exam by the School Cooperative.
- * The school also extended their social responsibility to the community by sponsoring spastic children, donating a sum of RM 500 to the Buddhist Tzu-Chi Merits Society of Malaysia besides contributing for the victims of the China Earthquake and Myanmar Cyclone.
- * In 2008, the SGGs community had given out a donation amounting to RM12981.80 to both internal and external organizations.



- * Apart from that, the teachers have also empowered the students to be self-reliant and have financial independence to sponsor future activities.
- * Through all these programmes, the students have also put aside RM51000 as special welfare and school activity fund. Through all these activities, students are taught the meaning of compassion, and the moral of helping their less fortunate counterparts.

Achievements:

The training and exposure given to the teachers and students were invaluable. Some of the achievements are as follows:

- * In July 2008, St. George's Girls' School received second placing in the 'Best Product' category in the State Cooperative Competition.
- * St. George's Girls' School was awarded a 5-star rating by the Penang Cooperative Body (ANGKASA) from 2006-2009
- * In June 2008, we were awarded the best Cooperative Society in Penang, and was subsequently ranked to be amongst the top 30 at national level.
- * Under our Cooperative Tourism Programme, we obtained third placing for our National Tourism Carnival in Perak held on August 1st, 2009.
- * In the National Entrepreneur Convention the school cooperation was the 1st runner-up and the teacher and student also received awards, 1st and 2nd runner-up respectively.
- * The school cooperative movement has been benchmarked by others.

Intangible Benefits:

Students became more eloquent. Student-based activities were held to enable student involvement. Power point presentations were all prepared for visitors and students took charge of event management and planning. Under the tourism plan, visitors from Sarawak and MGS Singapore were all hosted by students. It was gratifying to see them make the presentation with such good confidence in public speaking. Their training in the tourism sector was also put into practice. Students visit from Thailand and Singapore was also handled by SGGs students. They skillfully organized tours and guided our visitors during the Heritage Tour. All these contributed to the achievement of projected social skill outcomes of the SEEP.

Most importantly, the various authorities that visited our school throughout the years were very impressed with the standard set by the school in bringing total transformation in the teaching and learning of Economics, Mathematics, Living Skills and Accounts. The school was recognized for its accelerated programmes for future advancement. Hence the Malaysian Ministry of Education has selected St. George's Girls School as a Cluster School in 2008. The school took great pride in achieving this result. Following that the school has managed to further enhance the development of the cooperation and in 2010 we are honoured to be among the top 20 schools of the country attaining the prestigious High Performance School award.



SUSTAINABILITY, PROBLEMS, LESSONS LEARNED, POTENTIAL FOR REPLICABILITY & FUTURE PLANS

Sustainability:

From the annual turnover (Figure 2), we have seen consistent growth over the last 5 years, though in 2008, there was a dip due to recession and inflation. However, in 2009, as of July, the year-to-date sales were already touching RM310 thousand. This is attributed to the construction of a new cafeteria which is totally run by students. Hence, we expect this project to be a sustainable one, with anticipated yearly growth.

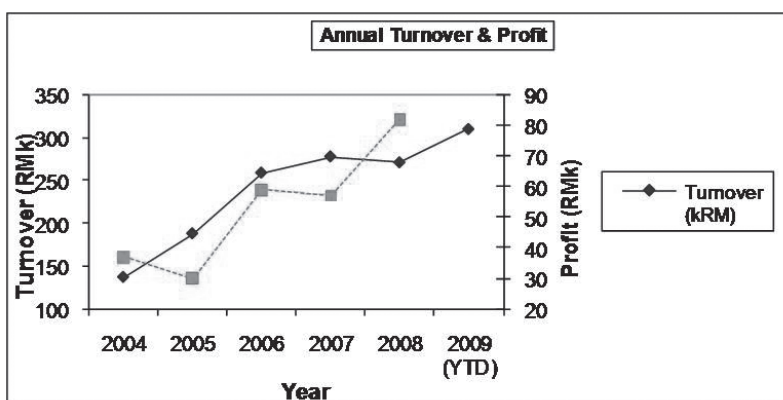


Figure 2 : Annual Turnover & Profit

Problems and Lessons Learnt:

Bringing a change from the conventional method of teaching proved to be tedious as many alterations had to be adopted from time to time. However, the main concerns included financial constraints, lack of manpower and resources. Future Projects must take into consideration of having the available contacts and resources so that easier networking is achievable. Training of teachers and students should also be a continuous process.

The future projects is aimed at increasing the turnover, while at the same time, exposing the students to other types of business. The next project involves a project known as 'Chilly Fertigation'. This involves the cultivation of 1000 chilly plants using drip irrigation method. With this, the students will gain some agricultural experience, and of course, the usual experience in sales and marketing as we will then need to sell the harvested chillies. However, one challenge foreseen is the availability of manpower in operating the project on a day-to-day basis particularly during the school holidays.

A second project involves the farming of Cat Fish, which is a popular local fish. This diversification will provide students with some 'fisheries' exposure. All in all, our aim, other than to increase turnover, is to give wider exposure to our students. In this project, the need to maintain a well managed pond is important. As such due consideration will be given to this challenge.



CONCLUSION

SGGS Experiential Entrepreneurship Education Programme (SEEP) proved to set a new paradigm shift in the process of teaching and learning particular subjects. As such, it is our hope that this programme will be further escalated into other areas of teaching and student development. We take great pride in being the sole school in the northern region to have its own cafeteria that is totally manned by students and independently generating its own income. Teaching as a continuous process has been further enhanced with the implementation of this SEEP and we believe that superior teachers and excellent future leaders can be churned out from our own custom-made SGGS Experiential Entrepreneurship Education Programme (SEEP).

We believe the government's intention of producing graduates capable of taking up the challenge of being an entrepreneur is right here in SGGS and we will work consistently to achieve this.

"A Sharing of Experience Session"