## GLOSSARY

| | | |
|---|---|---|
| GOTD | : | Growth Oriented Training and Development |
| HITI | : | High Impact Training Development Initiatives |
| HISL | : | High Impact School Leadership |
| KOMPAS | : | School Leadership Competency Instrument *(Instrumen Kompetensi Pemimpin Sekolah)* |
| KPM | : | Ministry of Education Malaysia *(Kementerian Pelajaran Malaysia)* |
| IAB | : | National Institute of Educational Management and Leadership *(Institut Aminuddin Baki)* |
| JPN | : | State Education Department *(Jabatan Pelajaran Negeri)* |
| LCA | : | Leadership Competency Assessment |
| MELT | : | Managing Educational Leadership Talent |
| PIPP | : | Educational Development Master Plan 2006-2010 *(Pelan Induk Pembangunan Pendidikan 2006-2010)* |
| PPD | : | Education District office *(Pejabat Pelajaran Daerah)* |
| PPG | : | Combined District Education Office *(Pejabat Pelajaran Gabungan)* |
| PrOD | : | Practices of Organizational Development Program |
| SLC | : | School Leadership Competency |
| SDP | : | School Development Program |
| SIP | : | School Improvement Program |

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## 1.0 Introduction

The training of school principals and school effectiveness are interesting issues among many researchers and policy makers that bring about polemics to find an appropriate approach relating to school leadership training programs (Anderson, 1991; Hanapiah, 1980;Hussein, 2007; Ibrahim, 2007; Leithwood, 1995; Olson, 2007). It is said that the school leadership training programs are not related to school effectiveness because what is learnt in the university or training institute cannot fulfill the actual demands of school management and school leadership (Amin & Abdul Razak, 2008; Leithwood, Begley & Cousins, 1994; Hughes, Ginnert & Curphy, 1993). However there are also studies which indicate that the principals training can enhance knowledge, build competency and nurture the finest values for present and future leaders of schools (Bush, 1998; Nur Anuar & Faridah, 2006; Ruhaya, Rosnarizah & Shariffah, 2006).

Therefore, IAB as a training institute, which has been given the mandate to develop credible educational managers and leaders, shall always attempt to implement improvements in management and educational leadership training. Although past IAB training modules are comprehensive and integrated, nevertheless they provide less emphasis on continuous professional development. Hence IAB has introduced a framework "Managing Educational Leadership Talent" (MELT), which emphasizes on training elements and continuous development. This framework has contains five important components which are interrelated. They are; Growth Oriented Training and Development (GOTD), High Impact Training and Development Initiatives (HITI), Leadership Competency Assessment (LCA), School Leadership Competency (SLC) and their output is High Impact School Leadership (HISL). The five components are as shown in Diagram 1.


Diagram 1: Framework of Education Leadership Potential Development Management Growth Oriented Training and Development (GOTD) is the core of Managing Educational Leadership Talent (MELT) and also acts as an input to High Impact Training and Development Initiatives (HITI) alongside Leadership Competency Assessment (LCA). HITI and LCA are two approaches which operate GOTD and translate MELT output to High Impact School Leadership (HISL). However the whole of the GOTD operating strategies depend on clear foundation known as School Leadership Competency (SLC). SLC is the core that will determine the strategy for LCA and HITI.

IAB has produced the School Leadership Competency (SLC) through detail studies of trends in educational leadership styles. MacBeath (2004) has established 25 leadership styles which are relevant to managerial and leadership practice in school. However if reference by literature review is carried out, labels which are used to portray various forms of leadership styles always conceal the generic function of leadership. This occurrence is due to various forms of leadership which have been explicated in the literature using adjectives such as "instructional", "participational", "democratic", "strategic", and "transformational". The labels principally perceive the differences in leadership styles or in methodology to attain the two main objectives critical for organization effectiveness, determine the organization's direction and influence the organization's members to progress towards the intended direction (Lethwood et al, 2004).

On the other hand, the High Impact School Leadership is an output to the framework of MELT which integrates six leadership styles. They are personal leadership, managerial leadership, instructional leadership, transformational leadership, distributed leadership and value-based leadership as shown in Diagram 2.


**Diagram 2: High Impact School Leadership Model**

Competencies in every leadership style has to be revised and analyzed to bring about generic competencies which are compatible with leadership and school management in Malaysia. The outcome of the analysis has determined twenty-six competencies grouped into six domains, namely, **Policy and Direction, Instructional and Achievement, Change and Innovation, People and Relationship, Resource and Operation, and Personal Effectiveness** as shown in Diagram 3.


**Diagram 3: School Leadership Competency Model**

## 2.0 Research Purpose

The research is to indentify High Impact Competency for school leaders in Malaysia.

## 3.0 Research Objectives

3.1 To group school leaders based on predetermined criteria.
3.2 To identify the present level of competency of school leaders according to their perception.
3.3 To identify the competency needs level of school leaders according to their perception.
3.4 To identify the competency of school leaders for another 3 – 5 years in future based on high-ranking officers at KPM/JPN and PPD/PPG level.
3.5 To identify competency of school leaders who possess current strategic interests based on the perception of the high-ranking officers at KPM/JPN and PPD/PPG level.
3.6 To identify the high impact competency required by school leaders.

## 4.0 Operational Definition

4.1 Competency refers to the combination of knowledge, skill elements and personality characteristics which are needed to perform certain duties and obligations.
4.2 School leaders refer to secondary school principals and primary school headmasters.
4.3 Leaders at KPM/JPN and PPD/PPG refer to Officers in the Educational Service who are holding the position of Director, Deputy Director, Head of Sector, Principal Assistant Director, and District Education Officer / Combined Education Officer.

4.4 *High Impact Competency* is acquired from composite responses of school principals/headmasters and leaders at KPM/JPN and PPD/PPG level with a fix weightage value. Composite competency score is grouped into 3 categories - high, low and average. The high category has a score exceeding 0.5 standard deviation above the average score of composite score ($x + 0.5\sigma$); average category is between ($x \pm 0.5\sigma$) whereas low category has a score below ($x - 0.5\sigma$).

## 5.0 Research Method

This research uses the descriptive quantitative research methodology. A survey method is used because it is in line with the purpose of the study that is to explain the present competency status of school leaders, and the need for specific high impact training for them. The study is performed at the present situation without any manipulation on the subjects. Cross-sectional survey approach is used to collect the data.

## 6.0 Population and Sampling

The study samples are 10,058 school leaders in Malaysia (Educational Planning and Research Development, 2006). They have been chosen using proportionate systematic random sampling because it is more effective to gather information from each state. This technique is used to ascertain that each state has sufficient samples and directly controls their intrinsic validity. By using Krejcie and Morgan (1970) formula, a total of 370 samples are required. However this study chooses 801 respondents to ensure sufficient data are available to be analysed if there are incomplete data.

## 7.0 Data Collecting Procedure

There are three phases for data gathering, namely, the field test, the pilot test, and the actual study. The field test phase engages five school headmasters and school principals to provide feedback regarding the study instruments from three aspects – clarity of the instruction, suitability of the number of instrument items and item accuracy. Feedback from the headmasters and the principals enable the instruments to be revised before the pilot study is carried out.

The aim of the pilot study phase is to examine the study instruments from the aspects of comprehension by the target group for the purpose of refinement of the study instruments. These instruments are administered to the headmasters and principals throughout Malaysia who attend courses at Institut Aminuddin Baki (IAB) as the respondents for the pilot study. This test was carried out in the months of February and March 2008 at IAB Genting Highlands and IAB Northern Branch.

The actual administration of the instruments is performed after they have been refined. A sample made up of headmasters and principals was assembled in one session from a half-day colloquium according to their respective zones. The colloquium was carried out throughout March 2008. The instruments were distributed to the respondents and a briefing was given by a research officer regarding the aim and the manner by which the study instruments were being filled up. Then the respondents returned the instruments to the research officer after they had been completed.

For the senior officers in KPM Division, a research officer is sent to give a briefing regarding the study and the method to be used to fill up the survey forms. The KPM officers are given time to answer all the items and they are collected after the questions had been entirely responded to. For the items that cannot be collected by the research officer at that time, the instrument will be collected within two weeks from the time the instrument is allotted to them. Meanwhile, for the officers in JPN/PPG/ PPD, IAB has asked the State Training Officer to assist in explaining the aim of the study and data gathering.

## 8.0 Research Instrument

The Instrument is in the form of self-assessment administered to the headmasters and principals to acquire data concerning their present level of competency and competency needs. The instrument is built in stages, as follows:

i. School Leaders Competency Conceptualization
ii. Item Building
iii. Field Test Instrument
iv. Instrument Validity
v. Pilot Test and Reliability

### School Leaders Competency Conceptualization

Even though there are many competency concepts, this study uses a combined concept of knowledge, skills, and personal characteristics which are needed to carry out the task successfully. This concept is used because its elements are found in various competency concepts employed by a number of researchers (Bonder, 2003; Boyatzis, 1982; Hierbert & Klatt, 2001; Spencer, *et. al.*, 1990) and this concept is found suitable for school leaders.

### Item Building

Item instruments are built based on the educational leadership theories, namely, personal leadership, managerial leadership, instructional leadership, transformational leadership, distributed leadership and value-based leadership as in Diagram 2. The synthesis of the various styles of such leadership has produced 26 competencies. For each competency, items are built to appraise the competencies. A total of 110 items are built.

However the items built do not have value-related items as contained in the value-based leadership. Items which are associated with aspects of value actually exist across the six competency domains as shown in Diagram 3. The reason behind the omission of value item in building this instrument is the fact that the respondents have difficulty in answering value-items which are subjective in nature.

### Field Test Instrument

This instrument is administrated to five headmasters and school principals to determine the suitability of the instrument from the aspects of instruction clarity, comprehension of the meaning of the items, the correct usage of language, etc. The refinement of the items is done after feedback is received from them and subsequently one item is excluded while the other items are altered to make them clearer.

### Instrument Validity

Expert views from two professors and one senior lecturer who have vast experiences in the field of educational management and leadership are referred to in order to ascertain that the instrument has a content validity. Pilot Test and Instrument Reliability Instrument refinement is done after feedback are received from expert observation and the field test is performed. The field test is administered to 50 headmasters and principals who are participants in a course at IAB. Feedback from participants show that the instrument is suitable and can be easily understood. The time taken to complete this instrument is approximately 30 minutes. Instrument validity coefficient α-Cronbach derived from the pilot test is 0.96, far greater from 0.60 suggested for research (Nunnally, 1978).

The research uses two instruments in the form of self - assessment survey, each containing 109 items and grouped into six domains as in Diagram 3. For school leaders, responses from each item measures the level of competence and competency needs while for leaders at KPM/JPN/PPD/PPG, each time measures the interests of the future and present strategic needs. Both instruments use Likert's Five Scales (1 to 5) and is named as the School Leaders Competency Instrument (KOMPAS©). The interpretations of the response score are as in Table 1.

**Table 1: Interpretation of Response Score**

| Score | Competency Level |
|---|---|
| 1 to 1.99 | Low |
| 2 to 2.99 | Moderately Low |
| 3 to 3.99 | Moderately High |
| 4 to 5 | High |

## 9.0 Research Findings

### 9.1 Background of Respondents

The study has successfully gathered instruments answered by a group of school headmasters and school principals. A total of 315 school principals and 281 headmasters responded to the instruments. Meanwhile 140 officers from KPM/JPN and PPG/PPD also responded to the instruments. Table 2 shows background information of the said respondents.

**Table 2: Number of Respondents based on Designation and Gender**

| Designation | Male | Female | Total |
|---|---|---|---|
| Principals | 186 | 129 | 315 |
| Headmasters | 193 | 88 | 281 |
| Total | 379 | 217 | 596 |
| KPM/JPN and PPD/PPG | | | 140 |

### 9.2 Objective 1: School leaders competency grouping based on a fixed criteria

Factor analysis using principal component extraction method and varimax rotation found that the built items can be grouped into six main domains as suggested in the initial model (Diagram 3). However eight items are excluded, namely, A12, A13, A14, C8, D9, D16, E11, and F17 because the variants contributions against the factor are low. Two competencies, namely 'self-direction' and 'inference' are placed in the same factor and then renamed as 'proactive' competency. α-Cronbach value for each domain is shown in Table 3. Items in the instrument are modified after factor analysis as in Attachment 2.

**Table 3: α–Cronbach Value for Every Competency Domain**

| Compentency Domain | α-Cronbach Value |
|---|---|
| Policy and Direction | 0.93 |
| Instructional and Achievement | 0.98 |
| Change and Innovation | 0.96 |
| Resource and Operation | 0.96 |
| People and Relationships | 0.97 |
| Personal Effectiveness | 0.97 |
| Overall Value | 0.99 |

## 9.3 Objective 2: To identify school leaders' current level of competency based on their perception.

Diagram 4 and 5 show mean competency comprehension of school leaders.

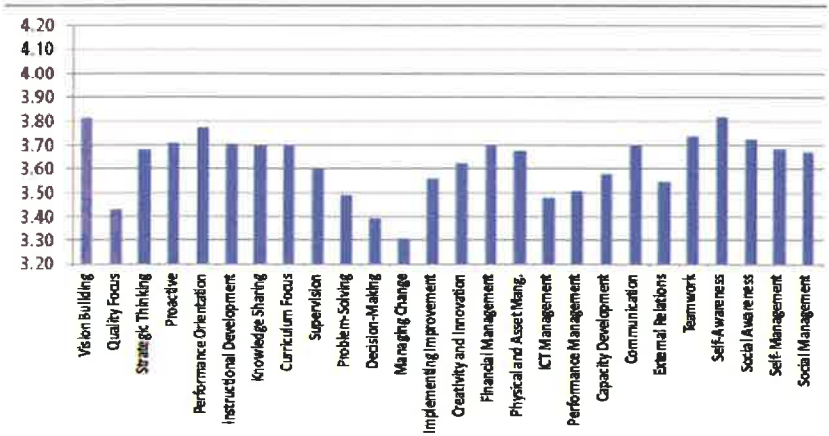


**Diagram 4: Mean Competency Mastery for Principals**

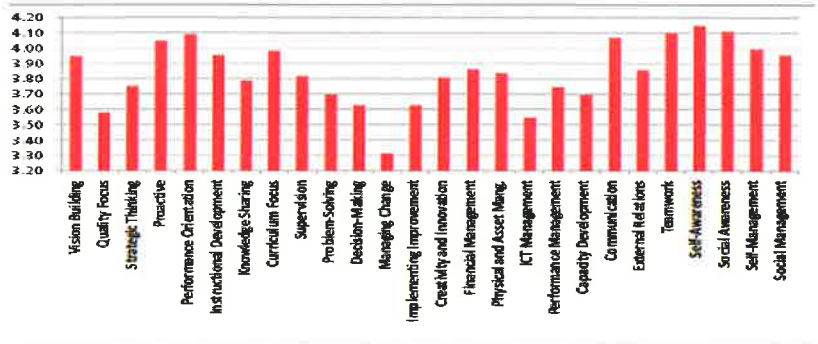


**Diagram 5: Mean Competency Mastery for Headmasters**

### 9.4 Objective 3: To identify the required competency needs level of school leaders based on their perception.

Diagrams 6 and 7 show competency needs mean for school leaders.

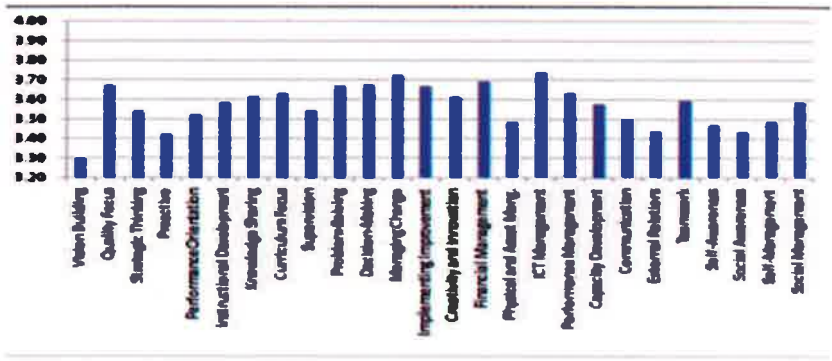


**Diagram 6: Mean Competency Needs for Principals**

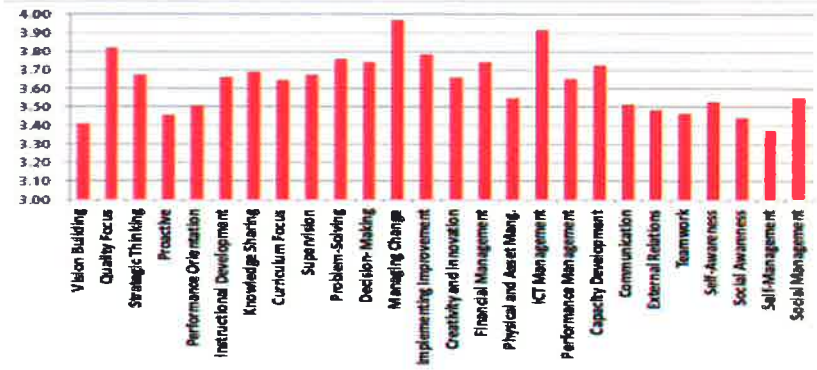


**Diagram 7: Mean Competency Needs for Headmasters**

**9.5 Objective 4: To identify the required competency of school leaders for another 3 – 5 years in future based on the needs of high-ranking officers at KPM/JPN and PPD/PPG level.**

Diagram 8 shows the future competency needs mean based on KPM/ JPN and PPD/PPG.

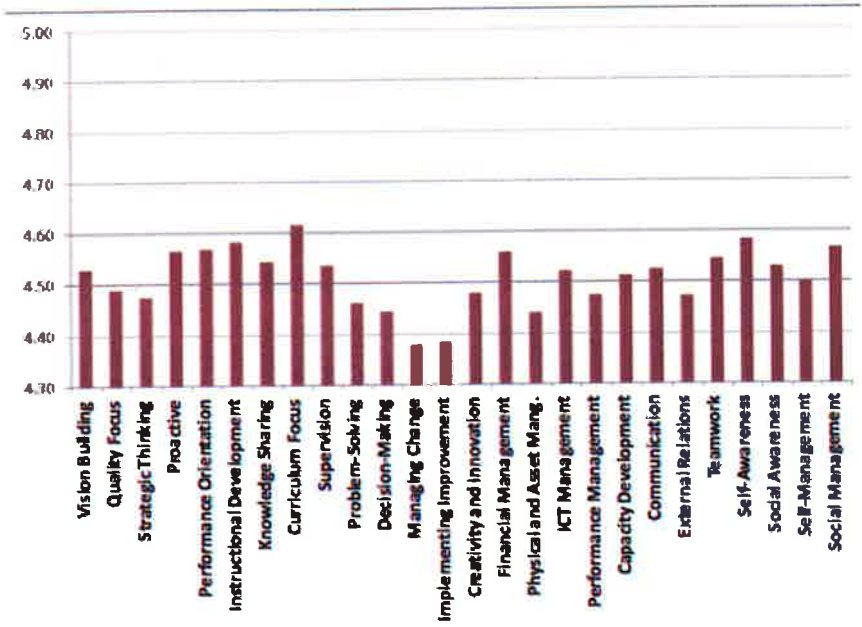


**Diagram 8: Mean Future Competency Needs according to KPM/JPN and PPD/PPG**

## 9.6 Objective 5 : To identify the required competency of school leaders who possess current strategic interests based on the perception of the high-ranking officers at KPM/JPN and PPD/PPG level.

Diagram 9 shows the current strategic competency needs mean based on KPM/JPN and
PPD/PPG.

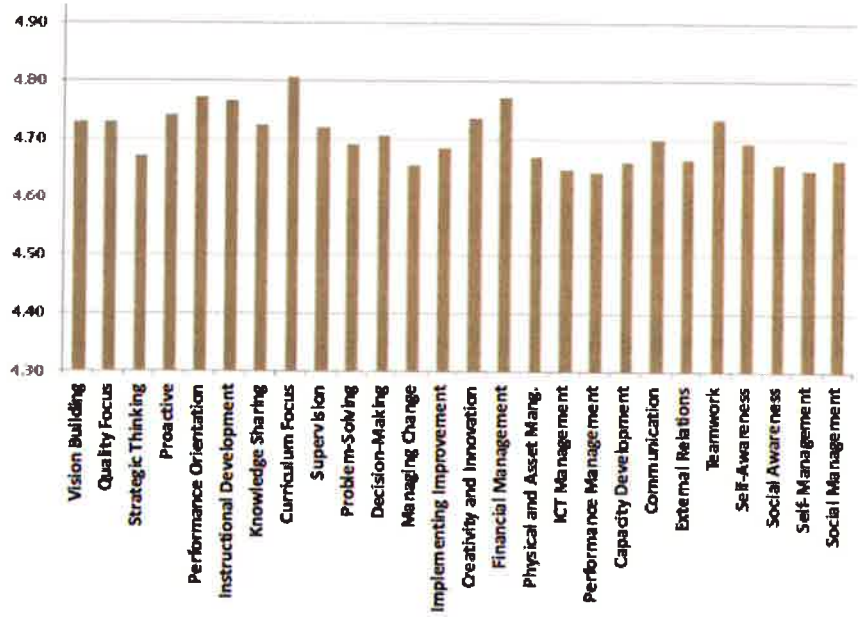


**Diagram 9: Mean Competency Strategic Needs according to KPM/ JPN and PPD/PPG**

## 9.7 Objective 6 : To identify high impact competency required by school leaders.

Diagrams 10 and 11 show high impact competency composite scores for principals.

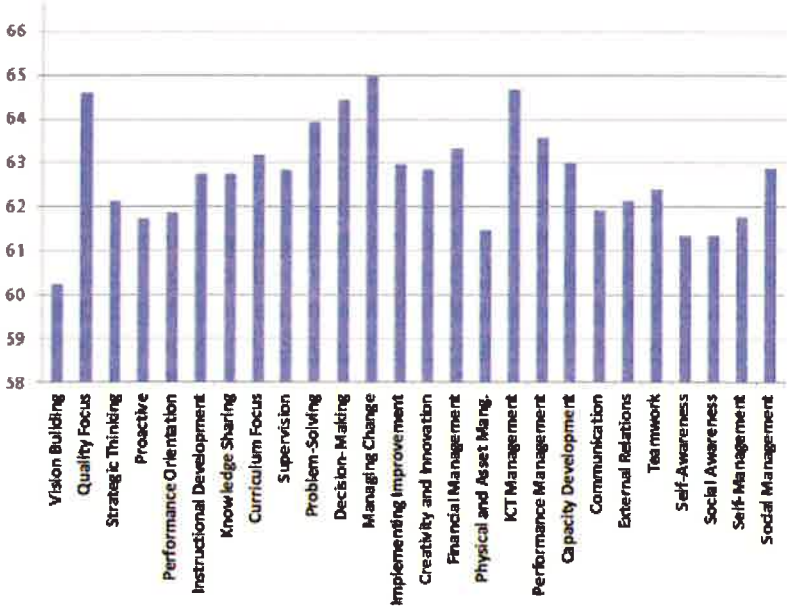


**Diagram 10: Composite Score of High Impact Competency for Principals**

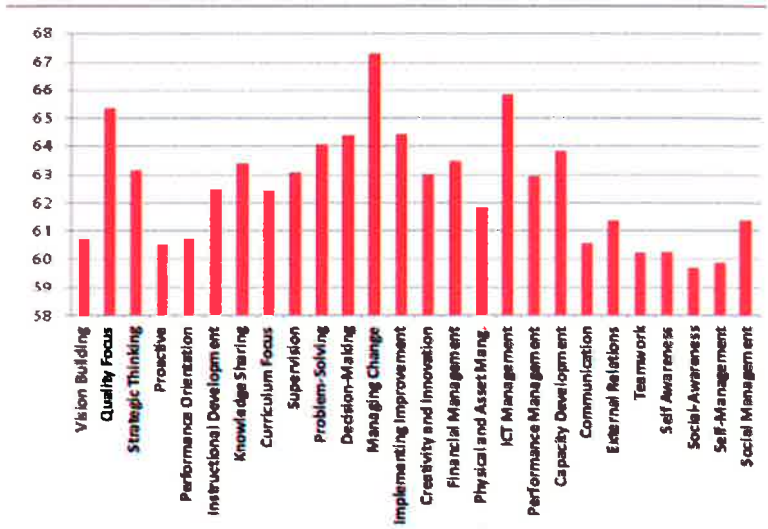


**Diagram 11: Composite Score of High Impact Competency for Headmasters (Mean = 62.5)**

## 10.0 Discussion

Generally, the competence of the school headmasters and principals is at the average level (refer to Diagrams 4 and 5). However the headmasters' group displays higher competency mean compared to the school principals, especially in the proactive, orientation achievement, communication, teamwork, self-awareness and social awareness. However large groups of teachers' exhibit mastery of higher competency mean compared to the principals, especially for competency such as **proactive, achievement performance orientation, communication, teamwork, self-awareness** and **social awareness**. It is relatively found that the competence level to **managing change and innovation, ICT management and quality focus** is low for both groups.

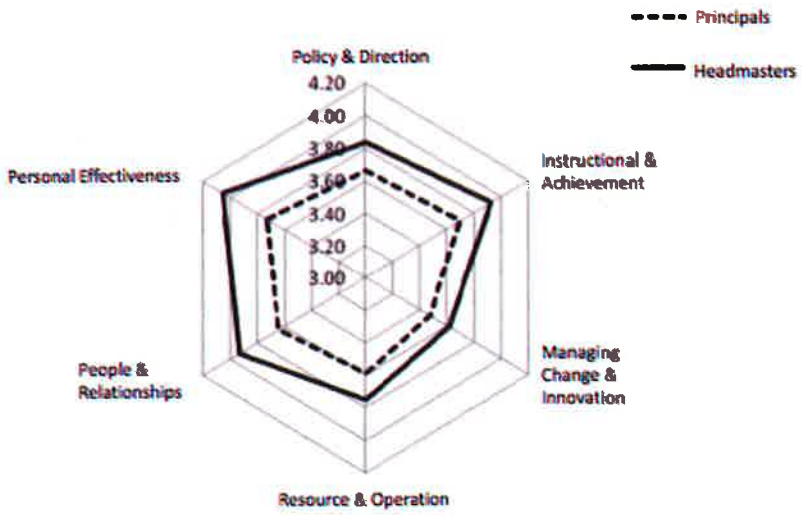


**Diagram 12: Comparison of Competency Domain Mastery Between Principals and Headmasters**

According to analysis on the competency level domain, it is found that headmasters have a higher score mean compared to the principals score mean, especially in the **personal effectiveness** and **people & relationships** domains. This situation may occur because headmasters have greater opportunities to socialize and communicate with various parties. A large group of headmasters are allowed to participate in political network and have relationships with outside parties. Generally, the number of pupils in primary schools is less than that in the high school. Because of this, headmasters have a lot of time to interact and communicate with others.

From the perspective of competency needs, the school principals and the school headmasters displayed medium needs level. However, the school headmasters have a higher needs level for competency compared to the school principals. The competencies which are **quality focus**, **managing change and ICT management** are of the higher needs level for the school headmasters' group. Whereas for the school principals' group, the competencies required are; **managing change and innovation, financial management** and **ICT management.**

The results of the study showed that there is no significant difference between the competency needs levels of headmasters and principals ($t = -0.66$; $p < 0.05$). They show almost similar competency needs levels but show higher competency needs levels in **managing change and innovation, quality focus** and **ICT management**. This means that they need to comprehend the said competencies in order to manage and lead their school.

If we look from the perspective of competency needs domain, it is found that **managing change and innovation**, together with **resource and operation** are domains of a higher need level. However the score mean the school headmasters' needs levels are relatively higher compared to the score mean of the school principals needs levels. This situation may be due to the many changes in policies in the Ministry of Education which induce the school principals and the school headmasters to needing a higher level of competency in this domain. At the same time, the increase of emphasis towards good governance as suggested by the Government has made the **resources and operation** domain more required by them.

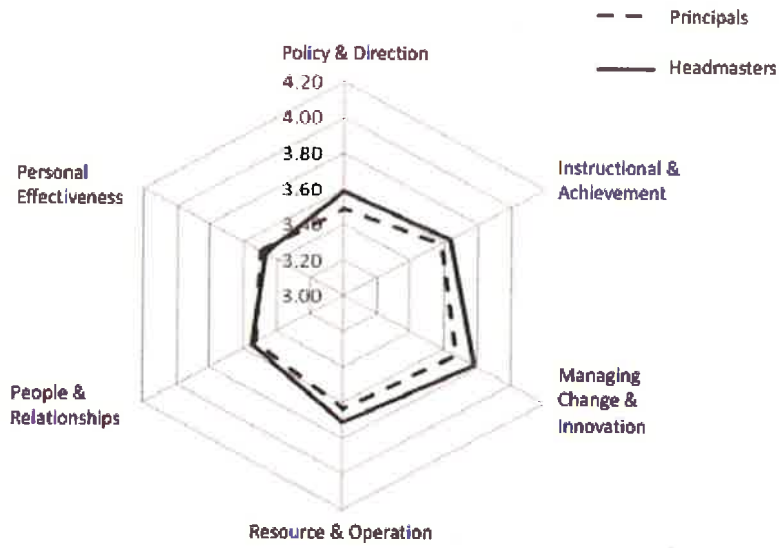


**Diagram 13: Comparison of Competency Domain Needs Between Principals and Headmasters**

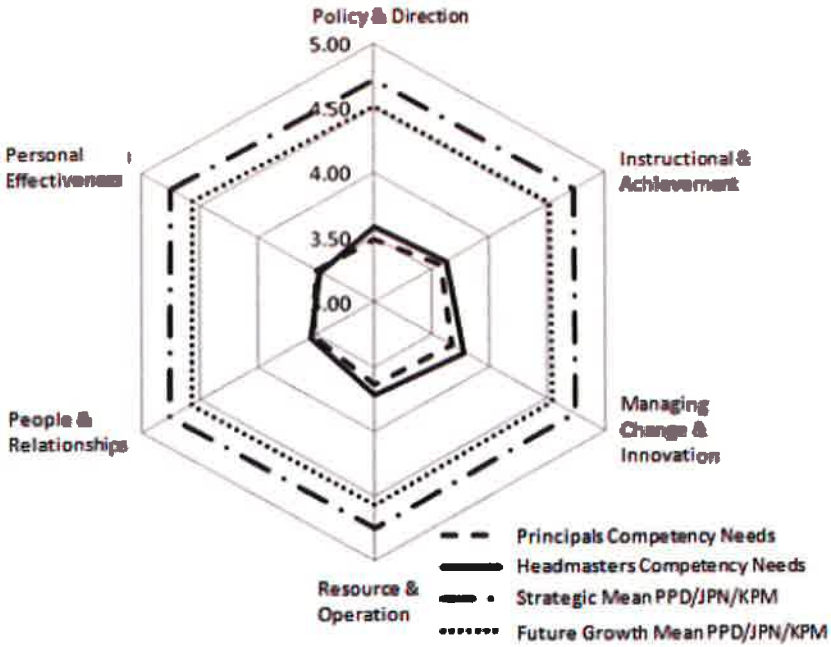


**Diagram 14: Comparison of Competency Needs Between Principals and Headmasters**

Diagram 14 shows an apparent gap between the level of competency that is expected by the stakeholder with the needs level of the school headmasters and the school principals. This gap has to be narrowed down through continuous training and development by IAB or by the other authorities concerned and to focus on high impact competency.

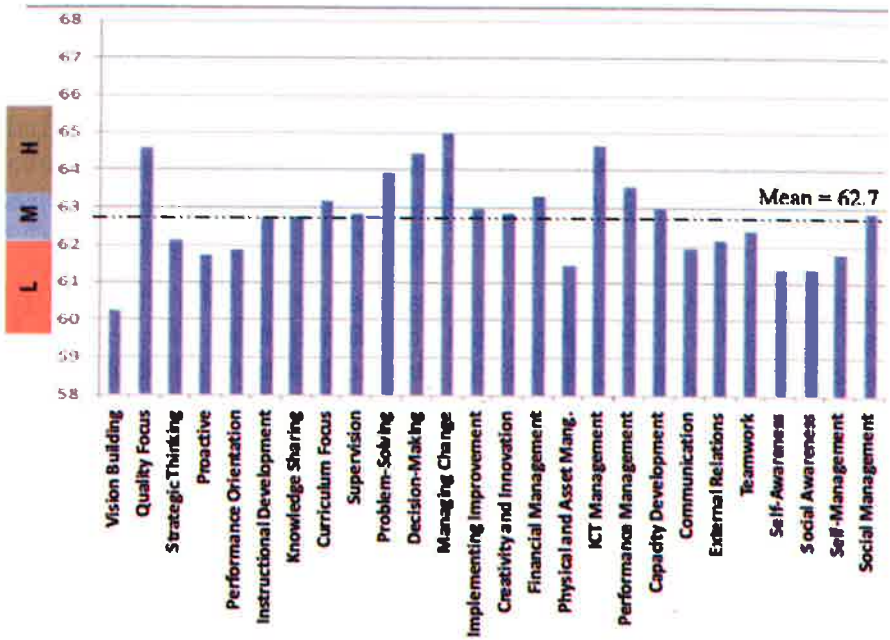


**Diagram 15: Composite Scores of High Impact Competency for Principals**

Diagram 15 shows principals' competency composite score categorized as high impact that is **quality focus, problem-solving, decision-making, managing change and innovation, financial management, ICT management** and **performance management.**

The principals' competency composite score classified as low impact are **vision building, strategic thinking, proactive, achievement performance orientation, physical and asset management, communication, self-awareness, social awareness** and **self-management.**

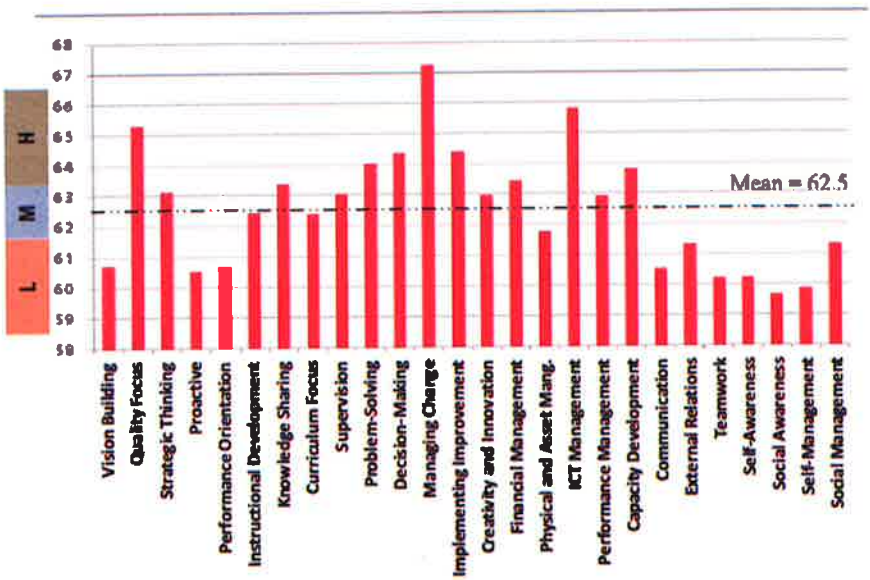


**Diagram 16: Composite Scores of High Impact Competency for Headmasters**

Diagram 16 shows headmasters' competency composite scores categorized for high impact which are **quality focus, problem-solving, decision-making, managing change and innovation, ICT management** and **performance management**. Whereas low competency impacts are **vision building, proactive, achievement performance orientation, communication, external relations, teamwork, self-awareness, social awareness, self-management** and **social management.**

Diagram 17 shows the comparison of high impact competency between principals and headmasters. There are five similar high impact competencies that are needed by principals and headmasters. They are **managing change, quality focus, ICT management, problem-solving and decision-making**. There is another high impact competency required by principals, that is, **performance management** whereas **implementing school improvement** and **capacity development** are required by headmasters.

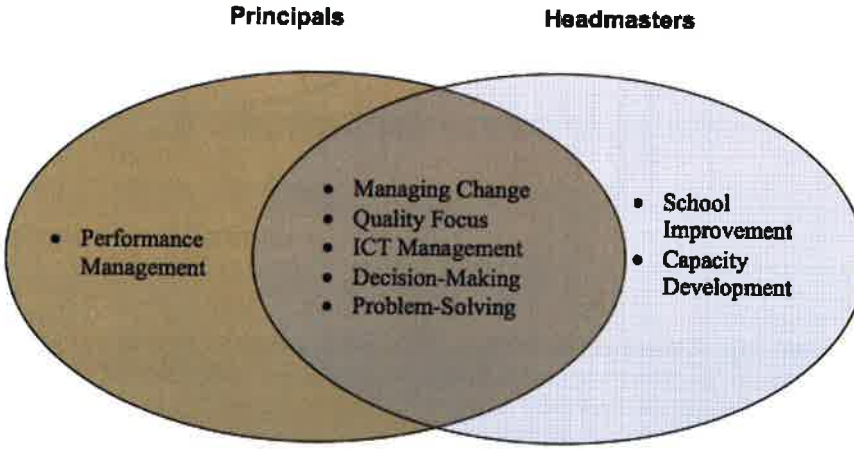


**Diagram 17: High Impact Competency for Principals and Headmasters**

As shown in Diagram 18, this research has also found the comparison of the course needs mean between principals and headmasters as compared to their tenure of service (as principals or headmasters).

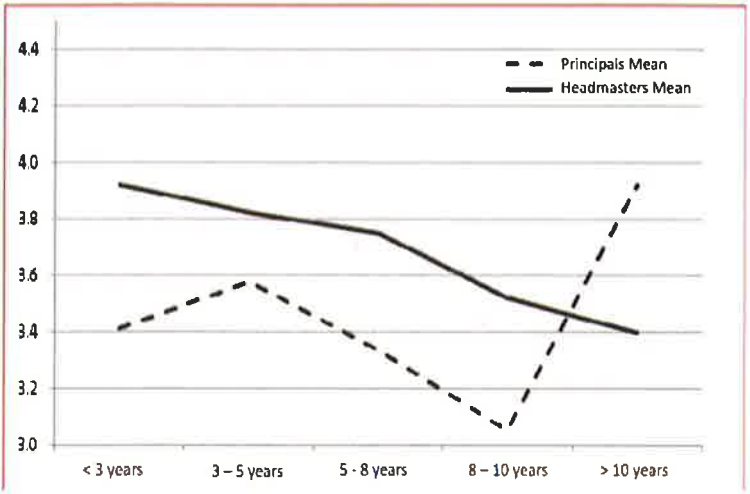


**Diagram 18: Mean Comparisons of Course Needs based on Tenure of Service as Principals / Headmasters**

From the diagram above, it can be seen that the group of headmasters have a higher course needs mean value compared to the group of principals at their early stages of service. Nevertheless, in the case of the group of headmasters, the needs mean continuously decline for those who have served as long as 5 – 8 years. After that period, the course needs mean continuously and rapidly decline within 8-10 years. As for the principals, the course needs mean rises as they serve for as long as 3 – 5 years. After that, the course needs mean declines as the principals serve between 8 – 10 years. Subsequently, after that length of period, the course needs mean rises sharply.

Based on this information we can conclude that every school leader needs to be trained after they are appointed as a principal or a headmaster. The headmasters' group should continuously be given courses and professional development throughout their tenure of service. As for the principals, they should be given courses at least within 3-5 years of their tenure of service following their appointment to their designations. After having served 8 – 10 years they should be given professional rejuvenation or development courses in order to enhance their competency at facing rapid educational change.

## 11.0 Research Implications

This research has successfully provided important data to those who plan the appropriate training and development programs for school leaders.

Hence, it is suggested that the following points should be considered to ensure the training and development programs for school leaders meet current and future needs :

- policies related to training and development for school leaders should be thoroughly revised
- courses offered to school leaders should be revised so that emphasis is given to high impact competency courses in training and development programs
- courses should be conducted continuously to increase the competency levels of the principals and headmasters. At the same time, the training cycle for principals and headmasters should be taken into consideration to ensure that they are trained within the stated training cycle.
- KOMPAS is used intensively to enable IAB to produce annual index of competency needs for the training and development of Malaysian school leaders
- training and development programs offered to school leaders should develop intra-organizational capacity building which focuses on high impact competency
- Due to the generic and variable nature of the competency, effort to review the training should be carried out periodically

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ATTACHMENT 1

## COMPETENCY DESCRIPTOR

| Domain | Competency | Descriptor |
|---|---|---|
| **POLICY AND DIRECTION** | Vision Building | Able to develop school vision. Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all |
| | Quality Focus | Focus on continuous improvement |
| | Strategic Thinking | Ability to predict organization future needs |
| | Proactive | Ability to establish goals, time-lines and budget with little or no motivation from superiors |
| **INSTRUCTIONAL & ACHIEVEMENT** | Achievement Performance Orientation | Setting objectives clearly, Positive expectation and high standard |
| | Instructional Development | Providing opportunities for meaningful student participation. |
| | Knowledge Sharing | Ability to develop strategies to enhance curriculum performance. Promoting professional learning community |
| | Curriculum Focus | Promoting quality teaching. Monitoring student learning |
| | Supervision | Provide effective supervision and evaluating for all teachers |

| | | |
|---|---|---|
| **MANAGING CHANGE AND INNOVATION** | Problem solving | Ability to solve problem by using appropriate approaches |
| | Decision Making | Uses information and data to make quality decisions |
| | Managing change | Manages change by working with and through other people |
| | Implementing School Improvement | Produces and implements clear, evidence-base improvement of the school and its support systems |
| | Creativity and Innovation | Employs creativity, innovation and new technologies to achieve excellence at the workplace. |
| **RESOURCE AND OPERATION** | Financial Management | Ability to manage finance efficiently. |
| | Physical and Asset Management | Ability to manage, organise, and sustain school environment effectively and efficiently to ensure that it meets the need of the curriculum, health and safety regulations. |
| | ICT Management | Ability to manage and organize school ICT facilities |
| | Performance Management | Ability to assess and report on the progress organizational pre-determine goals |
| **PEOPLE AND RELATIONSHIPS** | Capacity Development | Ability to built and develop capacity of staff and school leaders. |
| | Communication | Ability to communicate effectively and decisively. |
| | Establishing relations with external agencies | Ability to develop and foster external relationship with others for the benefit of the school |
| | Teamwork | Ability to work as a team |

| | | |
|---|---|---|
| **PERSONAL EFFECTIVENESS** | Self-Awareness | Knowing one's internal states, preferences, resources and intuitions. |
| | Social Awareness | Ability to handle relationship and aware of other's feeling, needs and concerns. |
| | Self-Management | Managing one's internal states, impulses and resources. |
| | Social Management | Having the adeptness to induce desirable responses in others. |

ATTACHMENT 2

**List of Items in the School Leaders' Competency Instrument (KOMPAS©)**

1. Designing school vision
2. Sharing school vision with all staff
3. Translating vision/policy into action
4. Designing school quality policy
5. Creating the quality culture in the school's management.
6. Utilizing quality tools to implement continuous Improvement.
7. Acknowledging the impact of globalization towards the country's education systems.
8. Following the latest education development.
9. Designing school's strategic plan
10. Motivating oneself for work achievement.
11. Taking action proactively
12. Optimizing limited resources
13. Specifying the aims of teaching-learning achievement in school
14. Setting standard for students' academic achievement.
15. Inspiring teachers to put high expectations towards students.
16. Specifying a benchmark for comparative school achievement.
17. Managing schools based on result-orientation
18. Using various strategies to enhance curriculum performance.
19. Creating conducive environment for teaching and learning
20. Facilitating teachers in enhancing effective teaching and learning
21. Empowering teachers in planning and executing curriculum programs.
22. Initiating discussion to increase effective teaching and learning.
23. Implementing staff development programs
24. Enhancing the functions of various subjects department.
25. Stressing and focused teaching and learning
26. Generating teachers' ability to optimize time for teaching and learning
27. Generating teacher's ability to achieve the specified aims of learning
28. Evaluating student's learning progress.

29. Supervising the process of teaching and learning
30. Evaluating teachers' teaching skills
31. Offering input to increase effective teaching and learning
32. Using the teacher-supervision data to improve the process of teaching and learning
33. Identifying the source of problem
34. Having the knowledge of models and problem-solving
35. Using data to assist in problem-solving.
36. Solving problems collectively
37. Having the skill of decision-making
38. Having the knowledge of various models on decision-making.
39. Making decision based on data
40. Having the skill to coordinate agenda of change in education.
41. Applying models of change management to real situations in schools.
42. Identifying successful key factors in managing change.
43. Coping with challenges/obstacles in change management
44. Having the knowledge of the school improvement concept.
45. Analyzing data to identify the scope/opportunity for school improvement.
46. Evaluating school improvement programs.
47. Optimizing external resources to support school improvement.
48. Optimizing creative and innovative staff.
49. Using creativity and innovation in management.
50. Creating a culture of creativity and innovation in schools.
51. Preparing school's yearly budget requirements.
52. Monitoring school's financial management practice continuously.
53. Using the latest approach and technology in financial management.
54. Evaluating and implementing continuous improvement in financial management performance
55. Knowing and abiding by the Treasury Instruction and financial laws, rules and regulations, and procedures.
56. Implementing financial management strategy transparently and wisely.

57. Planning for the school's physical and environment development based on needs and regulations.
58. Planning for assets procurement based on needs and regulation.
59. Establishing and sustaining the school maintenance culture.
60. Planning for school's ICT development based on needs and regulation.
61. Developing skills and school's expertise in ICT
62. Creating a culture of using ICT to achieve the school's aim
63. Managing the security of data and ICT information.
64. Developing performance standards for organization and staff.
65. Using performance management data for organization improvement.
66. Providing feedbacks of performance development to staff.
67. Planning for staff development.
68. Monitoring staff development programs.
69. Creating the culture of professional learning in organization.
70. Planning continuous self-development.
71. Guiding teachers to be leaders.
72. Sharing knowledge and skills with staff.
73. Implementing coaching and mentoring.
74. Guiding staff to increase work performance.
75. Becoming a good listener.
76. Having negotiation skill.
77. Creating smart cooperation with external agencies.
78. Optimizing PTA for school's benefit.
79. Utilizing external resources for school's benefit.
80. Identifying space and opportunity for cooperation with external agencies.
81. Activating teamwork in school.
82. Having the skill as a team facilitator.
83. Establishing a rusting culture in a team.
84. Appreciating variety of opinions and expertise in a team.
85. Having emotional awareness.

86. Conscious of one's strengths, weaknesses and limitations.
87. Having self-confidence.
88. Having high level of sensitivity.
89. Empathy.
90. Service-oriented management.
91. Identifying the needs and welfare of all staff.
92. Concern about the client's feelings and needs.
93. Having the ability to self-adapt.
94. Action-oriented.
95. Dare to take calculated risks.
96. Able to think reflectively.
97. Managing stress.
98. Managing conflict.
99. Change catalyst.
100. Establishing cooperation with all staff in school

ATTACHMENT 3

**Competency Mastery Mean for Principal and Headmaster Groups**

| Competency | Mean | |
|---|---|---|
| | Principal | Headmaster |
| Vision Building | 3.18 | 3.95 |
| Quality Focus | 3.42 | 3.58 |
| Strategic Thinking | 3.68 | 3.75 |
| Proactive | 3.71 | 4.05 |
| Achievement Performance Orientation | 3.77 | 4.09 |
| Instructional Development | 3.71 | 3.95 |
| Knowledge Sharing | 3.70 | 3.79 |
| Curriculum Focus | 3.70 | 3.98 |
| Supervision | 3.60 | 3.82 |
| Problem-Solving | 3.49 | 3.70 |
| Decision-Making | 3.39 | 3.63 |
| Managing Change | 3.30 | 3.31 |
| Implementing School Improvement | 3.62 | 3.81 |
| Creativity and Innovation | 3.62 | 3.81 |
| Financial Management | 3.70 | 3.86 |
| Physical and Asset Management | 3.68 | 3.84 |
| ICT Management | 3.48 | 3.55 |
| Performance Management | 3.51 | 3.75 |
| Capacity Development | 3.58 | 3.70 |
| Communication | 3.70 | 4.07 |
| Establishing Relations with External Agencies | 3.55 | 3.86 |
| Teamwork | 3.74 | 4.10 |
| Self-Awareness | 3.82 | 4.15 |
| Social Awareness | 3.73 | 4.11 |
| Self -Management | 3.69 | 3.99 |
| Social Management | 3.67 | 3.96 |
| **Total Mean** | **3.63** | **3.85** |

ATTACHMENT 4

**Required Competency Mean for Principal and Headmaster Group**

| Competency | Mean | |
|---|---|---|
| | Principal | Headmaster |
| Vision Building | 3.30 | 3.41 |
| Quality Focus | 3.67 | 3.82 |
| Strategic Thinking | 3.54 | 3.67 |
| Proactive | 3.42 | 4.45 |
| Achievement Performance Orientation | 3.52 | 3.50 |
| Instructional Development | 3.59 | 3.66 |
| Knowledge Sharing | 3.62 | 3.69 |
| Curriculum Focus | 3.63 | 3.64 |
| Supervision | 3.55 | 3.67 |
| Problem-Solving | 3.67 | 3.76 |
| Decision-Making | 3.68 | 3.74 |
| Managing Change | 3.73 | 3.97 |
| Implementing School Improvement | 3.67 | 3.78 |
| Creativity and Innovation | 3.62 | 3.66 |
| Financial Management | 3.70 | 3.74 |
| Physical and Asset Management | 3.49 | 3.55 |
| ICT Management | 3.74 | 3.92 |
| Performance Management | 3.63 | 3.65 |
| Capacity Development | 3.58 | 3.72 |
| Communication | 3.50 | 3.52 |
| Establishing Relations with External Agencies | 3.44 | 3.48 |
| Teamwork | 3.60 | 3.46 |
| Self-Awareness | 3.47 | 3.53 |
| Social Awareness | 3.44 | 3.44 |
| Self -Management | 3.49 | 3.37 |
| Social Management | 3.59 | 3.55 |
| **Total Mean** | 3.57 | 3.63 |

ATTACHMENT 5

Required Present Strategic and Future Needs Mean through KPM/ JPN/PPG/PPD Perspectives

| Competency | Mean | |
|---|---|---|
| | Current Strategic Needs | Future Needs |
| Vision Building | 4.73 | 4.53 |
| Quality Focus | 4.73 | 4.49 |
| Strategic Thinking | 4.67 | 4.47 |
| Proactive | 4.74 | 4.57 |
| Achievement Performance Orientation | 4.77 | 4.57 |
| Instructional Development | 4.77 | 4.58 |
| Knowledge Sharing | 4.73 | 4.54 |
| Curriculum Focus | 4.81 | 4.62 |
| Supervision | 4.72 | 4.53 |
| Problem-Solving | 4.69 | 4.46 |
| Decision-Making | 4.71 | 4.44 |
| Managing Change | 4.66 | 4.38 |
| Implementing School Improvement | 4.69 | 4.38 |
| Creativity and Innovation | 4.74 | 4.48 |
| Financial Management | 4.77 | 4.56 |
| Physical and Asset Management | 4.67 | 4.44 |
| ICT Management | 4.65 | 4.52 |
| Performance Management | 4.64 | 4.47 |
| Capacity Development | 4.66 | 4.51 |
| Communication | 4.70 | 4.53 |
| Establishing Relations with External Agencies | 4.67 | 4.47 |
| Teamwork | 4.74 | 4.55 |
| Self-Awareness | 4.70 | 4.58 |
| Social Awareness | 4.66 | 4.53 |
| Self -Management | 4.65 | 4.50 |
| Social Management | 4.67 | 4.57 |
| **Total Mean** | **4.70** | **4.51** |

ATTACHMENT 6

## Competency Needs, Competency Mastery, Strategic Needs and Future Needs Mean for Every Competency Domain.

| Domain | Principal Competency Needs | Principal Competency Mastery | Headmaster Competency Needs | Headmaster Competency Mastery | Strategic Mean PPD/JPN/ KPM | Mean Future Growth PPD/JPN/ KPM |
|---|---|---|---|---|---|---|
| Policy and direction | 3.49 | 3.66 | 3.59 | 3.83 | 4.72 | 4.51 |
| Instructional and achievement | 3.58 | 3.70 | 3.63 | 3.93 | 4.73 | 4.52 |
| Managing Change and Innovation | 3.67 | 3.47 | 3.78 | 3.62 | 4.74 | 4.55 |
| Resource and Operation | 3.64 | 3.59 | 3.71 | 3.75 | 4.75 | 4.56 |
| People And Relationships | 3.53 | 3.64 | 3.55 | 3.93 | 4.77 | 4.58 |
| Personal Effectiveness | 3.50 | 3.73 | 3.47 | 4.05 | 4.75 | 4.57 |
| **Total Mean** | **3.57** | **3.63** | **3.62** | **3.85** | **4.74** | **4.55** |