

# **SUSTAINING TOWERING LEADERSHIP:** ***The Fellow Kanan Legacy***



INSTITUT AMINUDDIN BAKI  
KEMENTERIAN PENDIDIKAN MALAYSIA  
SRI LAYANG  
GENTING HIGHLANDS



# **Sustaining Towering Leadership: The *Fellow Kanan* Legacy**

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# CONTENTS

<b>A Message from the Minister of Education, Malaysia</b>	i
<b>A Note from the Director-General of Education, Malaysia</b>	ii
<b>A Note from the Director of Institut Aminuddin Baki</b>	iii
<b>Foreword</b>	iv

<b>CHAPTER 1</b>		<b>PAGE</b>
<b>The Programme</b>		<b>1</b>
1.1	Introduction	1
1.2	The Programme Implementation	3
1.3	Aims	3
1.4	The Duties of <i>Fellow Kanan</i>	4
1.5	The Committee	5

<b>CHAPTER 2</b>		
<b>Effective Leadership, Capacity Building And High Culture</b>		<b>9</b>
2.1	Introduction	9
2.2	Leaders and Leadership	10
2.2.1	Personal Leadership	10
2.2.2	Professional Leadership	12
2.2.3	Situational Leadership Theory	13
2.2.4	Instructional Leadership Theory	15
2.2.5	Organisational Leadership	17
2.2.6	Conclusion	19
2.3	Capacity Building	20
2.4	High Culture	23
2.5	Expected Results	23
2.6	Conclusion	24

<b>CHAPTER 3</b>		
<b>The Framework</b>		<b>27</b>
3.1	Introduction	27
3.2	Standard Quality of Education Malaysia (SQEM) 2010	27
3.3	The <i>Fellow Kanan</i> Framework	28

<b>CHAPTER 4</b>		
<b>Coaching and Mentoring Models</b>		<b>33</b>
4.1	Definitions and Differences	33
4.2	Models of Coaching Sessions	35

4.2.1	The GROW Model	36
4.2.2	Leadership Coaching and Mentoring Framework	38
4.2.3	The Organisational Development Model	41
4.2.4	The IAB Spiral Model	42
<b>CHAPTER 5</b>		
	<b>The Reports</b>	45
5.1	Introduction	45
5.2	Reports	45
5.3	Modus Operandi	46
5.4	A Selected School Visit Report: School A	49
5.5	A Selected School Visit Report: School B	52
<b>CHAPTER 6</b>		
	<b>Instruments And Tool Kits</b>	59
6.1	Introduction	59
6.2	The <i>Fellow Kanan</i> -Principal Contract	60
6.3	Quality Evaluation Instrument	62
6.4	The Principal Development Survey	63
6.5	The Principal Reflection on the Mentoring Process	64
6.6	Principal Task Evaluation Form	65
6.7	School Visit Report	66
<b>CHAPTER 7</b>		
	<b>Epilogue</b>	69
7.1	Nostalgia	69
7.2	Different Strokes for Different Folks	72
7.3	One for All and All for One	75
7.4	Knowledge Speaks and Wisdom Listens	78
7.5	Touching the Heart	81
7.6	Only Diamonds Can Cut Other Diamonds	84
<b>CHAPTER 8</b>		
	<b>Case Study</b>	89
	<b><i>Fellow Kanan</i> Profile</b>	102
	<b>REFERENCES</b>	108

## **List of Tables**

	<b>Page</b>
Table 3.1: Critical Aspects and Criteria of Excellent School Principal	27
Table 4.1: Differences between Coaching and Mentoring Techniques	33
Table 4.2: The <i>Fellow Kanan</i> Coaching and Mentoring Techniques	35
Table 5.1: Grade Point Average (GPA) for the trial examinations and comparison with the targets for SPM 2014	54



## **List of Diagrams**

	<b>Page</b>
Diagram 4.2.1: GROW Model	36
Diagram 4.2.2: Leadership Coaching and Mentoring (LCM) Framework	38
Diagram 4.2.2a: Coach ( <i>Fellow Kanan</i> ) and Coachee (School Leader) Meeting Operational Plan	39
Diagram 4.2.2b: Goals and Operational Plan	40
Diagram 4.3: Organisational Development Model	41
Diagram 4.4: IAB Spiral Coaching and Mentoring Model	42

## **List of Figures**

	<b>Page</b>
Figure 2.1: Dimensions of Leadership: Personal, Professional and Organisational Leadership	19
Figure 3.1: The Framework and <i>Fellow Kanan</i> Model (2013)	28
Figure 3.1a: A Guide to the <i>Fellow Kanan</i> Model	29
Figure 3.1b The <i>Fellow Kanan</i> Model	29

## **A Message from the Minister of Education, Malaysia**

**His Excellency YAB Tan Sri Dato' Haji Muhyiddin  
Bin Haji Mohd. Yassin  
The Minister of Education, Malaysia**



The foundation of the present education system as well as that of the future consists of providing high quality education. Only quality education can ensure the production of competent and knowledgeable manpower along with the good values necessary for nation building. In line with global changes, education in Malaysia is also undergoing transformation at a rapid pace.

The Ministry of Education Malaysia is striving to improve the education system from time to time with various plans, policies, programmes and activities. All these changes are designed to ensure that school children can obtain quality education.

The *Fellow Kanan* programme is an effort by the Ministry of Education to ensure that the educational transformation stated in the Malaysia Education Blueprint (2013-2015) is successfully achieved. In the Malaysia Education Blueprint, it is explicitly stated that all the 11 waves of transformation must be executed in order to achieve this transformation and provide the quality education as promised. There is regular and continuous monitoring on all the waves of transformation cited in PPP. In the 5th wave, it is explicitly stated that there must be high performing principals in every school in Malaysia.

It is my fervent hope and prayer that all efforts currently undertaken by Institut Aminuddin Baki, the *Fellow Kanan*, the various Divisions of the Ministry and educationists nationwide will bear fruit. Lastly, I would like to convey my congratulations on the publication of the book, *Sustaining Towering Leadership – The Fellow Kanan Legacy*.

**TAN SRI DATO' HAJI MUHYIDDIN BIN HAJI MOHD. YASSIN  
Minister of Education, Malaysia**

## **A Note from the Director-General of Education, Malaysia**

**Honourable Dato' Sri Dr. Khair Bin Mohamad Yusof**  
**The Director-General of Education, Malaysia**



I wish to congratulate the *Fellow Kanan*, Institut Aminuddin Baki and all parties involved in the publication of the book *Sustaining Towering Leadership – The Fellow Kanan Legacy*. This document represents an important reference for educational leaders and stakeholders in the Ministry of Education.

This book is proof that the Ministry of Education is dedicated to the task of finding new initiatives which will ensure that the education system is constantly improving from time to time. The 5<sup>th</sup> wave in the PPPM emphasizes on the placement of high performing leaders in all schools and the *Fellow Kanan* programme is one of the initiatives to ensure the success of this plan.

The Ministry of Education realises that given the complexity of the current world, there is no one way to achieve success. School leaders have to be mentored, likewise the teachers and students. The *Fellow Kanan* programme is one such initiative that seeks to ensure that selected schools achieve and sustain excellence on a global scale.

I am confident that this book will be of benefit to all educators and be a source of reference to those seeking to understand our education system.

Thank you.

**DATO' SRI DR. KHAIR BIN MOHAMAD YUSOF**  
**Director-General of Education, Malaysia**

## **A Note from the Director of Institut Aminuddin Baki**

**Honourable Dato' Hj. Khairil Bin Hj. Awang**  
**The Director of Institut Aminuddin Baki**



By the grace of God, the book *Sustaining Towering Leadership – The Fellow Kanan Legacy* has been published.

The *Fellow Kanan* programme was designed specifically to help school leaders improve the quality and competency of their leadership skills. This in turn would be reflected in desired improvements in competency, values and knowledge amongst the students, thereby aiding in nation-building. Initially, the Fully Residential Schools were selected as these school leaders had to be excellent leaders on the global scale.

This book gives detailed information on the coaching and mentoring approach that was used by the *Fellow Kanan* in guiding the 20 school leaders. As a legacy of these retired excellent leaders of the Fully Residential Schools, this guidebook can help in the efforts towards capacity building, creating a high performance culture and obtaining excellent results.

I would like to take this opportunity to congratulate all parties involved in the publication of this book, which I think will be of great benefit to new *Fellow Kanan*, lecturers of Institut Aminuddin Baki and other educational leaders. This noble effort was only possible with the commitment of all stakeholders and I hope that this publication will enhance the body of knowledge in the field of educational leadership and management.

Thank you.

**DATO' HJ. KHAIRIL BIN HJ. AWANG**  
**Director of Institut Aminuddin Baki**

## Foreword

The Malaysia Education Blueprint (2013-2015) is a transformational plan with both short and long term aims. Several initiatives have been launched in order to achieve the objectives of this plan. One of the initiatives is the *Fellow Kanan* programme. They have been entrusted to realise the 5<sup>th</sup> wave which states that a high performing leader must be placed as the leader in each school throughout the country. The six *Fellow Kanan* entrusted with the success of this programme are all former Principals of selected Fully Residential Schools.

In the initial stage, the *Fellow Kanan* used various approaches in harmony with their experiences as former principals. This was not a problem as they understood the current context of the 20 pioneer schools selected and were able to give relevant coaching and mentoring.

After several discussions and collection of information from the schools visited, the *Fellow Kanan* designed a more comprehensive framework that was used as a guide for future visits. This structured framework is now used with confidence to achieve the stated objectives.

Three main management dimensions that are emphasized in this framework are:

- The School Leaders and Leadership
- Capacity Building
- High Culture

These three dimensions have been identified as the basis for school management. With good governance and precise operations, they can ensure excellence in the schools concerned.

After several school visits, the *Fellow Kanan* applied the coaching and mentoring models. This was found to be more on a professional footing. Toolkits designed by the *Fellow Kanan* were used in this programme. The Principals were receptive to the professional inputs and proposals provided. Although in its infancy, the schools received this help willingly. The pioneer schools received the effects and advantages as hoped:

This book documents the efforts and approaches that were used by the *Fellow Kanan* in conducting the Coaching and Mentoring sessions with the school leaders of the Fully Residential Schools. It was to be used as a guidebook for all lecturers, *Fellow Kanan*, MoE officers and educationists.

This book contains policies, procedures, regulations and guides related to this programme for those intending to be future *Fellow Kanan* or IAB lecturers who may be involved as the secretariat of this programme. Besides this, the guidebook also contains theories, models, concepts, framework and instruments as well as tools that can be used in the coaching and mentoring processes.

## Objectives

- Designing a structured framework that can be used to implement the Fellow Kanan programme in line with the requirements of the Malaysia Education Blueprint (2013-2015).
- Developing a relevant guide on coaching and mentoring procedures used during the Fellow Kanan programme.
- Designing an indigenous model that can be used as a reference and be documented for future use.
- Aiding in the preparation and implementation of future programmes with improvement in quality.
- Producing a standardized and uniform model that both coach and mentor can use as a reference.
- Improving the quality of service and the professionalism of both coach and mentor so that there exist a high degree of validity between clients and stakeholders.





# CHAPTER 1

## INTRODUCTION



## CHAPTER 1

### 1.1 Introduction

The Malaysia Education Blueprint (2013-2025) was formulated to provide a comprehensive developmental framework that can transform the education system in a quick and sustainable manner. The Malaysian education system, as the backbone of national development, provides Malaysians with the necessary knowledge and skills to spur economic growth and prosperity of the country, as directed by Mohd Najib bin Tun Haji Abdul Razak, the Prime Minister of Malaysia, who said:

*“In order to achieve high aspirations in the increasingly competitive global arena, we cannot afford to be negligent. Thus, Malaysia needs to implement major changes to the education system in order to improve the performance of all students.”*

The aspirations mentioned in the Malaysia Education Blueprint (2013-2025) are designed to deliver a continuous, fast and comprehensive transformation of the education system. These changes are organized in three waves, in line with the improved capacity and capability of the system. The first wave of transformation is focused on strengthening the foundations of the system by improving the quality of teachers and of school leadership.

Towards this end, the Ministry has outlined eleven shifts that must be implemented in order to produce the desired changes. In particular, the fifth shift concerns the strengthening of school educational leadership, whereby it is hoped that every school will be led by a high performing principal or headmaster, who will strive towards the goal of improving both the academic and non-academic success of students.

The objective of the Ministry of Education, Malaysia (MoE) is to ensure that every school at all levels is led by an effective principal. The MoE will also broaden the scope of the leadership to include the middle managers, such as senior assistants, heads of department and subject panel heads.

These initiatives aim to have an impact not only in schools, but in the community and the nation as well. To address these discrepancies, leaders must first develop their competencies quickly in order to face complex issues at the internal level. Second, by equipping themselves with such skills, the leaders would then be able to face future challenges be it at the internal and the external level.

The Malaysia Education Review Report (UNESCO, 2012) indicates that policy-making in the Malaysia education system is of high quality. However, not all policies, that is formulated, can achieve the desired results as there is a discrepancy between planning and

implementation. This finding is supported by a study, which is conducted by the University of Malaya, (2011) on the impact of the country's seven major basic educational policies and 72 minor policies that have been implemented from 1957 to 2011. It should be noted that efforts to transform the organization urgently requires a credible leader who is capable of driving the implementation portion of the transformational process, and who could win the trust and support of the stakeholders. Good leaders are essential to ensure the success of any changes in the organization.

The quality of school leadership is the second most important factor, after the quality of teachers, in determining the success of the students. International research shows that excellent school leaders are leaders who practise instructional leadership. It was found that this leadership technique contributes 20 percent to the success of students. However, in Malaysia, the selection criteria for the school leaders is largely determined by the prospective candidates' duration of service instead of their leadership skills. Aside from this, 55 percent of all principals and headmasters have either never undergone any form of training before or while they were in leadership as a principal or headmaster for the first three years. Therefore, the need to improve the quality of leaders and leadership is urgent. Adair (2007), states that:

*"A person can be appointed a manager at any level, but he or she is not a leader until the appointment has been ratified in the hearts and minds of those who work with that person. If too few managers in your organization are receiving that kind of accolade, who is to blame? Not the manager in question, I suggest, but those who failed to apply principle two when they appointed the person in question. You cannot teach a crab to walk straight. People grow as leaders by the actual practice of leading. There is no substitute for experience. What organizations almost uniquely can do is to give people opportunities to lead. The trick here is to give a person the right job at the right time. It should be the kind of leadership role that is realistic but challenging for the individual concerned. No stretch, no growth." (2007, p.72)*

The Advisory Council for Education and Training, Institut Aminuddin Baki (IAB) in 2012, has decided that the expertise of the retired officers should be utilized by the MOE. Even after retiring from the Civil Service, their extensive experiences and expertise in management and leadership ought to be capitalised, more so as this is in line with the aims of the transformation plan to ensure high performing leaders in every school. Thus, the *Fellow Kanan* programme was initiated to render their services by mentoring and strengthen the leaders and leadership in schools.

Through IAB's experiences, it is shown that the process of 'putting it all together' is interactive, on-going and complex. The three phases in the *Fellow Kanan* programme include discovery, strategy formation, and leadership solutions which are the guidelines for leadership strategies intended for societal impact.

## 1.2 Programme Implementation

The retired excellent Principals from the Fully Residential Schools (FRS) or the *Sekolah Berasrama Penuh* (SBP) functioned as speakers, consultants, partners, coaches, mentors, thinkers, writers and researchers in this programme. Therefore, they were able to interact with their clients actively and with quality. The retired Principals were appointed as *Fellow Kanan* to serve as:

- a) coach and mentor to the Residential School Principals who has the potential or who had been specially identified by stakeholders.
- b) speakers, writers, researchers and thinkers in the field of educational leadership and management.

The use of the Fellow Kanan expertise became prominent due to the following events:

- a) The excellent performances of 91 High Performance Schools (HPS) in 2012 has led the government to extend the implementation of the HPS within the Government Transformation Plan (GTP) 2.0 for 2013 to 2015, with a target of 10 HPS per year. The HPS would be rewarded for raising the existing level of performance. In addition, the HPS would be responsible for creating smart partnerships with other schools, and aimed at improving the performance of these schools. However, it was found that the performance of 9 HPS schools had deteriorated. HPS should reach the level of 100 per cent in band one. If the school is in band one, it then needs to sustain that band, but if in the lower band then the school needs to upgrade to band one.
- b) The Principals of Fully Residential School (FRS), Excellent Principals of Schools and Excellent Officers of MoE, who have retired form an expert group of experienced and well trained educators. Their expertise and experiences in the areas of educational management and leadership should be utilized by MoE, although they have retired from public service. After retirement, many are still active in the field of education either as individuals or affiliated with the private sector. Therefore, IAB should take this opportunity to create a network between these experts and provide a conducive space to promote information sharing, knowledge management and capacity building of human resource capital, with the aim of improving the education system in Malaysia.

## 1.3 Aims

The *Fellow Kanan* selected for this programme should be:

- a. The Principals of SBP and Excellent Principals of Schools
- b. Excellent Officers from the MoE.

The appointment of the *Fellow Kanan* is intended to assist schools to identify and to improve their performances in line with the Malaysia Education Blueprint (2013-2025). They are:

- a. to play a role in producing additional excellent school leaders.
- b. to give affirmation to the development and improvement of the school's success in their respective niche areas.
- c. to help the principal craft a showcase school.
- d. to help school leaders improve their school performance and achieve a high level in accordance with the recommended standards of excellence.
- e. to ensure that the successes of the schools be showcased by the school leaders at the state, national and international level.
- f. to provide advice to the school about the networking and linkages at the national and international levels.
- g. to help school leaders ensure that the support system that exists always meets the characteristics of high performing schools.

#### 1.4 The Duties of the *Fellow Kanan*

The *Fellow Kanan* appointed must exercise the duties, roles and responsibilities which include the following aspects:

- a. As a Coach and Mentor as well as a Facilitator to Principals of the FRS. This is done by helping and supporting them identify and pursue the practice of leadership and management of schools that go beyond the usual practice, in the line with Standard Quality Education of Malaysia (SQEM), a standards based document used by the School Inspectorate.
- b. The *Fellow Kanan* should build and maintain effective learning relationships. They must:
  - i. build a high level of trust,
  - ii. be consistent at all times,
  - iii. show genuine respect,
  - iv. act honestly, frankly and openly, and
  - v. challenge the client without being threatened.

## 1.5 The Committee

- i) As the Secretariat, Institut Aminuddin Baki will:
  - (a) manage meetings, monitor, report, plan and implement programmes from time to time.
  - (b) report all results and proposals submitted to the Director-General of Education.
- ii) The Joint Secretariat that comprises of the Fully Residential School Unit and Fully Residential and Excellence Schools Management Division (BSBPSKK) will monitor the implementation of this programme in connection with the school visits, obtaining feedback and building constructive relationships between the *Fellow Kanan* and the FRS involved.

The *Fellow Kanan* Programme was implemented in 2013 and involved 20 residential schools (FRS) as pioneer schools. The *Fellow Kanan* have been working as a team to ensure that the programme is implemented smoothly.





# CHAPTER 2

## **EFFECTIVE LEADERSHIP, CAPACITY BUILDING AND HIGH CULTURE**



## CHAPTER 2

### EFFECTIVE LEADERSHIP, CAPACITY BUILDING AND HIGH CULTURE

#### 2.1 INTRODUCTION

The principal is the ultimate leader of a school and therefore, he must lead effectively. Effective leadership involves many aspects of management that include all available resources in the school. As such, principals, as educators, must be mindful of the essentials of leadership such as:

1. Philosophy
2. Professionalism
3. Leadership
4. Education

Philosophy refers to a general statement; either expressed or implied, and is the collective sum experience of thought, observation and reflection of the self. The philosophy of the self and that of the organization, combined with the national education philosophy, can provide guidance in school leadership. By frequently articulating this philosophy, the Principal can realign the entire school community towards realising the school vision.

As principalship is a noble vocation, the professional principal must be an expert in his field. Therefore, the professional qualities required are proficiency, competence, commitment, dedication, and even altruism. Principals must work with enthusiasm, earnest dedication and be willing to make sacrifices in order to attain their objectives. Such principals regard their profession as a trust that is accepted with full responsibility. Rather than remain static and become obsolete, they will always improve their knowledge and upgrade their skills to keep up with current changes and demands. They will pursue nothing short of excellence for their schools.

Leadership usually refers to the ability to influence one's followers to perform a task in order to achieve set objectives. Therefore, a principal should have wisdom and take into account differing values, views, ideas, opinions and abilities when dealing with teachers and students.

Education refers to the continuous process of developing students' potential intellectually, emotionally, spiritually and physically, in a balanced and harmonious manner so that they can eventually contribute effectively toward the self, family, community and nation. True educators have the knowledge, skills, attitudes and values that can contribute to the higher good. Principals, as educators need to clearly understand the fundamentals of education, specifically that:

1. Education is focussed on people who have differing needs.
2. All activities in school are deemed educational.
3. The educational process emphasizes on the student's development and welfare.
4. Education can strengthen students' ability in numerous ways.
5. Education can develop intrinsic human potential.
6. Education can be adapted to diverse capabilities.
7. The inclusion of moral education, the elements of character, aesthetics and the humanities must be part of the educational process and system.

## 2.2 LEADERS AND LEADERSHIP

### 2.2.1 Personal Leadership

Personal leadership refers to the noble values which define the character of a leader. Former Prime Minister, Tun Dr. Mahathir Bin Mohamad had directed all civil servants to practice the principles of clean, efficient and trustworthy governance. As civil servants, principals are not exempted from this directive. Principals must be of good character as they are role models for teachers and students. This can ultimately build up a broader circle of influence, both from within and without the school. Among the necessary and crucial values that must be ingrained in principals are:

1. **Wisdom:** Principals must be wise in making decisions, solving problems, planning and organizing school programs and activities. They should be judicious in choosing the best methods and approaches in developing the school. When presenting ideas and views, wisdom, wit and ingenuity must prevail. Besides this, principals must try to develop the wisdom of teachers and students in their school as well.
2. **Trustworthy:** Principals must carry out the tasks entrusted to them. It is their duty to take good care of the teachers, supporting staff, students and school property. The career development of the teachers and the students' future are to be their main concern and priority.
3. **Truthfulness:** Truthfulness must be valued by principals in every circumstance in order to gain the trust of everyone. Thus, they must be fair and carry out their duties with thorough consideration. As people who represent and defend the truth in every situation and action, they must be exemplary role models. Delivering on their words and promises are the hallmark of real principals. Making false promises, or lying

even once in a while, will undermine the trust and confidence of teachers, students and support staff. As a consequence, this will ruin the principal's credibility as a leader.

4. **Deliverology:** In order to deliver a clear and precise message, principals must have effective communicational skills and build good relationships. Effective communicational and networking will ensure harmony and understanding amongst the school community. Principals must explain their school vision, mission and thinking strategies with clarity, so that it is accepted by all the teachers, students, parents and stakeholders.
5. **Courage:** As every action and decision certainly has its intrinsic risk, principals must have courage in carrying out their duties. Risks, challenges and obstacles which jeopardize the success of the school must be faced with courage, for the benefit of teachers, support staff and students. Courage here does not refer to reckless actions that could completely destroy the values mentioned above, but wisdom grounded in courage, honesty and truth, which should be exercised prudently and judiciously.
6. **Patience:** Principals must perform their duties with the utmost patience, especially when confronted with the whims and vagaries of people under their leadership. School leadership and management must be carried out with patience, because the school consists of layered structures. This refers to stakeholders, teachers, students, supporting staff and parents, all with differing needs and interests.

By practising these six values, principals will, over time, be able to be more influential not only in the school but also in the larger community.

Good character is the essence of good leadership as it highlights the principal's personality and supports his personal leadership capacity. Consequently, this will help him focus on values and educational outcomes, develop interpersonal skills and implement changes for the betterment and progress of the school. Principals are important role models in school for teachers, support staff, students and the community and should be "leading by example" as Tun Dr. Mahathir Bin Mohamad recommended.

Effective leadership and moral influence can be developed as follows:

1. The Principal must always be ethical.
2. He should model positive personal traits in terms of initiatives, ideas and leadership.
3. He must praise, show compassion, understanding, and trust towards teachers, support staff and students and thus encourage them.
4. He must initiate genial working relationships and mutual cooperation. Principals should be concerned and compassionate with regard to their subordinates.

### 2.2.2 Professional Leadership

As professional leaders, principals must have expertise in principalship. This competency is developed through increasing knowledge and skills related to the profession itself. A framework derived from the theories and models of educational leadership should be the source of references for the Principal.

A competent principal must master the theories of leadership. Knowledge of these theories are of utmost importance to the leaders, as the function of theories is to:

1. provide a rational explanation of an issue.
2. provide the expected outcomes of regular practices.
3. provide a research framework.
4. generate new knowledge.
5. provide a guide for actions.

There are an assortment of leadership theories that principals can refer to for knowledge and guidance. Among the selected theories of leadership that must be mastered and applied by school principals are:

#### i) Transformational Leadership Theory

The origin of the Transformational Leadership Theory is from a study conducted by James McGregor Burns (1978), which then led to several other studies, including the study by Barnard Bass (1985). Transformational leadership refers to the ability of leaders to develop followership by empowering them to achieve the organizational goals. The priority of the leaders is to change and transform the attitudes and behaviour of their followers through their own performances. This results in the follower demonstrating confidence, loyalty, admiration and respect for their leaders.

The three ways in which a leader can transform his followers are by:

1. increasing awareness of the importance of their role and the necessity to understand good values.
2. appealing to them to place organizational goals above personal interests.
3. motivating them with passion, and a desire to achieve results.

The principal who uses this theory and approach can achieve these three basic goals:

1. Assist teachers and support staff to collaboratively and professionally improve and maintain an excellent school culture.
2. Encourage teachers in their careers and in the pursuit of knowledge.
3. Help teachers solve problems effectively.

To further enhance the level of professionalism, the principals need to acquire knowledge and have high principalship values. Continuous reading in diverse fields of knowledge will further enhance the leadership capacity of a principal. Besides this, principals must improve their skills and expertise by attending professional courses related to educational leadership organized by the Ministry of Education, State Education Department, and District Education Office, Institut Aminuddin Baki, the State Administration Institute as well as local and foreign universities. Professional principals' inherent values must be aligned with and parallel to that of their world view. Consequently, philosophies, values and leadership styles can be linked with the needs of religion, society and the nation. To achieve this, the principal must integrate the following ideals in their leadership tasks:

1. be energetic and implement the required transformation.
2. inspire, improve performance and reputations.
3. be courageous in facing challenges; identify suitable and competent teachers to tackle demanding tasks.
4. focus on tasks that will produce the maximum impact.
5. be resilient.

### **2.2.3 Situational Leadership Theory**

The theory proposed by Paul Hersey and Kenneth Blanchard (1988) states that different situations require different leadership styles for desired organizational effectiveness. According to this theory, effective leadership is something that is neither obvious, nor always manifested in the same form. On the other hand, this theory is dependent on several factors like as the interdependence, interrelatedness and interactions between human beings and their environment. There are two main leadership styles in this theory, namely, the task-oriented and people-oriented (also known as relationship-oriented) style.

1. The task-oriented management style refers to leaders who practice one-way communication only. The leader explains what needs to be done by a follower, when it needs to be done and how the task is to be performed.

2. The people-oriented management style focuses on the importance of the bilateral relationship between the leader and their followers by giving them support and making them part of the organisation and equally responsible for the success of the organisation.

Hersey and Blanchard (1988) have categorized these two leadership styles into four behavioural styles. Leadership is more effective if the leader can adapt to the situation with his leadership style. The four behavioural styles are:

1. **Directing**

This style focuses more on the task rather than on the relationship and is suitable for followers who are less motivated and less capable.

2. **Coaching**

This style focuses on both aspects, that is, the task and the relationship. It is appropriate and effective for followers who are motivated but still low in ability.

3. **Supporting**

This leadership style places a lot of emphasis on the relationship but less emphasis on the aspect of work. It is effective for followers who have high ability but are low in motivation.

4. **Delegating**

This leadership style gives little attention to both aspects. It is effective for followers who are more mature and highly motivated.

To summarise, this theory outlines the following:

1. The difference in the impact of leadership styles is dependent on the maturity of the followers. Those who are mature require little supervision, while those who are less mature require more supervision and direction from their leader.
2. Different leadership styles are appropriate in different situations. Hence, the best style is decided upon after taking into account all the important factors.
3. There is no one best way to lead. The effectiveness of a leader is dependent on the environment, that is, both the people and the situation.
4. Effective leaders are those who encourage and show the way, so that the followers can achieve the best goals set by the organization.

In schools, Principals must first evaluate their teachers, support staff and students, all of whom are from diverse backgrounds and have different values. Leading experienced teachers who have taught for decades would definitely differ from leading novices, or teachers with



just a few years of teaching experience. Their maturity levels can vary. Hence, the principal would need wisdom, be astute in assessing the level of ability, maturity and motivation of the teachers to enable him to effectively employ the appropriate leadership style. Similarly, leading the support staff and students of different age groups requires wisdom.

The following leadership styles may be used as a guide by the principals:

1. **Directing:** Provide specific instructions and supervise novice teachers closely.
2. **Coaching:** Principals may either advise or ask for suggestions from the teachers. At the same time, principals may explain to the teachers how to perform these tasks. This method can be used for experienced teachers. Although these teachers might demonstrate good skills and seem confident, they might still need further guidance.
3. **Supporting:** Decisions are made together, and the principal must offer his full support to the teacher during the implementation stage. This style is effective with creative teachers. Creative ideas from these teachers are given due consideration, with the principals providing support later.
4. **Delegating:** The principal empowers the teachers to perform certain tasks. This style is effective for experienced teachers; those who have the requisite ability, capacity, and creativity to work independently.

## 2.2.4 Instructional Leadership Theory

Instructional leadership refers to the actions of the principal in promoting the teaching and learning process in schools. This theory emphasizes the effort of school leaders in creating a productive and rewarding work environment for their teachers. At the same time, the leader must provide a suitable and conducive learning environment to the students. Hence, enhancing the teaching and learning process, as well as to advise and support the teachers in creating an effective teaching and learning environment becomes the main focus.

There are many theories regarding this model and the most widely used is the model proposed by Hallinger and Murphy (1985). As a guide for the principals, this model categorises the practice of instructional leadership into three main areas, comprising of ten dimensions. The three categories and dimensions are as follows:

### Category 1. Statement on the mission of the school and its dimensions are:

- 1.1 Formulate and define the goals of the school.
- 1.2 Communicate the goals of the school.

**Category 2. Managing the teaching and learning programme and its dimensions are:**

- 2.1 Observe the teaching and learning process.
- 2.2 Coordinate the curriculum.
- 2.3 Monitor the students' progress.

**Category 3. Improving the school climate and its dimensions are:**

- 3.1 Control the teaching and learning time.
- 3.2 Maintain visibility.
- 3.3 Provide incentives for teachers.
- 3.4 Promote increased professionalism.
- 3.5 Provide incentives for students.

In order to adhere to these theories, Principals must ensure that they are:

- 1. knowledgeable in basic teaching and learning skills
- 2. able to define clear goals for programmes related to teaching and learning in schools. Teachers, support staff, students, parents, Parent-Teacher Association (PTA) and the school community must be informed of all programmes.
- 3. able to set high expectations for student achievement.
- 4. able to determine expectations informally and ensure continuous achievement
- 5. excellent role models in the field of curriculum.
- 6. promoting and actively participating in-house courses.
- 7. wise in dealing with the challenges to the objectives set by the school.
- 8. protecting teachers from unnecessary pressure.
- 9. focusing on and fully committed to matters related to teaching and learning in school. For other matters, principals must delegate responsibility to the assistant principals and other teachers.
- 10. giving priority to the teaching and learning process as well as the students' academic progress.

### 2.2.5 Organisational Leadership

Initially, the presence of a principal in a school is dependent on the authorization endorsed by his letter of appointment as the principal. At first, his presence is that of an administrator or representative of the government. Subsequently, the principal has to develop himself from a mere administrator to that of a true leader. Therefore, he needs to influence his subordinates subtly so that they could engage voluntarily. Only then, a shared vision and mission be realized. In order to exert the right influence on his subordinates, the practice of all the attributes mentioned above is a necessity.

There are two main aspects in leading and managing organizations, namely the technical and the social aspects. Technical aspects include structural issues such as the organizational charts, the allocation of duties, the size, the equipment and facilities, the systems and standard operating procedures. Matters related to human interaction and communication, both intrapersonal and interpersonal, such as, leadership and followership, encouragement or motivation, conflict resolution, knowledge and skills, the value system as well as the understanding of employees, shape the social aspect.

Therein lies the crux of leadership and management where people are led and technology is managed. The principal's role is to lead, guide and provide direction to the teachers, supporting staff and students, while the technical aspects must be managed, organized and customized to suit the individual needs. Thus, optimal results from the process of leadership and management of the schools can be obtained.

According to Steve Radcliffe (2012), leaders and leadership refers to three main aspects:

1. **Future.** As a leader, the appointed individual will have to decide on the future of his organization. What are the organization's vision, mission, direction and objectives? The future of those he leads and the fate of the organisation in which he has been appointed to as a leader requires serious deliberation of his actions.
2. **Engage** others in the formulation and implementation of the vision and mission, that is, the short and long-term strategic plans, so that the mutually agreed upon goals of the organization are achieved.
3. **Deliver and share** the views, ideas, opinions, and tasks with those he leads. Thus, a leader must possess the soft skills required to ensure that what he desires can be clearly understood and accepted by all. With an understanding of some leadership theories, and skills to lead people, it is hoped that the leader will be able to collectively achieve the vision and mission of the organization. Hence, a leader must have effective communicational skills so that what is depicted and described, is well-understood and accepted by those who are directly under his leadership.

Besides that, effective leaders who are conversant on the three main aspects mentioned above (Future-Engage-Deliver) will need to focus on the four types of energy described below:

1. **Intellectual Energy** harnesses the power of the intellect to visualize the desired future and the goals of the organization.
2. **Emotional Energy** is the inner strength and involves the understanding and awareness of the self and others. This energy, similar to the concept of emotional intelligence as proposed by Daniel Goleman (1995), is important in the organization's efforts to surge forward and overcome the challenges and barriers to achieve a common goal.
3. **Spiritual Energy** is the intrinsic strength to work as a team and it drives the success of the organization. With this energy, everyone feels that they are striving together for the betterment of their organization.
4. **Physical Energy** is a combination of health and strength. Physical energy helps leaders and followers survive the demands required to attain organizational objectives.

In the context of organizational leadership in schools, it is vital that the principal blends and maximises all available resources to achieve specific objectives. To ensure the success and effectiveness of the school, the principal must focus on:

1. **consolidation or unity** in school, so that all understand the vision and strategy that has been developed. All members of the school community must speak the same language.
2. developing **teamwork** in the organization.
3. involving all members of the school community so that they can contribute to the success of their school. Their commitment and active involvement as **team players** is crucial towards the school's achievement.
4. **Internalisation** of policies, programmes and activities is imperative for all teachers, supporting staff and students so that they are more focused in the deliberation of the assigned tasks.
5. fostering good values and an excellent work culture in his school. Highlighting best practices will enable **culturalisation** to thrive in schools. Then, school ethos and culture can be developed.



***Figure 2.1: Dimensions of Leadership: Personal, Professional and Organizational Leadership***

Figure 1 shows the integrated dimensions of a principal's Personal Leadership, Professional Leadership and Organizational Leadership. Personal Leadership emphasizes character building and the key qualities of an individual. Professional Leadership emphasises on professional knowledge, skills and confidence. People, technical and structural elements as well as systems are incorporated in Organizational Leadership. The integration of these three dimensions enable the principal to exercise his influence in order to lead the teachers and optimise all the available resources to achieve the mission and vision of the school, and thereby attain the aspirations of the country.

## **2.2.6 Conclusion**

To be an effective principal who exerts great impact on the school, he must possess strategic thinking, focus on getting the best out of his teachers, and encourage staff under his leadership. The principal and his staff need to understand the bigger picture and learn how to pool their efforts and resources together. These are the clues to being a great, efficient and excellent principal.

Overall, principal-focussed-strategic leadership includes people, planning, process and performance (Cooper, 2013). The overview and guidance on the characteristics of effective schools may be obtained from a paper presented by Peter Mortimore at the Institut Aminuddin Baki in 1995 or Shahril @ Chairil Marzuki et al (2010).

## 2.3 CAPACITY BUILDING

With reference to aspect No. 8 in Standard 1: Leadership and Direction, The Leadership Partnership (Table 1) in the Standard Quality Education of Malaysia (SQEM), 2010.

Aspect No.8 (eight) states that the school leadership should establish partnerships to foster awareness of shared responsibility in managing schools. Therefore, this statement is in tandem with the concept of capacity building by the school principal. Now, what exactly is capacity building and how can it be implemented in schools?

Capacity building provides opportunities for the members of an organization to work together in new ways. Collegiality is the core of capacity building. One of the reasons why schools fail is the absence of a professional community, intellectual discourse and shared beliefs. In successful schools, there is a climate of collaboration and shared commitment in doing work. This climate is created via discussions and dialogues amongst organizational members. Moreover, teachers actively play a significant role in the pursuit of knowledge and learning, collectively creating a learning community. Teachers' learning is as important as the pupils' learning. Therefore, the concept of learning is a critical issue which should be taken seriously as reflected in the Microsoft's mission statement declaration, **"People are our greatest assets."**

Indeed, capacity building involves building relationships, trust and the community. Capacity building ensures a self-development force, generated through progress and changes in the school and classrooms. Therefore, schools need to build their internal capacity to manage change and stay ahead. This situation is consistent with the findings from Hopkins et al., 1996 (in Harris, 2002) on internal school improvement. According to their research, school improvement is dependent on these assumptions:

1. The school has the capacity to make improvements.
2. School improvement involves cultural change.
3. Some conditions in the school and classrooms are conducive for change;
4. School improvement requires greater capacity building in order to facilitate change.

Harris and Lambert (2003) pointed out that if school improvement is dependent on only one person, a few people or on external directives, then change will not occur. Over-dependence on a strong leader or seeking alternative authorities as a source of directives and guidelines will lead to failure. Therefore, Harris and Lambert recommended that principals must develop and foster the leadership capacity of their teachers. As a result, teachers will be able to contribute to the improvement and progress of their schools.

Among the assumptions that underlie leadership capacity building of teachers and students are that:

1. Everyone has the right, responsibility and ability to lead.
2. The adult learning environment in school is an important factor in refining the leadership of teachers.
3. In the adult learning environment, opportunities for involvement and skills should be a priority.
4. The way one defines leadership will determine the level of one's involvement in the school.
5. Teachers should be committed and professional, and hence make leadership an important aspect of their professional lives.
6. Teachers should be determined, and through their leadership, realize the objectives of the school.

There are **four main factors** that deem important in capacity building.

The **first** is the **people factor** - the leaders, professionals and students who contribute to school improvement.

The **second** is related to the existence of alignment and synergy. When schools are restructured or reorganised internally, then both communications and teams is optimised.

The **third** is connected with the organization and involves the preparation of integrated programmes and the internal network that supports the development of personal and interpersonal capacities.

The **fourth** concerns the sharing of values, social cohesion, trust, welfare, moral purpose, involvement, paying attention to details, appreciation and respect, all of which impact on leadership.

The two key components of the capacity building model are **professional learning communities** (people, interpersonal and restructuring organisational development or synergy learning) and **leadership capabilities** (an effort to mobilize social cohesion and trust for effective capacity building).

Therefore, capacity building must reflect the level of the development, skill and ability to manage and facilitate productive change at the school level. Hence, for leaders, capacity building is suitable to drive progress, changes and school improvement.

To increase the capacity of schools to meet current challenges and changes, especially with regards to the capacity building of the teachers, students and even parents, the principal needs to consider these factors:

1. Building Relationships
2. Building Trust
3. Building a Community
4. Building a Learning Organisation

When all of these four factors intermingle, the school may then attain high capacity. An active involvement of principals, teachers, parents, and students can contribute to continuous school improvement. The question remains, why is it that the teacher's leadership became the foundation of leadership capacity? According to Haris and Lambert (2003), this situation exists because:

1. Leadership is the duty of everyone - no one person or two people can do it alone.
2. Teachers represent the largest and most stable group of educators.
3. Teachers are closest to the teaching and learning process. Hence, they are the drivers and implementers of the progress and school improvement.
4. The involvement of teachers with broad experiences and skilled leadership management warrants full partnership in the progress and development of schools.

In conclusion, leadership capacity building encompasses wider involvement and skilful management by all members of the school community. Both the leadership capacity enhancement and progress of schools must occur continuously and sustainably. As such, Principals need to shape teachers' leadership skills and raise their capacity in order to sustain progress. Harris and Lambert (2003), noted that schools with high levels of capacity exhibit the following characteristics:

1. Sharing the vision of producing sustainable school programmes.
2. Making decisions and taking actions based on informed judgment and research.
3. Raising the bar of the student achievement consistently and continuously.
4. Student achievement is high and increases both consistently and continuously.
5. Involving broad-based and experienced leadership.



## 2.4 HIGH CULTURE

Developing High Culture includes not only the teachers, but also the support staff and students. Among the key elements in implementing High Culture are:

1. **Excellent work culture amongst teachers.** Teachers need to appreciate and practice Total Quality Management (TQM), universal values and high standards at all times. Then, these practices are aligned with the principal's effort and exemplify a good role model.
2. **Excellent work culture of the support staff.** All support staff must understand the importance of excellent work culture in order to contribute to the school's progress.
3. **Excellent learning culture of students in the hostels and at school.** Students must be trained in self-management and equip themselves with learning skills through an execution of a quality and well-planned set of activities, that is scheduled for them.
4. **Quality learning culture in the classroom.** In order to optimize benefits, students must be trained in listening skills, focusing, taking notes and systematically preparing as well as revising school work.
5. **Nurturing a moral culture and good character.** Promoting a healthy lifestyle, developing character as well as cultivating generic and soft skills, prepares students for their future careers and a challenging life ahead.

## 2.5 EXPECTED RESULTS

With the emphasis on high culture among teachers, support staff and students, Fully Residential School and High Performance and Cluster School (SBPSKK) Management Division, the MoE expects to produce students who will:

1. become leaders, while acknowledging that future progress and success of the country is their responsibility.
2. have the wisdom, intelligence, talent and knowledge to address future challenges.
3. be aware of the importance of one's health and safety, and therefore, maintain their physical fitness by participating in sports and games. The countries and organisations are in dire need of citizens and leaders who are spiritual, intelligent and healthy so that they can make a difference by making significant contributions to the nation and the organisations they lead.

4. be courteous, polite and humble as this is an important communicational skill in managing and leading the country and organisations.
5. be God-fearing and faithful as spiritual knowledge helps students overcome the challenges and threats that may affect national and organizational progress.
6. be holistic, that is, possess suitable generic soft skills of a good citizenry as a pre-requisite on becoming effective organisational leaders.

## 2.6 CONCLUSION

Principals are the key players who shape the climate, set the tone and the impetus for a successful school. Ethical principals of fine character will be perceived as persons of integrity and honesty; respected and admired by all. They must lead schools in a professional manner, utilizing all available resources to effectively contribute towards a successful organization. Nevertheless, principals are unable to lead schools single-handedly.

Hence, the support and the motivation of the teachers, support staff, students, parents and other stakeholders is necessary for progress and school improvement. Therefore, principals are required to develop the leadership capacity of all members of the school community in order to achieve a high level of performance. To achieve this objective, all individuals concerned must work together as a strong, high performing team, with excellent work culture. As an outcome of this, the school will then produce high quality, honourable, responsible, knowledgeable and skilled students, consistent with the aspirations of the government in the Malaysia Education Blueprint (2013 -2025).

# CHAPTER 3

## THE FRAMEWORK



## CHAPTER 3

### THE FRAMEWORK

#### 3.1 Introduction

In driving the implementation of the *Fellow Kanan* programme, guidelines and frameworks are utilized and formulated. Among the main guidelines are the Malaysia Education Blueprint (2013 -2025) and the Standard for Quality Education in Malaysia (SQEM), 2010. The *Fellow Kanan* Programme Framework forms the foundation in the implementation of this programme. This framework is a model, developed on the coaching and mentoring process, as well as the data from the school visits of the selected schools.

#### Standard for Quality Education in Malaysia (SQEM), 2010

Standard Quality of Education Malaysia (December 2012, ed.) published by the Inspectorate and Quality Assurance, Ministry of Education Malaysia (Chapter 2 and Chapter 3) is used as a basis for the *Fellow Kanan* programme.

Based on the Standards in Chapter 2, there are eight critical aspects of standards in the evaluation criteria. Aspect 1: Leadership and Direction (see Table 1), describes the principle aspects and critical criteria needed to be an excellent school principal. The *Fellow Kanan* uses this information as a guideline to measure and evaluate the school leadership.

*Table 3.1: Critical Aspects and Criteria*

No	Aspect	Critical Criteria
1	Leadership Style	Practice of effective leadership style to mobilize the school community towards achieving the school objectives.
2	Setting the Directions and Monitoring Its Implementation	Making sure that the entire school community is directed towards achieving set goals and objectives, based on the school vision and mission statement.
3	Communicational Skills	Practice effective communication skills in sharing ideas and goals.
4	Planning Skills	Lead research on strategic planning (planning, tactical and operational) to achieve school objectives and goals.
5	School Community Mobilisation and Motivational Skills	Motivate people to improve their quality of work.

6	Problem Solving and Decision Making Skills	To solve problems and make decisions to improve the quality of the school management.
7	Instructional Leadership	Lead curriculum implementation by creating a conducive learning environment that promote and nurture the learning culture.
8	Shared Leadership	Establish partnerships to foster awareness of shared responsibility in school management.

Source: The Inspectorate and Quality Assurance KPM (2012). *Standard Quality of Education Malaysia (2010)*.

In relations to the Standard Statement, SQEM (2010) in Chapter 3, the Critical Criteria highlights eight essential roles that should be played by school principals (see Table 1). In addition, the Malaysia Education Blueprint (2013 -2025) this is considered as the main source of authority for Ministry of Education and the *Fellow Kanan* Programme. The *Fellow Kanan* is responsible for the realization of the some of the initiatives contained in the book.

### The *Fellow Kanan* Framework

The *Fellow Kanan* Framework is the result of a series of meetings and discussions which is held on the 21<sup>st</sup> to 23<sup>rd</sup> November, 2013. The meeting is attended by six *Fellow Kanan* and twenty school principals from the Fully Residential School and high Performance Cluster School (SBPSKK) Management Division, and IAB, as the Secretariat. On 15<sup>th</sup> and 17<sup>th</sup> December 2013, in conjunction with the Conference on Blue Ocean Strategy, a summary of the model has been accepted as the framework for the *Fellow Kanan* programme.



Figure 3.1: The Framework and Fellow Kanan Model (2013)

Number	Aspects	Description	Result
1	Leaders and leadership	Personal Leadership	A holistic personality, glocal, fit and informed leader.
2		Professional Leadership	
3		Organisational Leadership	
4	Capacity Building	Building Relationships	
5		Building Trust	
6		Building Communities	
7		Building Learning Organisations	
8	High Culture	Life Culture	
9		Staff Culture	
10		Support Staff Culture	
11		Hostel Culture	
12		Classroom Culture	

**Figure 3.1a: A Guide to the Fellow Kanan Modul**

<b>Personal Leadership</b> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Wisdom</li> <li>• Trust</li> <li>• Truth</li> <li>• Delivery</li> <li>• Courage</li> <li>• Patience</li> </ul>	<b>Professional Leadership</b> <ul style="list-style-type: none"> <li>• Transformational Leadership</li> <li>• Situational Leadership</li> <li>• Instructional Leadership</li> </ul>	<b>Organizational Leadership</b> <ul style="list-style-type: none"> <li>• Technical</li> <li>• Human</li> <li>• Consolidation / Unity</li> <li>• Team work</li> <li>• Team Player</li> <li>• Internalization</li> <li>• Culturalization</li> </ul>	<b>LEADERS AND LEADERSHIP</b>		
Building Relationships	Building Trust	Building Community	Building Learning Organisation	<b>CAPACITY BUILDING</b>	
Good values and morals	Excellent working culture amongst the professional staff	Excellent working culture amongst the support staff	Excellent learning culture amongst students (dormitory and school)	Quality learning culture in the classroom	<b>HIGH CULTURE</b>
Future Leaders with the Glocal Views	Wise / Smart / Intelligent person	Healthy person	A courteous / polite / humble person	A faithful and devoted person	A holistic person with generic and soft skills
					<b>EXPECTED RESULTS</b>

**Figure 3.1b: The Fellow Kanan Model**





# CHAPTER 4

## **COACHING AND MENTORING MODELS**



## CHAPTER 4

### COACHING AND MENTORING MODELS

#### 4.1 Definitions

The *Fellow Kanan* used various coaching and mentoring models to structure their coaching sessions. The model selected is dependent on the variety of styles and current approaches that are appropriate to the context of the coaching that takes place. Main elements in the model were integrated with activities to meet specific expectations and outcomes, specific to the schools.

Coaching is a short term intervention for performance improvement and competency development, a process that enables learning and development to occur, and thus performance to improve. [Parsloe, E (1999), *The Manager as 'Coach And Mentor'*. London: [CIPD].

Mentoring is a process whereby an experienced, highly regarded, empathic person (the mentor) guides another individual (the mentee) for his personal and professional development. Most importantly, it is to facilitate the optimum realisation of the mentees potential, skills, performance and hopes. [CIPD (2004) *Coaching and Buying Coaching Services: A Guide*. London: *Chartered Institute of Personnel and Development*].

In comparing coaching and mentoring, Culterbuck (2001) stated there differences which are as follows:

**Table 4.1: Differences between Coaching and Mentoring (Culterbuck (2001))**

COACHING	MENTORING
Related to the job	Related to the implications of the job
Focus is on skill and performance	Focus is on ability and performance
Manager plays the role of coach	Mentor is external to organisation
Agenda is determined or can be determined by coach	Agenda is determined by mentee
Stress is on giving feedback to coachee	Stress is on giving feedback and reflection to mentee
Relationship generally has a short duration	On-going relationship that can last for a long time
Feedback and discussion is open and explicit	Feedback and discussion are specifically related and implicit to personal issues and behaviour

## **The Role of the *Fellow Kanan***

The *Fellow Kanan* often switched from one role to the another while coaching and mentoring. These roles include that of:

- Advisor
- Teacher
- Buddy
- Guide
- Coach
- Facilitator
- Counsellor
- Leader
- Mentor
- Model

Personal qualities or skill sets that would enable a coach and mentor to perform and play these roles effectively include:

- Good humour
- Enthusiasm
- Inspirational
- Problem Solver
- Supportive/Empathy
- Knowledgeable and competent in subject skills & practices
- Creative Thinker
- Good Communication and Interpersonal Skills
- Good Partnership Skills
- Able to resolve or defuse conflict
- Effective Time Manager
- Prioritises and sets targets
- Action Plans
- Report Writing
- Politically astute beyond the immediate context
- Reflective

Besides these skill sets, other techniques employed by the Fellow Kanan in their coaching and mentoring processes are:

**Table 4.2 Coaching and Mentoring Techniques**

Coaching	The <i>Fellow Kanan</i> encourage, help and equip their coachees to develop the requisite skills for job improvement.
Mentoring	The <i>Fellow Kanan</i> share their expertise and knowledge with coachees to enable the coachees to apply the expertise acquired in carrying out their tasks.
Modelling	The <i>Fellow Kanan</i> are viewed as exemplars who exhibited successful strategies whilst they were principals themselves.
Counselling	The <i>Fellow Kanan</i> , as reflective listeners, ask relevant questions to help their coachees take appropriate action in solving problems.
Teaching	The <i>Fellow Kanan</i> inspire and encourage principals to integrate knowledge in their daily chores.
Buddy	The <i>Fellow Kanan</i> , as supportive partners, work to guide newly appointed principals.
Advising	The <i>Fellow Kanan</i> use their expert knowledge and experience to advise their coachees.
Leading	The <i>Fellow Kanan</i> support and guide their coachees to visualize and to set and achieve clear goals.

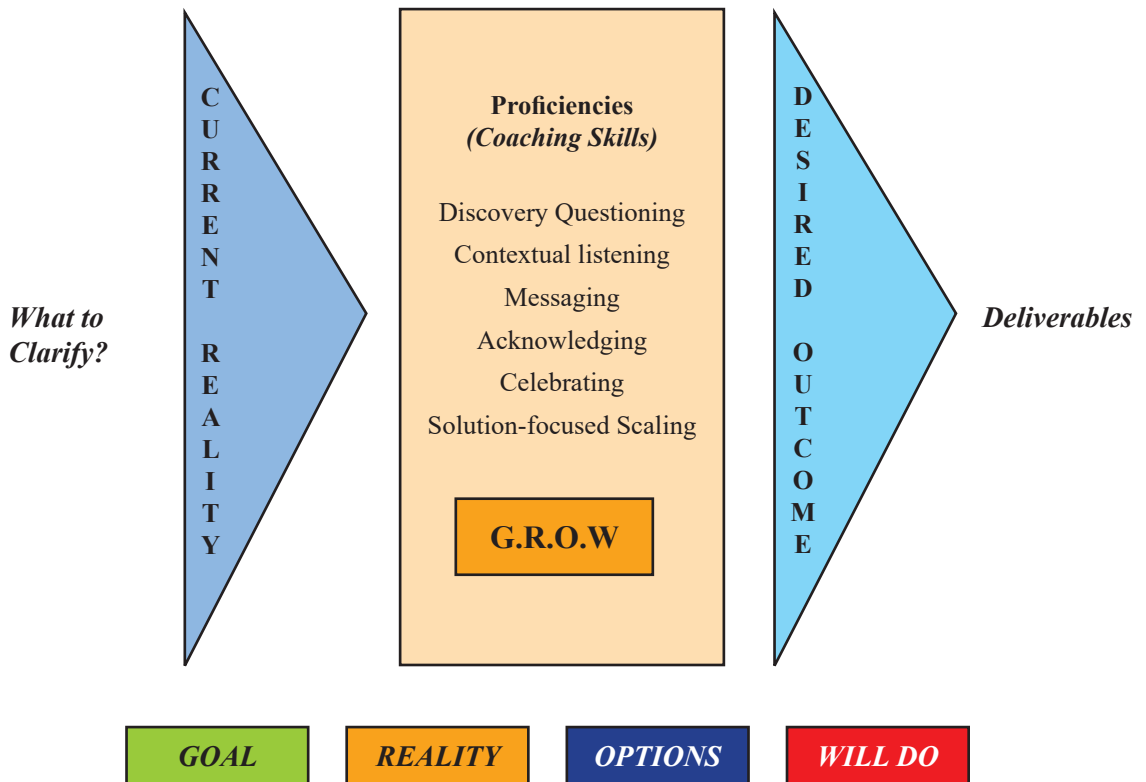
## 4.2 Models of Coaching Sessions

The GROW Model is widely used by the *Fellow Kanan* to structure their *Coaching and Mentoring (C&M)* sessions in their respective schools. This simple model helps the coach at the onset of the session, to take his coachee from **goal** setting, through to exploring where they are now in relation to their goals (**current reality**), **exploring options**, to moving forward and concluding with a commitment to action to achieve their goals (**way forward**). The above mentioned aspects would have to be documented in the **School Annual Blue Print**. The IAB LCM Model (2006) proved to be another useful resource for the *Fellow Kanan*. The Coach (*Fellow Kanan*) – Coachee (School Head) Meeting Operational Plan, adapted from the SIPartner, IAB Model (2012) as well as other models adopted and updated by IAB, would be drawn upon and used when appropriate.

Realising the importance of coaching and mentoring in developing educational leaders, IAB has initiated the Ministry of Education *Fellow Kanan* Programme. The GROW Model by Whitmore (2009) was adapted and adopted by IAB for this programme. The GROW model has four main components in structuring the coaching and mentoring process, i.e. **Goal setting, Reality check, Options and the Way Forward (Will Do)**.

#### 4.2.1 The GROW Model

### HOW TO COACH?



Source: *Business and Executive Coaching* (2007)

Diagram 4.2.1: GROW Model

The Diagram above shows:

**GOAL:** Desired Organizational Goal. Any ensuing discussion will be on the following aspects:

- ❖ One or several related goals
- ❖ Goals are set by the school head and not by the Fellow Kanan; and
- ❖ Achievable goals

**REALITY:** What is happening now? The focus will be about the:

- ❖ Current situation in relation to various aspects
- ❖ Main issues that are current and need to be clarified
- ❖ Possibilities and opportunities
- ❖ Current goals
- ❖ Solutions
- ❖ Prioritizing of main issues

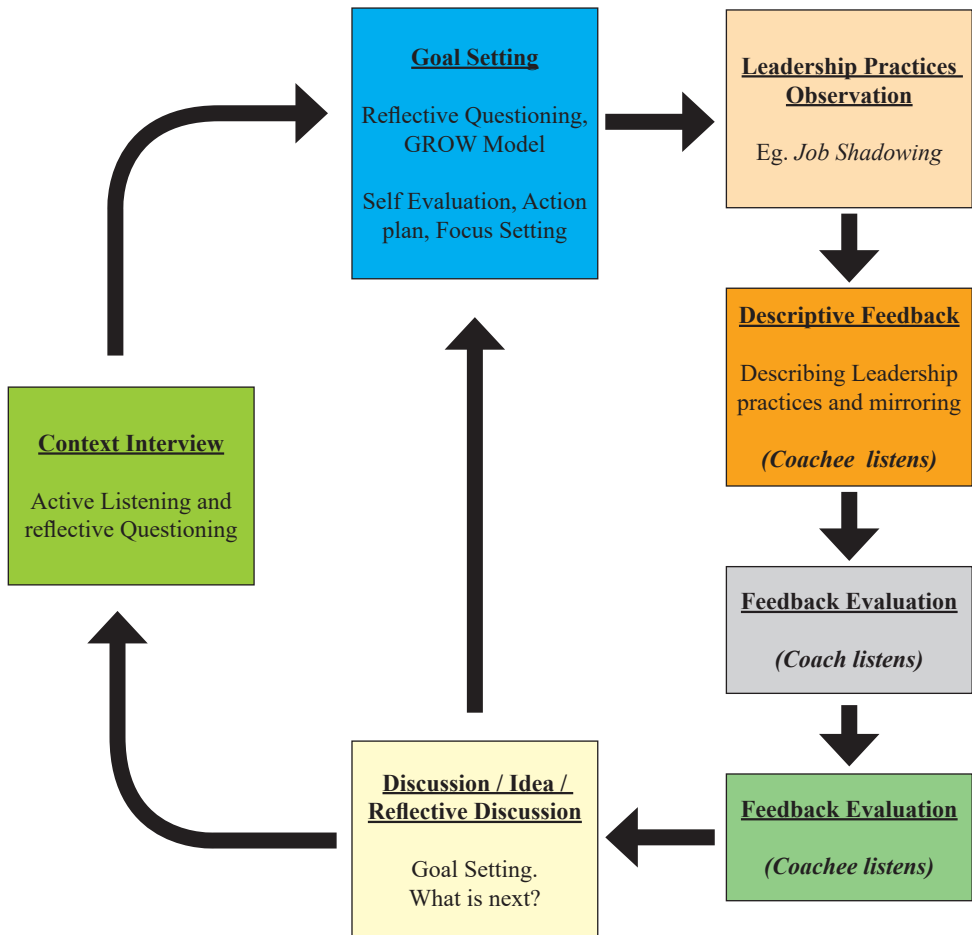
**OPTIONS:** What are the options available? What can be done now?

- ❖ Best possible alternatives
- ❖ Possible Challenges
- ❖ Specific steps to achieving goals
- ❖ SMART objectives (*Specific, Measurable, Achievable, Realistic, Time Frame*)

**WILL DO (Deliverables):** Making it happen. What are the steps to be taken?

- ❖ The final solution
- ❖ Create an action plan to achieve results
- ❖ Main or critical success factors
- ❖ Post coaching and mentoring sessions plan
- ❖ Acknowledging that the best possible action has been taken
- ❖ Feedback from monitoring
- ❖ Understanding prior unknown challenges

#### 4.2.2 Leadership Coaching and Mentoring Framework



Source: Institut Aminuddin Baki (2006). *Leadership Coaching and Mentoring Model*.

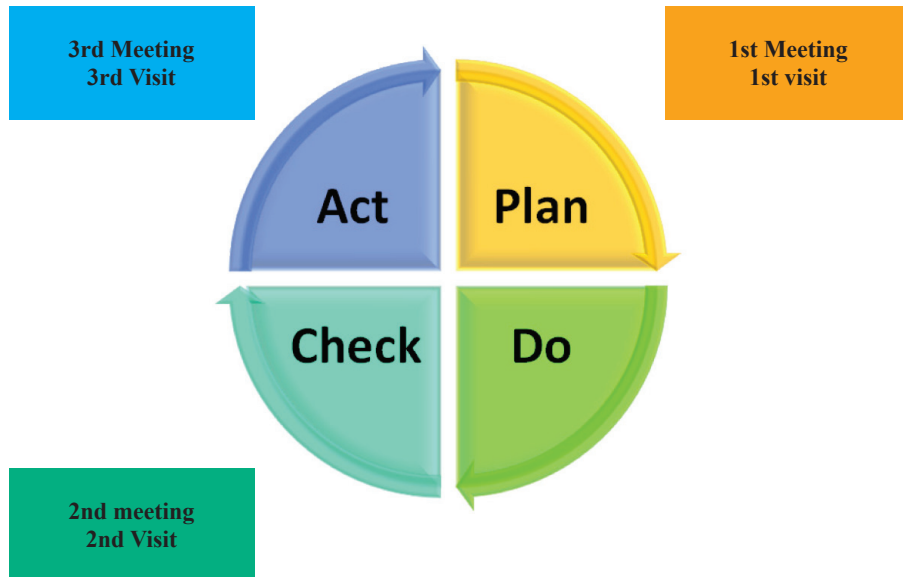
Diagram 4.2.2: Leadership Coaching and Mentoring Framework

The IAB LCM Model shows that coaching and mentoring is a continuous and ongoing process. After the setting of the goals, the *Fellow Kanan* will observe the coachee. The coach will then give a descriptive feedback to the coachee. Next, an evaluative feedback from the coachee will then be given to the *Fellow Kanan*. Based on the feedback, there is a time for reflection.

Further discussions ensue, before finally ending with the setting of new goals. This cycle is continuous and ongoing until the coachee is able to stand independently.



#### 4.2.2a Coach (*Fellow Kanan*) and Coachee (School Leader) Meeting Operational Plan



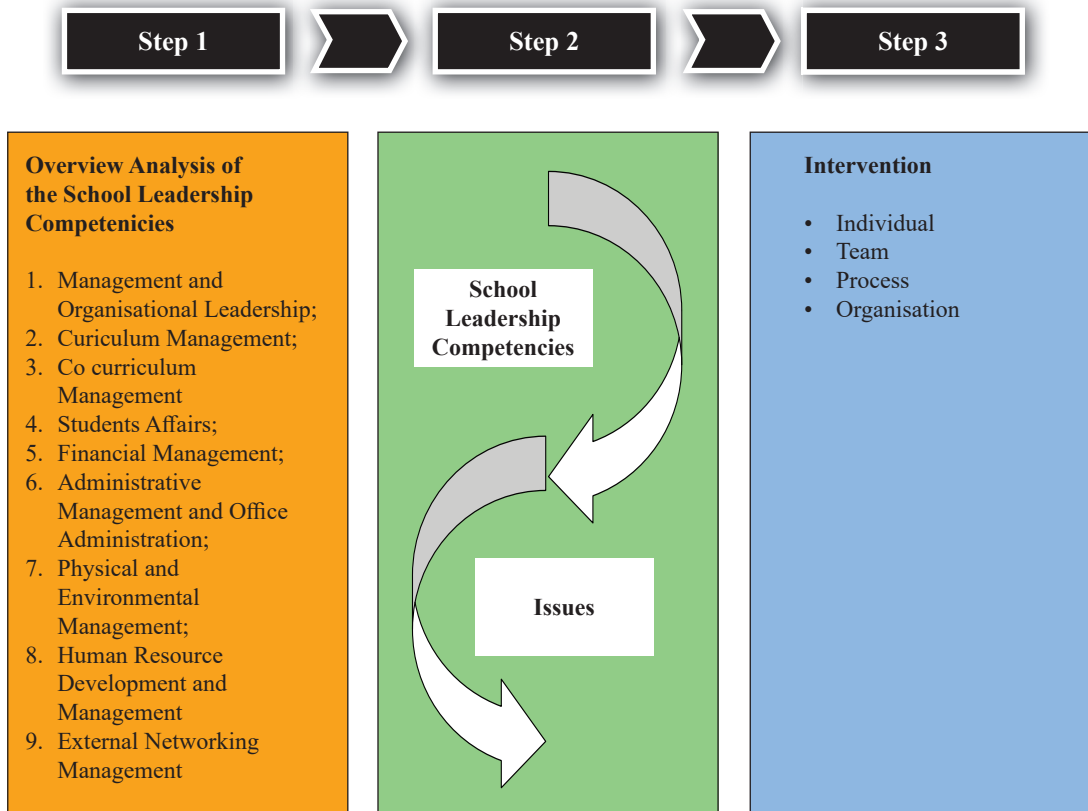
*Source: Institut Aminuddin Baki (2012). SIPartner Model.*

**Diagram 4.2.2a: Coach (*Fellow Kanan*) and Coachee (*School Leader*) Meeting Operational Plan**

Three meetings were scheduled in the coaching and mentoring cycle. After concluding the first visit, the coachee would be given time to act and achieve the goals desired. This was followed up by a second and a third visit.

#### 4.2.2b Goal and Operational Plan

Empowering school leaders with excellent school leadership competencies.



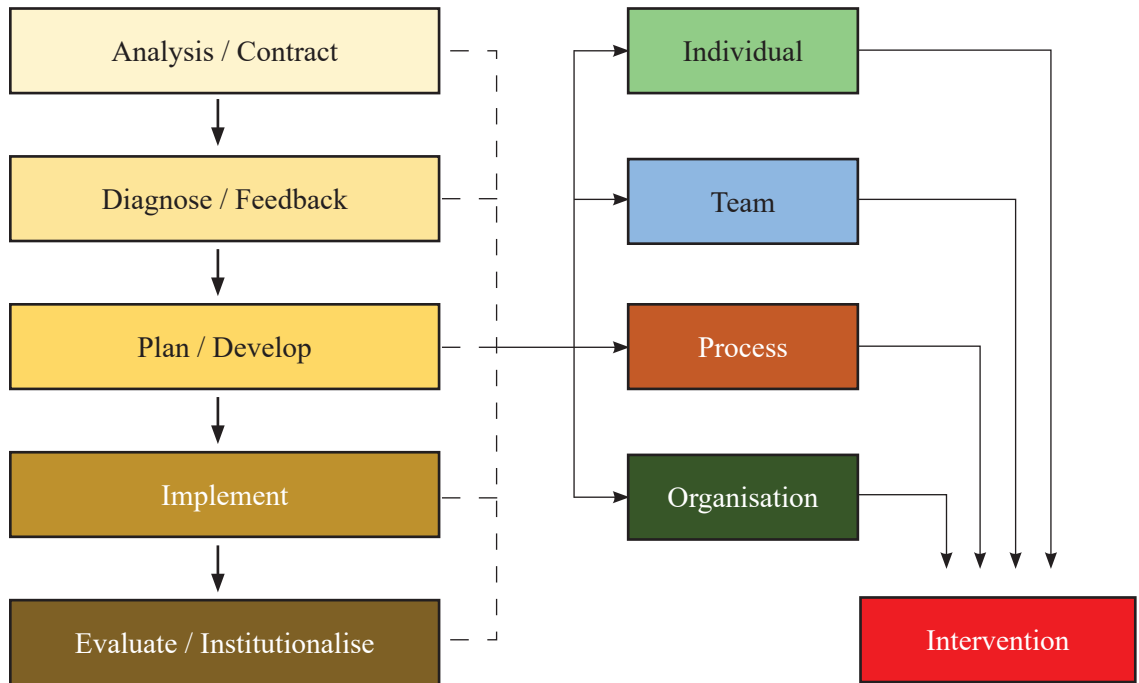
*Diagram 4.2.2b: Goal and Operational Plan*

**Empowerment:** enabling (capable, be able, is able) is capable to achieve something

**Competencies:** capability, having the knowledge and skills to execute successfully, with efficiency and effectiveness

**Intervention:** developmental intervention between two parties (person, country, groups)

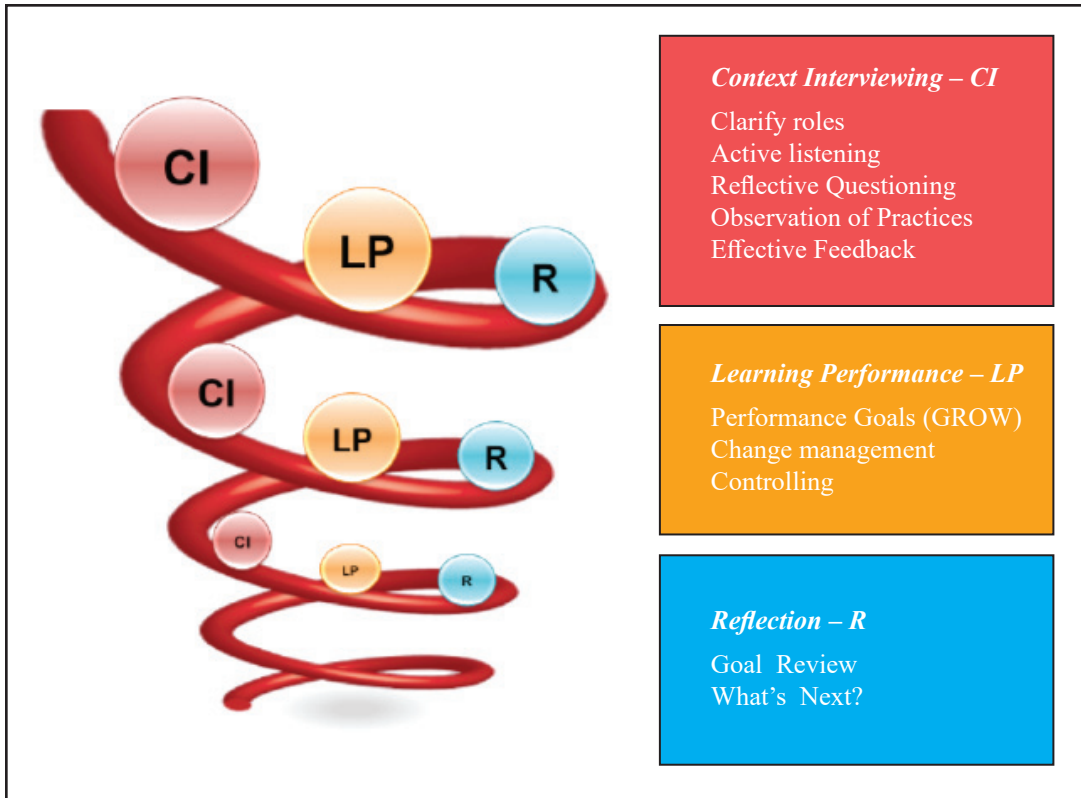
### 4.3 Organisational Development Model



*Source: Institut Aminuddin Baki. (2012). Organisational Development Model.*

**Diagram 4.3: Organisational Development Model**

#### 4.4 IAB Spiral Coaching and Mentoring Model.



*Source: Institut Aminuddin Baki. (2012). Spiral Coaching and Mentoring Model.*

**Diagram 4.4: IAB Spiral Coaching and Mentoring Model**

A model used extensively by IAB was proposed as a guide in implementing the *Fellow Kanan* Programme. This model is adopted from the model used in the School Improvement Programme in 2012. The implementation process of the SIPartner Programme is based on the Leadership Coaching and Mentoring (LCM) Framework as shown in the diagram above. The first step is building rapport. One of the most essential elements is to build a trusting relationship between the coachee and his coach. This is to ensure the sustainability of the guiding, continuous, and supportive relationship of the buddy. It is of utmost importance and critical for a coach to have the skills to harness his coachee's trust in him at the initial stage. This process takes a long time to achieve.

# CHAPTER 5

## REPORTS



## CHAPTER 5

### REPORTS

#### 5.1 Introduction

School visits are the main thrust of the *Fellow Kanan* programme. During school visits, the *Fellow Kanan* conducted coaching and mentoring sessions based on the G.R.O.W. model. In order to effectively assist the schools, the *Fellow Kanan* focused on three key areas, namely leaders and leadership, capacity building and high culture. This would facilitate in school improvement, especially in the academic field.

At first, the *Fellow Kanan* attempted a number of different approaches and prepared reports based on their endeavours. This ensured that the *Fellow Kanan* could conduct suitable activities in accordance with the school context. Using this method allowed a degree of freedom; to be able to work in a professional manner without being bound to a rigid format. Using their wisdom, the *Fellow Kanan* only reported relevant facts about the schools.

The *Fellow Kanan* are required to visit the schools at least three times a year. The first visit consists of three days, whereas the second and third lasts for two days. Nevertheless, they are allowed the leniency to visit as deemed necessary.

At the last meeting of every visit, the *Fellow Kanan* will summarise their findings and present the issues to the principals and all the senior assistants concerned. The matters raised are the result of observations and discussions with teachers, senior subject teachers, support staff and students. The conclusions drawn by the *Fellow Kanan* are then used by principals and the staff for the progress and improvement of the school.

#### 5.2 Reports

Reporting is an intrinsic feature of the work of the *Fellow Kanan*. After each school visit, the *Fellow Kanan* will have to prepare a report. In these reports, the results of discussions and feedback from teachers, senior subject teachers, senior assistants and principals are well documented.

Each stakeholder will receive these records of the work done by the *Fellow Kanan*. They document valuable information for the schools and assist the MOE officers keep track of the progress and scope of activities that have been carried out by the *Fellow Kanan*.

The *Fellow Kanan* reports contain findings on:

- i. Leaders and Leadership – viewpoints highlighted include the personality of the principal, the leadership style, professionalism and organisational management
- ii. Capacity building – Efforts by the principal to communicate and build trust within the school community
- iii. High Culture – practices of high quality working culture among the teaching and support staff. The best study practices of the excellent students are documented as well.

Besides the Structured Framework designed by the *Fellow Kanan* and the GROW model a document used by the inspectorate known as the Standard for Quality Education in Malaysia (SQEM), 2010 version was also used.

### 5.3 Modus Operandi

#### INITIAL VISIT (THREE DAYS)

##### Day One

<b>8.30 am – 10.30 am</b>	<p>A meeting with the principal that focussed on building trust and rapport was held. The <i>Fellow Kanan</i> made initial observations and there was a verbal contract of understanding which identified the scope and areas of common focus in this initial visit. With the yearly plan of the school as a guide, and both the GROW model as well as coaching and mentoring approaches, an overview of the situation and issues currently faced by the principals and teachers was formed. This included questions like:</p> <p>What are the Goals? What is the current reality? What are the Options? What are the actions (Will do) that will make the Goal achievable?</p>
<b>10.30 am - 12:30 pm</b>	<p>A meeting with the senior assistants and senior subject teachers convened. The focus was on the areas of specialization. Some meetings were on an individual basis while others were conducted in groups. Curriculum documents were used as a basis of discussions.</p>
<b>2.30 pm – 4:30 pm</b>	<p>Motivational talks to the students of form 3 or form 5 were conducted. The vision and mission of the Fully Residential Schools, world-class students and readiness to face the public examinations were the topics discussed</p>



**Day Two**

<b>8.30 am – 9.30 am</b>	The Principal was given initial feed-back from the meetings with the senior assistants, senior subject teachers as well as students.
<b>9.30 am – 12:30pm</b>	The meetings with the senior subject teachers to identify the problems and issues related to team-work, relationships, trust, the professional learning community, sharing teaching aids and continuous professional development continued. The planning by the individual subject heads and their targets was reviewed.
<b>2.30 pm – 4:30pm</b>	Motivational talks to the students of form 1, 2 and form 4 was conducted. The role and skills necessary for a Fully Residential Schools student was emphasized.

**Day Three**

<b>8.30 am – 9.30 am</b>	The senior subject teachers raised issues that required the Principal's attention and action. This was duly reported to him.
<b>10.30 am – 12:30 pm</b>	Meetings and discussions with teachers in charge of managing the hostels, discipline, co- curriculum, counsellors, and coordinators continued. Related documents were checked and used to guide further discussions. The <i>Fellow Kanan</i> conducted visits to the Hostels, dining hall, library, computer labs and other areas of the school.
<b>2.30 pm – 4:30pm</b>	Motivational talks for the teachers were conducted. The focus was on team spirit, excellent work ethics, management of curriculum and subject departments, leadership capacity building amongst the teachers and their role in achieving the school mission and vision.

**SECOND VISIT (TWO DAYS)****Day One**

<b>8.30 am – 9.30 am</b>	The <i>Fellow Kanan</i> met with the Principal in order to obtain feed-back about the initial visit. The discussion revolved around pressing issues and impediments to progress. The <i>Fellow Kanan</i> clarified their intent for the second visit and obtained permission to meet with the teachers concerned. On this visit, the <i>Fellow Kanan</i> focussed on the results of the recently released public examinations, capacity building as well as team-building efforts of the principal and his management team.
<b>9.30 am – 12:30pm</b>	A meeting with the senior assistants and senior subject teachers to ascertain feedback on the results of the recently released public examinations and the capacity of the current students was held.

<b>2.30 pm – 4:30pm</b>	A meeting with the form five students to ascertain their readiness as regards content as well as mental readiness was held.
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## Day Two

<b>8.30 am – 10.30 am</b>	Meetings were held with panel heads of selected subjects to ascertain issues and impediments in the execution of their teaching strategies in class. The panel heads were introduced the concept of capacity building. This will pave the way for them to be involved in the leadership process. Wider involvement and upgrading leadership skills of the teachers will further aid towards school improvement.
<b>10.30 am – 12:30 pm</b>	Meetings with individual teachers of subjects that had low scores were conducted. The discussion focused on strategies to raise the grades for each class, as well as to identify students with problems. Meetings were also held with other teachers, including the counsellor to work towards team building.
<b>2.30 pm – 4:30pm</b>	Meetings and motivational talks with all teachers related to the preparation of students, especially those who could excel in the future examinations were held. The lectures dealt with strategies that can be implemented by schools, specifically those related directly with teaching and learning, as well as high impact programmes for excellence. It was emphasized that all teachers had a role to play as leaders, at their own levels, for the betterment of their schools.

## THIRD VISIT (TWO DAYS)

### Day One

<b>8.30 am – 9.30 am</b>	To obtain feed-back resulting from the first and second visits, meetings with the Principal were held. This visit is important to establish if there were any issues related to the previous decisions.
<b>9.30 am – 12:30 pm</b>	Meetings with senior assistants to monitor the implementation of their actions in the area of curriculum management, student affairs and co-curriculum were conducted. Meetings were also held with senior subject teachers to identify related issues.
<b>2.30 pm – 4:30pm</b>	Meetings and motivational talks to the students of form 2 or form 4 to explain the objectives of the Fully Residential Schools, career guidance, study skills and the expectations of parents, society and the nation were held.

## Day Two

<b>8.30 am – 9.30 am</b>	Meetings with panel heads, counsellors, and coordinators of academic excellence programmes to assess the effectiveness of various programmes that had been carried out were conducted. The achievements of students in recent school examinations were analysed to determine if the targets had been met. Other related issues were discussed as well.
<b>10.30 am – 12:00 pm</b>	Meetings with specialized groups of supporting staff, such as the clerical group, the laboratory assistants, the hostel wardens, as well as hostel and school workers were conducted.
<b>12.00 pm – 1:00pm</b>	A meeting to summarise findings and issues that had been identified by teachers, support staff and students, as well as to address actions that needed to be implemented for the improvement and progress of the school, was held with the Principal and senior assistants
<b>2.30 pm – 4:30pm</b>	Motivational talks to the teachers concerned on recent findings and the development of a professional learning community in school were conducted. The collective effort required to ensure school progress and improvement by the staff was discussed.

## 5.4 A Selected School Visit Report: School A

### 5.4.1 Leaders and Leadership

#### 1. Personal Leadership

The Principal is a person of integrity and conducts himself in a professional manner. He is knowledgeable and has the capacity to guide and advise the senior assistant and the senior subject heads in routine management tasks. The level of communication and team spirit has improved. Initially, the principal did not exhibit such a high level of confidence, even though he had attended the course for National Professional Qualification for Educational Leaders.

#### 2. Professional Leadership

The Principal made sure that the vision and mission was shared school-wide. Most of the instructions were clear, and others were able to carry out their tasks. The Principal himself was the lead in developing the strategic plans for curriculum, co-curriculum and sports, student affairs and finance. The Principal encouraged and gave incentives, opportunities for self improvement, took care of the welfare and safety of his staff and students. Supervision and monitoring of teachers and staff had increased, and the Principal could evaluate the effectiveness of a programme.

### 3. Organisational Leadership

#### Organisational Management

- a. Allocation of duties had been done equitably, with due consideration to the skills and knowledge of the available manpower. The performance assessment of the staff has to be done in a systematic and fair manner. Staff development programmes have been planned and carried out in a focused manner.
- b. The infrastructure is well maintained and this contributes to the comfort and safety of the inhabitants. As the school environment is pleasant and secure, the staff can carry out their responsibilities safely.
- c. The management of finance and assets has to be further improved. This can be done after the benchmarking and workshop sessions with the Fellow Kanan and the State Head of the Audit Department. In 2012, the school received an admonishment from the Audit Department, but in 2013 they received a clean Audit report.
- d. Curriculum management involves the distribution of per capita grants according to subjects, frequency of evaluation, number of exercises and assignments, choice of books and educational material. Modifications to the curriculum must, from time to time, be in accord with the Educational Acts, rules, professional circulars, policies and requirements of the school itself.
- e. The management of the different subjects is well conducted. This includes the implementation of various programs to improve the quality of teaching, and monitoring to ascertain the strengths and weaknesses of the teaching and learning process. The proper arrangement of the time-table with regard to the subjects offered was done. The elements of creativity are implemented in the management of the teaching and learning process in class. Educational resources, information technology and communications are being developed to support the improvement in the quality of the lessons.
- f. The examinations, assessments and evaluations are well managed. The results of examinations, assessments and evaluations are recorded and analysed to ascertain student achievement and identify issues, strengths and weaknesses of students and used for improvement strategies. Academic audits have been updated and the results are utilized to prepare programmes for academic enrichment.
- g. Clubs and societies are managed with reference to the yearly plan. Equipment and basic facilities are optimised. The attendance and student achievement records are updated.

- h. Uniformed clubs are also managed with reference to the yearly plan. Interesting activities are organised and this is actively attracting the interest of the students.
- i. The management of sports is structured, takes into account the knowledge, skills and maturity of the students and is run throughout the year. The training schedule is good, but time for teaching and learning is given priority. The infrastructure and equipment is prepared according to needs and necessity. The records of attendance and student achievement are available.
- j. Management of student affairs is done efficiently and effectively. Remedial and student development programmes are well planned. The House system is effective and the school has received an award for this. The hostels are in good condition. It is the same with the dining halls at the hostels and the canteens. Hence, the Hostel Dining Hall won third place in the Outstanding Hostel Award for 2014.

#### 5.4.2 Capacity Building

1. Networking. The Principal has empowered the Senior Assistant to make decisions within his capacity. There are opportunities for improving leadership skills within the in-service courses as well as on a part time basis. Training needs analysis is done in a focused manner in order to provide effective and continuous improvement. The school functions well even though the Principal is out for the day. Principal support in increasing the competency of the teachers is clearly seen in the increase of specialist teachers in the various subjects.
2. Capacity building. Even though the Principal has empowered the senior assistants to make decisions and take action, he still guides and ensures that they make the right decision.
3. Community building. Staff development programmes are conducted systematically using expertise from within the school as well as from external sources. Instructional leadership has improved to consolidate the learning amongst the teachers. The Principal has up-lifted the knowledge and skills of the staff via smart partnerships and benchmarking activities.
4. Building a learning organization. The Principal's commitment is high as he intends to manage the learning environment and create a learning organization. This involves introspection, self reflection, internalizing the philosophy of life-long learning, skills in training and coaching, effective communication skills and creating a healthy and vibrant environment within the organization.

### 5.4.3 High Culture

1. The work culture among teachers and staff. On the whole the work culture amongst among teachers and staff is good, but it can still be improved. The Principal has a humanistic approach and the teachers and staff to carry out their duties competitively, according to their abilities and experience.
2. Learning culture among the students. The image of the students has changed to include leadership skills, communication skills, bi-lingualism, creative and innovative abilities. The reading culture is well established and further improved via Nilam, a national level reading programme.
3. Lifestyles of the residential students. The condition of the students in the residential hostels is good. Programmes to increase confidence and self-reliance of the students have been increased to ensure that the students are independent and have high self-esteem. The implementation of the House System has been improved in the residential hostels.

### 5.4.4 Summary and recommendations of the *Fellow Kanan*

On the whole, the school has the potential to achieve greater success. The Principal and administrators are firmer in managing and implementing the school programmes. Supervision and monitoring, especially in curriculum management has improved.

In-service courses and workshops have to be evaluated and arranged in accordance to the training needs analysis of the staff. There were too many co-curricular activities and teacher involvement in these has been curtailed. This needs to be re-assessed so that it does not interfere with the learning and teaching process.

## 5.5 A Selected School Visit Report: School B

### 5.5.1 Leaders and Leadership

1. The focus of this visit was to zoom in on the analysis of the school performance in the Mid-Term examinations, and the efforts to prepare students for the Trial examinations scheduled in August and the SPM at the end of the year. The PT3 assessments were also discussed.
2. The Principal set a target of 2.02 for the school Grade Point Average (GPA) in the upcoming SPM examinations. In the Mid-Term examinations however, the Fellow Kanan had challenged the form five teachers to exceed these and aim for 2.00 or even 1.00

### 5.5.2 Capacity Building

1. Organisational management
  - 1.1 The school is well-managed and functions according to the planning.
  - 1.2 Teachers have done their duties well; all academic and non-academic programmes for student improvement have been implemented as planned.
  - 1.3 There is a positive change in the relationships between the senior and novice teachers, and there is good cooperation amongst them. This is as evidenced by the head of the subject panel himself. However, the teachers and students need to cultivate a sense of friendliness and caring between them.
2. Management of the curriculum, co-curriculum, sports and student affairs.
  - 2.1 Based on the Mid-Term examination results, the school authorities have planned several academic programmes to achieve the set targets. Extra classes are held in the evening and at night and these well structured classes are well received by the teachers.
  - 2.2 The students, especially those from form 1, 2 and 4, continue to take part in the co-curriculum programmes at district, state and national level. The third formers are involved with the PT3 assessments and the fifth formers are currently sitting for the Trial examinations.
  - 2.3 The table below shows the Grade Point Average (GPA) for the Trial examinations and the difference between the targets set by the school and that as a result of intervention by the *Fellow Kanan*. There are several reasons for this discrepancy. Among them is that the questions were set by the subject teachers individually, some had not completed the syllabus and classes had not been able to do revision. There is a probability that the student achievement in the Trial examinations may differ.

**Table 5.1: Grade Point Average (GPA) For The Trial Examinations And Comparison With The Targets For SPM 2014**

<b>School GPA SPM 2014</b>	<b>2.02</b>		<b>Less than 2.00/1.00</b>
<b>GPA for Core subjects</b>	<b>Target GPA</b>	<b>GPA from Trial examinations</b>	<b>Recommendations by the <i>Fellow Kanan</i></b>
Malay language	1.00	1.88	0.20
English language	1.52	3.10	0.90
Islamic Studies	1.21	1.32	0.20
History	1.58	1.88	0.50
Mathematics	0.87	2.36	0.00
<b>GPA for Elective subjects</b>	<b>Target GPA</b>	<b>GPA from Trial examinations</b>	<b>Recommendations by the <i>Fellow Kanan</i></b>
Additional Mathematics	<b>2.98</b>	6.93	1.90
Physics	3.11	6.67	1.90
Chemistry	3.25	5.60	1.90
Biology	3.05	5.67	1.85
Engineering Technology	3.41	5.31	1.87
Technical Drawing	2.55	3.71	1.00

In discussions with the panel heads, the *Fellow Kanan* emphasized that guidance to groups of students with different abilities was crucial. The teachers had been asked to identify as many students as possible with the potential to score an A (including A+ and A-) and also weak students who needed special attention, such as personal coaching. If the school carries out the correct strategy, it is not impossible that the targets can be achieved.



### 3. Learning and Teaching

- 3.1 The learning and teaching process went on in a lively manner as the date of the examination drew near. The teachers focussed on the revision and guidance in the structured classes.
- 3.2 Learning and teaching went on as usual for the other classes. The form 3 students were taking the PT3 examinations and according to the teachers, all went smoothly.

#### 5.5.3 High Culture

##### 1. Student Development

- 1.1 Student achievement in the academics and Mid-Term examinations was unsatisfactory. Greater effort is necessary to ensure that the GPA for 2014 is below 2.0 or even 1.00
- 1.2 At the end of the school year, the school authorities must ascertain that the students' discipline is under control, especially in the hostels. The teachers have to supervise frequently and introduce activities that promote students' awareness of the importance of success and good results.
- 1.3 The teacher – student relationship should be warmer and happier than at present.

#### 5.5.4 Summary and recommendations of the *Fellow Kanan*

The Principal has to frequently supervise and be present in the school at specified hours to support the efforts of the teacher who are willing to teach, even in the evenings or at night. The presence of the Principal will have a positive effect on the teachers and students. The *Fellow Kanan* are confident that with the involvement and efforts of all concerned parties, the specified targets will be met.



# CHAPTER 6

## **INSTRUMENTS AND TOOL KITS**



## CHAPTER 6

### INSTRUMENTS AND TOOL KITS

Seven instruments were adapted by the *Fellow Kanan* to structure their tasks. These instruments were developed for the following purposes:

1. The *Fellow Kanan* - Principal Contract
2. The Self Improvement Plan
3. Quality Evaluation Form
4. Development of the Principal Survey
5. Reflection of the Principal on the Mentoring Process
6. Principal Task Evaluation
7. Template/Format for the School Visit Reports

The *Fellow Kanan*-Principal Contract is a contract regarding the agreement and confirmation of the Principal and his acceptance of the *Fellow Kanan* as the mentor for his school. (see **Attachment 1: THE *FELLOW KANAN*-PRINCIPAL CONTRACT**).

The Instrument for The Self Improvement Plan is a record by the principal on the coaching and mentoring aspect required and agreed upon for his development with his mentor. (see **Attachment 2: THE SELF IMPROVEMENT PLAN**).

The Quality Evaluation form records information from the principal on his relationship with the *Fellow Kanan*. (see **Attachment 3: QUALITY EVALUATION INSTRUMENT**).

The Development of the Principal Survey; a self evaluation instrument to record the Principal's reflections concerning his individual development, after undergoing the programme. (see **Attachment 4: THE DEVELOPMENT OF THE PRINCIPAL SURVEY**).

The Reflection of the Principal on the Mentoring Process documents in an evaluation form, the Principal's assessment of the activities implemented by the *Fellow Kanan*. (see **Attachment 5: QUALITY EVALUATION INSTRUMENT**).

Principal Task Evaluation Form. (see **Attachment 6: PRINCIPAL TASK EVALUATION FORM**)

Template/Format for the School Visit Reports. (see **Attachment 7: REPORT ON SCHOOL VISITS**)

THE *FELLOW KANAN*-PRINCIPAL CONTRACT

*FELLOW KANAN*: .....

PRINCIPAL: .....

SCHOOL: .....

.....

.....

AGREEMENT

I hereby pledge to be fully committed and give my full cooperation during this program towards the realization of excellence in my school.

I am fully aware that this program will benefit both me and my school. This is a concerted effort to develop leaders of high performance and a world-class working culture.

With this engagement, I sincerely hope to lead my school to be a high performing and excellent organisation.

Principal

Fellow Kanan

.....

.....

Name:.....

Name:.....

Date:.....

Date:.....

## Attachment 2

## THE SELF IMPROVEMENT PLAN

**How does mentoring help me?***Tick ( / ) all the related statements .*

Build my confidence and my capacity

☐

Increase my knowledge and skills

☐

Increase the level of confidence and expectations of the organisation towards me

☐

Able to appreciate the work culture and norms of the organisation

☐

Able to contribute towards the organisation's success by self development

☐

Opportunity to improve level of competencies and increase professional experience

☐

Provide opportunity for promotion in my workplace

☐

Provide opportunity to work together and benchmark exemplars

☐

Increase social networks

☐

Provide opportunity to increase competency levels.

☐

### QUALITY EVALUATION INSTRUMENT

Instructions: Complete the check list below to evaluate the *Fellow Kanan*- Principal Relationship

No.	Statement	Yes	No
1	There is good interaction within this relationship		
2	This relationship provides opportunities for learning		
3	Goal of this relationship is achieved		
4	The number and the duration of sessions allocated are sufficient		

A State 3 main areas for improvement in the *Fellow Kanan* Program.

i

ii

ii

B What are the lessons learnt from the *Fellow Kanan* Programme?

i

ii

ii

C What are the lessons learnt from the *Fellow Kanan*-Principal relationship?

i

ii



**Attachment 4****THE DEVELOPMENT OF THE PRINCIPAL SURVEY**

*\*Circle the number provided to indicate your level of success.*

No.	Statement	Not clear				Very clear					
1	Commitment towards tasks	1	2	3	4	5	6	7	8	9	10
2	Commitment towards the organisation	1	2	3	4	5	6	7	8	9	10
3	Tolerance	1	2	3	4	5	6	7	8	9	10
4	Cooperation	1	2	3	4	5	6	7	8	9	10
5	Shows initiative towards tasks	1	2	3	4	5	6	7	8	9	10
6	Desire for success	1	2	3	4	5	6	7	8	9	10
7	Desire to learn	1	2	3	4	5	6	7	8	9	10
8	Able to accept criticism	1	2	3	4	5	6	7	8	9	10
9	Willingness to accept new tasks	1	2	3	4	5	6	7	8	9	10

Overall Scores .....

### REFLECTION OF THE PRINCIPAL ON THE MENTORING PROCESS

No	Statement	I am being mentored by the <i>Fellow Kanan</i>	I have done this to mentor others
1	Have high expectations in performance and change		
2	Provide challenging ideas		
3	Enhance self confidence		
4	Motivate professional behaviour		
5	Improve the relationship		
6	Challenge negative behaviour		
7	Listen to personal problems		
8	Be good role model		
9	Share constructive experiences		
10	Execute tasks together with the <i>Fellow Kanan</i>		
11	Explain how an organization functions		
12	Assist in critical situations		
13	Motivate		
14	Assist in career development		

## Attachment 6

## PRINCIPAL TASK EVALUATION FORM

*\*Circle the number provided to indicate your level of success.*

No.	Statement	Not clear				Very clear					
1	Confidence at work	1	2	3	4	5	6	7	8	9	10
2	Stress Management	1	2	3	4	5	6	7	8	9	10
3	Level of Excellence	1	2	3	4	5	6	7	8	9	10
4	Thoroughness	1	2	3	4	5	6	7	8	9	10
5	Innovative	1	2	3	4	5	6	7	8	9	10
6	Flexibility /Willingness to change	1	2	3	4	5	6	7	8	9	10
7	Teaching Ability	1	2	3	4	5	6	7	8	9	10
8	Role model/Exemplar	1	2	3	4	5	6	7	8	9	10
9	Acceptance by colleagues	1	2	3	4	5	6	7	8	9	10
10	Acceptance by superior										

Overall Scores .....

**REPORT ON SCHOOL VISITS**

School:

Date of visit:

Name of *Fellow Kanan*:

ASPECT	DETAILS
<b>Leaders and Leadership</b>	
<b>Capacity Building</b> 1.1. Building Relationships 1.2. Building Trust 1.3. Building a Community 1.4. Building a Learning Organisation	
<b>High Culture</b>	
<b>Comments &amp; Suggestions</b>	

Signature of *Fellow Kanan*:.....

Date: .....

# CHAPTER 7

## EPILOGUE



## NOSTALGIA

by

**Hj. Md . Yusoff Bin Othman, KMN, AMN**

At the age of 34, when I was already the principal of Sekolah Menengah Kebangsaan Tunku Sulong, Jeniang, Kedah, I received a transfer letter as principal of Sekolah Menengah Kebangsaan Kulim (SMKK), a Grade A school. I felt overwhelmed because it meant an increase in my salary as I was promoted to a higher grade, that of D1. At the same time, I was sad to leave, as for the past three years, I had developed my school in every aspect and it was now just the way I wanted it to be.

The minute I set foot in the new school, I was shocked by the environment and the state of the school. It seemed neglected and looked dull. The buildings were gloomy and covered with moss. In my heart I prayed to Allah, “Oh Allah, please give me courage and strength; show me the way to rebuild this school and manage it responsibly and successfully, and only to You, I convey my hopes”. At such a young age, to manage a grade A school with more than 100 staff and approximately 1,500 students was not an easy task; what more to gain their confidence. They were watching my every move and reaction. At that point in time, my youthful energy made me somewhat active and aggressive in planning strategies.

The school was neglected in every aspect. Disciplinary problems existed not only among students, but also amongst the staff. The teachers freely left the school compound during school hours, to go to the bank, pay bills, have a drink or even to sent their children to school or kindergarten at their own whims and fancy. The students often played truant. In class, the teaching and learning process was not properly conducted. Coming late to class for these teachers was normal. Marking or checking of books was not done properly or precisely. For example, when checking English books, a student wrote “we is boy” instead of “we are boys;” the teacher did not rectify the grammar but just marked it as correct. As a principal, I had the right to make amendments and be more firm and aggressive in my actions; thus creating or initiating mutiny against me. I heard cynical voices saying “we became teachers when you were still in the cradle, so you don’t have to teach us.”

This comment was uttered by senior teachers who had long been teaching in this school. Many Chinese, Indian and a few Malay teachers filed in their transfer forms. Some of the Malay teachers teamed up to go against me and created all kinds of gossip about me, their new principal. The District Education Department and State Education Department started to get anonymous letters. As a part of their plan to go against me, the teachers created stories about my personal life and duties. They alleged that I wanted to “overturn the entire school.”

Their freedom to leave the school during working hours was hindered. Now, entering the class on time became a must. They had to be alert when marking or checking books. At the same time, as a principal, I was determined to change the image of the school. So, I started to take steps to demonstrate to the school staff and students that although I was still



young, I could carry out my duties and responsibilities as the principal of a grade A school. I started to plan strategies to upgrade the image of the school, focusing mainly on the physical aspects such as the landscape. Flowering and decorative plants were planted all round the school and hostel, small shelter areas or *wakaf* were built for the students to use as their resting place or for discussions. The school then became known as “The School in a Garden”. Some school blocks were repainted. Most of the walls were decorated with murals, scientific and geographical diagrams, mathematical formulas and art. Besides that, outdoor activities were carried out within the school compound. This included the rearing of fish (tilapia) in the school pond, catfish in polycarbonate tanks, planting vegetables using the hydroponic technique, building a big aviary full of all kinds of birds and the rearing of bees in the school compound. This was done with the help and advice of the Department of Forestry, Kulim.

Then I set up a mini museum, displaying old objects such as traditional cultivation or agricultural tools, weapons, classical costumes and more. All these changes improved the image of the school, creating a livelier learning atmosphere. These physical changes increased the confidence of the staff in me, their new principal.

Meanwhile, I made sure that the school curriculum was properly executed, and at the same time, established a good rapport between me, the staff and the students. This enabled me to monitor their well being. Gradually, their rebellious attitude decreased, until it stopped completely, and they had confidence in me.

What was even more interesting was that the Chinese and Indian teachers, who had asked for transfers from the District Education Department, had now cancelled their requests. Most of them stayed on until I transferred to Sekolah Menengah Sains Tengku Abdullah, Raub, Pahang, nine years after that.

From the start, I built a strong team. The school won many competitions such as the “3K.” Almost every year we won, and were the state champions and sometimes, national champions. Then, almost annually, we won the state Residential Hostel competition, the best School Resource Centre (Library) in Kedah and became an exemplar for the northern region of Malaysia. Every year we became overall champions for the Annual District Sports competition in Kulim, Bandar Bharu and also champions for the cleanest toilet organized by the District Education Department, Kulim, Bandar Bharu. The most obvious impact of these achievements was that there was a decrease in disciplinary problems. Amongst the “day schools,” the PMR and SPM results were one of the best in the district and Kedah state as a whole.

Then, SMK K became well known throughout Kedah and Northern Malaysia and developed into a reference point and a benchmark, especially to schools in Kedah. Almost every week, there were visitors. The school community felt very proud and this was due to the contributions and combined efforts of the teachers, staff and the students themselves. As their principal, I thanked Allah for these achievements and felt that He had blessed my sincere prayers. Although I had left the school for almost 30 years ago, these were some of



the most memorable experiences. The key to my success was patience, sincerity, and faith in Allah.

I wrote this as a self-reflection; not because I was arrogant or proud of my achievements, but to share my experiences with other principals. To succeed, one has to have a clear mission, vision and patience. Thus, perseverance leads to success. Besides that, teamwork with the teachers and staff is most important and as a principal, it is my responsibility to ensure the success or failure of the school entrusted to you.

## DIFFERENT STROKES FOR DIFFERENT FOLKS

By

**Dato' Rauhi bin Mohd Isa**

When I received the appointment letter for the *Fellow Kanan* Programme, I felt extremely happy and proud. It seemed that my services and expertise were still needed and recognised, otherwise I would not be appointed as a *Fellow Kanan*.

I was called for a meeting at the IAB. Throughout the meeting, questions formed in my mind. "What ability did I have compared to other colleagues who were not appointed?" "Why were only the few of us appointed, whereas there were others who had the same experience and expertise?" When the meeting ended and we returned to the executive rooms, I rested my head on two pillows and my mind raced, searching for the advantages that I had accumulated through the years that had now qualified me to be a *Fellow Kanan*.

My mind went back to the time when I was appointed an Excellent Principal. I recalled the successes I had achieved as school principal. The memories that came back were very meaningful to me. I had indeed achieved many successes. Many were of the opinion that I was a leader that effected changes. Each success came back to mind. The career I had at boarding schools had given me a thousand meanings in the sum of all my experiences.

When I received the offer to be Principal at a boarding school, I felt proud but there were discouraging statements from friends who were unsupportive of the idea. In fact, some tried to dissuade me from accepting the appointment by highlighting the negative effects of accepting the offer. "Don't take up the offer. You'd have to stay at the Principal's accommodation provided in the school and you would lose your housing allowance."

However, there were those who were for the appointment. "Go ahead and accept it. There has got to be something in it for you. Do your job sincerely. There, in that school are selected students who will one day become leaders of the country. Don't worry. Allah will reward you."

Those words motivated me. I accepted the offer, and thus, ended up staying in the accommodation provided. I was determined to be a committed Principal, which was just as well; working in a fully residential school meant that I had to be on duty day and night.

I chalked up many successes in that school. Students' discipline was excellent. Teachers worked as a cohesive unit. I experienced peace and satisfaction. School pride eventually developed into love, which was manifested in the willingness to make necessary sacrifices for the school. The teachers and students were sincerely ready to work towards school excellence. This translated into various achievements. The school performed admirably in the national academic ranking. In the PMR examination, the school came out top in the country. It was at that school that I rose to in rank to the grade of DG54.

After three years there, I was offered to return to my hometown to serve in another residential school. I accepted the offer despite having made plans for the old school. Even though the transfer was due to the availability of the post, deep in my heart I felt that it was



Allah's will. There was an enormous blessing in that transfer. It was in this new school that I was appointed to an even higher rank, the level of Jusa C.

Recalling my service in residential schools, I feel proud for having successfully created a school culture that was conducive to teaching and learning. Teacher-student relationships mirrored that of parent-child. Hostel management was outstanding. Wardens played their role effectively. They spent much time with the students, and would be the *imam* (leader in a prayer) for Subuh and Maghrib prayers. Everywhere I went, I would stress upon wardens' role *in loco parentis*.

While reminiscing on the successes I have had in residential schools, I became confident that I deserved the appointment as *Fellow Kanan*. I was positive that the Ministry of Education knew what they were doing. Surely my service and ideas were needed to assist other residential schools succeed as had the schools I had served before.

In the *Fellow Kanan* programme, I was assigned to helm three residential schools. I did not think that this was a problem as the schools were high performance schools. I had the experience of overseeing my former school to reach that level.

Upon visiting the three schools, I detected an atmosphere completely different from my expectations. The times had changed, and so in these schools, many things had changed as well. At the very least, the PMR examination had been replaced by another type of evaluation. Other aspects of the schools had altered, causing the teachers' responsibilities to increase. I came to the conclusion that all these changes had influenced the leadership style at all levels of the schools in question.

I am not interested in evaluating the good and the bad in the changes that had happened. However, I saw areas where I could be of service. Matters pertaining to MoE policies should be left as they were, but in matters pertaining to school leadership and leadership style and management of residential students, there was room for improvement. This would ensure that the spirit of residential schools could be revived.

In order to assist the schools, I must have adequate knowledge. I reread the books pertaining to achieving student excellence in all areas, that had been published by the Residential Schools Unit. To achieve excellence, values such as courtesy, skills, endurance and spirituality must be taken into account.

Armed with determination, I visited my 'adopted' schools. There seemed to be many things I could do to assist the schools. The 'assistance' ranged from activities in the *surau* (prayer room) during *subuh* (morning prayer) prayers early in the morning, to classes from morning till afternoon, evening preparation time and right down to activities during games hours. Based on my own administrative experience, I detected aspects that could and should be improved in these schools.

Perhaps the teachers in the three schools did not welcome my initial visit. Perhaps they were comfortable with the status quo and wanted no changes. Their discomfort was evident in their faces but I was very fortunate as the Principals welcomed my visit. Apparently, they were able to rationalise the need for my presence in their schools.



I can now conclude that IAB's strategy of introducing us to the school Principals had been beneficial. This initial meeting managed to convince the Principals of the need for our presence in their schools. Our main role was to assist them using our own experiences, not to interfere in the administration or management of their schools.

Changes in teachers' attitude became noticeable after a few visits. They seemed to have accepted my visits. I was pleased and I was able to share my experiences with the respective school authorities. I felt contented. The time and energy I had spent on the visits had been worth it. I am positive that this year, the public examination results in the three schools would improve, bearing testament to the effectiveness of my presence there.

My work in the schools made me realise that I should never make any conclusions or allow myself to have premature hopes. There is the possibility that reality would turn out to be vastly different from my own expectations. If one's hopes are too high or if one makes assumptions, one could easily end up disappointed and depressed. It is better therefore to accept and carry out whatever tasks assigned to you with integrity and clear objectives, and to avoid making assumptions and entertaining high hopes.

The talents and strengths that we have may not be similar to others. Leaders have their own styles of leadership. There is something to be said about the old adage, '**different strokes for different folks.**' We should not therefore compare our own style with others.

The *Fellow Kanan* programme is a highly beneficial way of sharing experiences and knowledge with others. This two-way advantage provides benefits in the form of the sharing of my experiences and knowledge with school officials and, I in turn, have been able to avail myself to theirs. There has been much that I have learnt from this experience that I could practice, mainly leadership.

## ONE FOR ALL AND ALL FOR ONE

by

Wan Hamzah Wan Daud

During my return flight to Kota Bahru from the Kuala Lumpur International Airport, after my meeting with four principals under the *Fellow Kanan* programme at Institut Aminuddin Baki (IAB), I recalled our conversation. The issues and their words were still ringing in my ears.

Seeing that they were ready with their note-books, courtesy of IAB, I had started the ball rolling by asking, “May I know the main issues facing all of you in school?”

“The main issue is the lack of cooperation between the senior teachers and the new ones. They do not work together,” Principal A replied.

Principal B added, “I have experienced the same situation. It is so tough to manage the two groups.”

Principal C interjected, “Well, I have a different situation. My main issues are related to the management of the curriculum and the subject panels. Teachers lacked the necessary skills in the management of the different subjects and this has led to the poor results in the School Certificate Examinations (SPM).”

“I agree with you. In my school, the same situation has occurred and the impact is that the students’ performances in the SPM examinations has declined,” exclaimed Principal D.

Our conversation lasted for about an hour. The Principals gave detailed explanations about the issues they faced in their respective schools. It seemed that they had tried very hard, yet all had failed to achieve their targets. Overall, I concluded that all four schools were facing issues of leadership. Later, they asked me about my own experiences in overcoming similar issues.

The principals were eager to know how I solved comparable issues. Recalling my appointment and promotion as a Senior Principal in a problematic school located in a Federal agricultural Scheme (Felda) in Kota Tinggi, Johor, I began my explanations. The new post as a Senior Principal in that school had been vacant for one year. The Senior Assistant had been temporarily appointed as the person in charge, in the absence of the Principal.

“There is slight problem in this school but we are trying our best to improve it,” the Deputy District Education Officer informed me during my arrival at his office.

“I will take this posting as a challenge. Frankly, I have not yet been to that school” I responded.

We had a long discussion concerning the teachers and staff. At first, I was quite uneasy and a little bit miserable after listening to the explanations about the school. Towards the end of the conversation, he assured me that he was available, should I need any assistance. Thoughts whirled in my mind as I recalled this school being termed a “Super Problematic School.” I had left my wife and children in Kota Bahru to accept this position and now, I was feeling lonely.



The school did not have a proper field for football and school sports, there were no houses for the teachers nor was there a school hall to cater for big activities. The teachers were young and untrained. A third of the teachers were only SPM holders or those waiting for their Higher School Certificate (STPM) results. These were the only available human and physical resources available for me to work with, towards achieving the target of school improvement.

Every afternoon, for almost two months, I had visited the cafe in the Felda estate where most parents went for their afternoon tea. They went there after sending their children to school. After drinking coffee with tapioca cake or banana fitters, I would quietly pay for their drinks and cakes. That was my routine, until one day, when a group of parents and the Chairman of the school Parent Teachers Association (PTA) called on me. They had decided to give me and the other teachers their full support for the sake and future of their children.

I started the planning sessions with all my senior assistants and young teachers. They were committed and dedicated to their work. We organised benchmarking visits to a few high performing schools in Kelantan. These were schools that had received national awards. The first visit for the benchmarking programme comprised of the teachers and the PTA committee members. The second visit included the student leaders of the school. Both visits inspired the teachers and students and raised their morale and self-esteem in line with the new school slogan, *“Forever Excellent and Glorious.”*

Then, I introduced a new approach in leadership and school management. Every Monday morning, I would conduct a meeting with all my assistants, heads of subjects and the Afternoon Supervisor. Our discussions would revolve around the following questions:

First: What has been done throughout the week?

Second: What is the result?

Third: What are we going to do next week?

Every week we would be discussing the same questions. The main aim was to institutionalise the concept of continuous improvements or *kaizen*. At the same time, I was preparing documentation in all aspects of management based on the model of Total Quality Management (TQM).

Suddenly, I heard the pleasing voice of the air hostess asking.

“Do you want some peanuts, Sir?”

“Yes. Thank you.”

I answered the tall and charming lady.

“We must work in the spirit of **one for all and all for one**. We need to work as a team and everybody ought to be a team player so that everyone can contribute to the development and success of the school,” I had reminded my assistants during the Monday meeting.

“Each and every one must understand all programmes and activities planned in the school so that the school’s work culture can be materialised. We must ensure that the school slogan is realised,” I advised. My assistants really paid attention and agreed to work hard together.

Within a year, our school begun to attract people's attention and we had some interested visitors. As the culmination of all our efforts, we received the Aspiring School Award, for rural schools in the state of Johor. I smiled, reminiscing about the past.

Abruptly, I heard the voice of the air hostess, reminding the passengers to remain seated as the plane was about to descend at the Sultan Ismail Petra Kota Bahru Airport. It had taken only 50 minutes to arrive at Kota Bahru but my mind had travelled far into the past; from IAB to my old school in Johor. It was here that I had actually started my journey as a *Fellow Kanan...*



## KNOWLEDGE SPEAKS AND WISDOM LISTENS

by

Hj Ariffin @ Mat Yaakob Abd, Rahman

On 22nd October 2013, I made preparations to leave for my destination and begin my duties as a *Fellow Kanan* for the Ministry of Education, Malaysia. Although this appointment had been made some time ago, due to a few minor glitches, this programme had been deferred to October, 2013. At first, I felt uneasy as it had been ten long years since I had retired from the civil service. My story began with a telephone call from an officer of Institut Aminuddin Baki, Genting Highlands, who informed me of my appointment as a *Fellow Kanan*.

I was startled, to say the least, as to the best of my knowledge in all my years of service as an education officer, I had never ever heard of this post. After the IAB officer had explained everything in detail, I politely declined the offer. I explained that as I was of advanced years, I feared that the experiences I had acquired would not be suitable for the current times.

This situation was due to the fact that I had been long retired, some 10 years ago. Nevertheless, the officer persuaded me to give the appointment a try and suggested that if, later, I felt it was not suitable, then I could step down. Strangely, at that moment, my body suddenly felt hot. Reflecting that while there was still breath left in my body, this could well be my last contribution to the nation. I regarded it as a battle that had yet to be won. Moreover, I felt it as if it was part of my calling and faith. Knowing that my journey would carry me far over the Titiwangsa Range, I made an early start that day. In reality, I had done this journey many times before in my career as an education officer, but now, due to my seniority, it felt as if it were distant.

At eight in the morning, I left my home and headed north to visit School X. At about 1:30 in the afternoon I arrived at my destination and was greeted by an old acquaintance, who had worked with me when I was the Principal of a fully residential school. With his help, I managed to find a suitable hotel not far from my school. He showed me the way to the school and I was very grateful for his help.

At around 6:30 in the evening, I entered the school to perform my evening prayers (the *Solat Maghrib* and *Isyak*) along with the students. I was thrilled to see the beautiful new buildings and the large area of the school grounds. Still, my heart was troubled.

About a week ago, I had contacted the principal of this school and informed him of my intention to visit and begin my duties as a *Fellow Kanan*. He sounded positive and stated his readiness to receive me. While waiting for the prayers to begin, I took the opportunity to observe the students in the vicinity of the residential areas and hostel. Later, my attention shifted to the dining hall. I observed the mannerisms of the students whilst they were eating, including their behaviour and habits. Were there any special traits or shortcomings that were not in line with the culture of the fully residential schools that I should reprimand them about later?



In the middle of my musings, I heard the *Azan*, the call to the faithful for the *Maghrib* prayers. I joined the students and went to the prayer room to for the *Maghrib* prayers. Arriving at the *surau* (prayer room), I met the Principal and was amazed that I could not detect the presence of the other important people, namely the Senior Assistant for Student Affairs, the wardens or the other teachers. I was quite sure that none of them were present. I was astonished and perplexed as to their absence, as their homes were very close to the *Surau*.

This situation reminded me of the time I was the principal of another residential school. I recalled as to how I had always joined the students in their prayers, especially during the *Maghrib*, *Isyak* and *Subuh* prayers. It had become a habit of mine to always do so, unless I was away on meetings or involved in tasks far from my school.

The difference between this school and mine was that in my old school, the Senior Assistant for Student Affairs, the wardens or the other teachers who lived near the *surau* would accompany the students at their prayers. I was so disappointed with this current shortcoming. I returned to my hotel at 9:15 in the evening.

I returned to the school again at 11:30 that night. As I walked into the compound, I saw the students returning to their dormitories after their revisions. Except for the corridor lights, the lights in the dorms were all off. In the blaze of the bright corridor lights, I could see that the students were milling about and not asleep. I sought for the wardens who were expected to be on duty, but there was no one around.

I walked around slowly, all the while observing the students. Some were washing up and others were just entering the bathrooms, even though it was already 12:30 at night. I went near the girls' hostel. From my position outside the gates, I watched, but here there was no movement. It was quiet and I was sure that all the girls were fast asleep. Then, I went back to the boys' hostel.

I found that there were boys still sauntering around. I was not certain where they were from, but I was extremely sure that these were the very students who would be sleeping in class the next day. That night, I returned to my hotel at one o'clock in the morning.

At 5:30 in the morning, I was back again in the area near the hostels in school X. While waiting for the morning *azan*, again I was able to observe the activities of the students in the hostels. All the rooms in the boys' hostel were in darkness but in the girls' hostel quite the reverse was happening. Many rooms were lighted up. By the glow of the corridor lights, I saw several boys going to the washroom and I was left wondering as to the absence of the warden in charge for that day. The wardens should have been in the vicinity of the hostels to wake the students as the prayer time was fast approaching.

In my heart, I reflected on the difference between this school and mine. The time for *azan* was near, yet the school *surau* was still in darkness. I headed to the *surau* to switch on the lights, followed by two boys.

Feeling a little more cheerful, I allowed them to enter the *surau* ahead of me and switch the lights on. Shortly after this, the girls trooped in. I waited, thinking that one of the two boys would lead the prayers, but sadly, I was mistaken.



A little later, a senior student came in and spoke to the two former boys. Then, the senior student advanced to the microphone and the sound of the morning azan prayers was heard, although it was five minutes late.

After the *azan* and *solat sunat* prayers, I noticed that the senior student had stood up and performed the iqamah. He glanced at me and I understood his intention. I then proceeded to lead the prayers that morning. There were about a quarter of the male students in attendance and over three quarters of the room was filled with girls.

Without wasting time, I continued the rituals and prayers, while there were boys just coming in to start theirs. Glancing behind, I saw the Principal at the back of the room, but no one else from the staff was in sight. I greeted the Principal.

He announced that a special assembly would be held that morning and invited me to speak at that time. He then excused himself and returned to his house and I was left alone in the *surau* wondering what would happen next.

The prefects next instructed some latecomers to stand, but only the younger students in form one, two and three obeyed them. The older ones simply left the *surau*. The prefects directed the students who were late to do the *ketuk ketampi* 20 times each. The *ketuk ketampi* is a traditional form of light punishment that involves holding the ears with the arms crossed, while doing squats. After this, the students were allowed to go for breakfast.

Smiling to myself and reflecting on all that I had observed, I deliberated that my observations would form part of the speech for the morning assembly. My watch showed the time as 6:45 in the morning and I speedily returned to my car. I needed to prepare myself for the morning assembly. Thus, I started my appointment as *Fellow Kanan* by witnessing the realities of the situation before I proceeded to mentor the Principal and counsel the rest of the school community.



## TOUCHING THE HEART

by

Hajah Junaidi Binti Santano

After retirement, I had received several offers but I had declined them all, except for the appointment as *Fellow Kanan*. With all my heart and soul, I wanted to help and coach the Principals from these three selected schools. Perhaps as I had once studied in a boarding school, I felt drawn to helping these establishments succeed. I asked myself, why was I chosen? Could it be because of my experiences in managing many different schools or was there some other reason?

I trailed down memory lane, recalling how I had become a Principal. It had all started from a normal government aided school, then the Felda schools, later to two Technical Schools and finally to a fully residential school. The path I journeyed had many challenges. It made me wiser and the knowledge I had gained was priceless. These experiences were important to me to in my present task in assisting and supporting the three schools assigned to me.

The first school that I served in was a government aided school and my posting only lasted for six months. Then, I received a letter of transfer to Kota Tinggi. I had mixed feelings as I had to leave my home, which was about 150 kilometres away. Although the school was situated in an urban area, almost 80% of the students came from the Felda settlements. This particular school was listed as a school with numerous problems and had a poor academic ranking in the state of Johor.

On reporting to the school, I was totally taken aback with the physical conditions there. The grass and weeds grew tall in the field. Two buildings had no roof above them as strong winds had blown them away. These buildings had not been repaired for a couple of months. As I entered the principal's room, I was utterly shocked to see a broken chair. The principal's chair was broken and no one had cared to repair it even though the school authorities knew that I was coming. What a welcome!

I was saddened by this incident. I felt angry and dissatisfied with the whole situation. On observation, I discovered that the administrative staff were good, but lacked assertiveness and guidance. I gathered them and embarked on a programme called "*Sentuhan hati*" which is literally 'Touching the Heart.' I started the programme with the Group of Four namely, the three Senior Assistants and the Afternoon Supervisor.

At that particular time, the post for the Senior Assistant for Co-curriculum did not exist. I was really grateful that the vision I had for the school was quickly understood by them. They became the catalysts in aligning the teachers and the rest of the school staff.

From a school noted as the 'nest' for unruly and notorious children with low academic achievement, it rose to become one of the most prestigious schools, and won the Most Promising School award in Johor. Besides this, the school was also awarded consolation prizes, at the national level, for three years in a row. Later, we received awards for 3K (cleanliness,



smartness and safety programmes), Best Text Book Management, Best Management for Counselling, Best School Cooperative Management and the Best Management for the School Science Laboratories. Now, many parents began to choose this school for their children. I did not hope for anything except for the happiness of the children and my school staff. All my efforts had paid off.

Later, I was transferred to a Premier School where the academic performance was declining. As before, I quickly made some observations. Again, I implemented the “Touching the Heart” programme in this school. Once more, this programme became a success, thanks be to God. Within a year, the school received an award as the first runner up in the Ministry of Education, Total Quality Management Award.

Exactly two months of receiving this award, I again was transferred to a Technical School that had received extensive publicity in the media for bullying incidents and other juvenile delinquencies. I received this appointment with lots of mixed feelings, yet I took up the challenge. I remembered the wise words of Imam Ghazali, “Be like the sun which is bright and it brightens other people” and “be like incense which emits fragrance to the people around it.”

The administrators in this school were all new faces from different schools. I formed the G5 group which consists of the Principal (myself) and the four Senior Assistants. We worked together to raise the image of the school until we achieved success at the national level.

I have never been in a school for a long time. Once again, I was transferred to a fully residential school which needed my immediate attention. This time, the burden on my shoulders was rather heavy because this was the school where I had received my secondary education. The time had come for me to give something back to the school. Yet again, I introduced the programme “Touching the Heart” to the school community. With a clear vision, and working together with teachers, parents and the community, we received an award for fourth Best Academic Performance in the SPM examinations within a year. Although we came in fourth, this was a national level award and it was still quite an achievement.

A year later, the school emerged as the first runner up for the SPM results in the country. It was nominated as the Best Boarding School in Malaysia. With that award, came another which was the Cluster School of Excellence, the High Performance School Award, the Best Hostel Award, and the Co-curricular Award at the national and international levels. Moreover, we also received an award for Best Financial Management and the New Deal Award. These were some of the sweetest memories in my life as a Principal.

Still, it seems that my journey does not end there. The challenges that I had faced with the six schools had now led to the mentoring and coaching of these three new schools assigned to me. The meeting of the six *Fellow Kanan* in IAB brought about an alliance of experiences. I am not an evaluator or a School Inspectorate nor an Education Officer. I am just a retired Principal who has had some experiences which I could share with the three schools. By doing this, I had hoped to raise their image and to achieve greater heights both academically and administratively.

I had visited the three schools. In the initial stage, the school staff looked scared and restless with my presence there. They looked like they were under a lot of pressure. Possibly, my reputation as an assertive person preceded me. After I introduced these schools to the “Touching the Heart” programme, they began to be more confident and approachable. After several visits and a series of coaching sessions, they began to understand the real aim of the *Fellow Kanan* in these three schools. The teachers and students alike began to feel the sincerity that comes from the heart and they started to call me “Mother”.

My spirits were lifted. I had no wealth to give to these three schools but what I had was a little experiences as a seasoned leader and administrator of a school. As a mentor, the hope of bringing these three schools to a higher level of achievement was my ultimate aim. I earnestly prayed that in working together, Allah would grant success to the programmes I had carried out. I will always remember a statement from one of my teachers, “A school is not a building made of bricks but a place where people come together with their emotions and preferences”.



## ONLY DIAMONDS CAN CUT OTHER DIAMONDS

by

**Dr Haji Loji Roji bin Haji Saibi**

At the end of the *Fellow Kanan* Reflection Workshop on 9<sup>th</sup> September 2014, held at IAB Genting Highlands, we were required to write about our involvements in this prestigious Fellowship programme. I decided to jot down my contributions for the readers.

As a life-long learner, I was attending a course in law at a local University, when my Blackberry hand-phone rang. After obtaining permission from the lecturer, I answered the call. The co-ordinator of the *Fellow Kanan* programme from IAB informed me that I had been appointed as a *Fellow Kanan* of the Ministry of Education, Malaysia. This offer from IAB gave rise to mixed feelings. I felt happy, because after so many years of no longer serving with the MoE, my service was still valued. Yet, I was also full of uncertainty as this programme was new.

However, with the qualifications I possessed and the experiences I had gleaned as the Principal of a few schools, I was fully confident and accepted the appointment with an open heart.

My first visit to the two selected schools under my charge was meaningful. I could feel that the schools welcomed my presence as a mentor and coach. I tried to avoid a conventional approach by not giving directives, checking the school records arbitrarily, requiring the school to follow my approach nor telling them what I had done in my previous schools. I, on the other hand, stressed the professional method and approach, in line with their current situation and needs.

During discussions and open sessions, the members of the management team and teachers followed my explanations with interest. This was especially so when I could relate the concept, theory, and models of school improvement with what had actually happened at the school level.

I reminisced about the things that I had done when I became the Principal for the first time. I was appointed as Principal, with a promotion, after serving at the State Education Department for several years. The school where I was posted was a challenging one. There were a lot of stories about the school, especially concerning the students' poor discipline and the teachers' and parents' poor attitudes. The former Principal was once physically assaulted by the parents in the mosque for canning their children. The former students always fought amongst themselves and this sometimes involved outsiders. The surroundings and physical structures were in a bad condition. This gave a bad impression to the parents and the public in general. However, after various efforts and school improvement strategies, there seemed to be changes taking place. Finally, this school became one of the best schools in the district and attracted the attention of the Education Department and the community.

From my initial experiences as a Principal, a lot of lessons were learnt and I had gained extra knowledge and skills. Later, these experiences and exposure helped me as Principal in the other schools that I served.



In the first session, I conducted as a *Fellow Kanan* with the two selected schools, I explained two fundamentals related to school leadership and management, namely, 'decision-making' and 'problem solving.' Using power-point presentations, I clarified the meaning of the terms, as follows:

'Decision-making' is the pillar to the leader and also others who want to do their work,' I said. 'If the decision made is not in line with the needs which we want to achieve, the problem or issue will not be solved,' I continued. Thus, it is important that we should have the knowledge on how to make decisions,' I further explained. 'If we also know the skills to make good decisions, that would be more helpful,' I concluded.

In my first appointment as the Principal, I had faced a lot of problems. For example, the students' disciplinary problems, the teachers' attitude problems and uncooperative parents. All these required that I make good decisions.

On one occasion, an angry parent came to the school. I was cool and invited him to the office to discuss the matter. He did not want to and threatened a teacher, whom he said had harmed his daughter. However, I pleaded with him to discuss the matter amicably and he finally agreed. Whilst in the office, I purposely set the air-conditioner to a lower temperature. This helped to cool him down, subsequently, he was willing to discuss the matter and listen to my opinion.

'My daughter was hurt by this crude teacher,' he started the conversation.

'I want the teacher to be punished immediately,' he continued.

'I will investigate this case, and then take an appropriate action,' I assured him.

'Surely, there must be something that led the teacher to do such a thing,' I continued.

'If the teacher is wrong, we will no doubt take the appropriate action,' I closed the discussion.

Upon checking, I found that the teacher had almost injured the student physically. He had become angry because the student gave a rude answer to his question. This had hurt his feelings. In the Malay language class, the teacher had been discussing a sentence that had the word 'devil' in it.

He asked the student, 'How does the devil look like?'

The student immediately answered, 'Looks like you!'

The teacher became angry and quickly picked up a wooden chair and threw it at the student. The chair hit the students' hand; fortunately it did not hit her on the face or body. Later, when his daughter informed him about this incident, it angered her father.

I conducted the investigation promptly. Initially, the teacher did not want to accept the fact that he was wrong. However, I was firm with him, and said, 'If you don't enlighten me about what actually happened, I will let the parents settle the matter directly with you'.

Finally, he accepted the fact that he had been unable to control his anger. I told him to meet the parents of the student and discuss the matter further.



He followed my advice and with the help of the Senior Assistant (Students' Affairs), they met the parents at their house. The villagers were also angry with the teacher. Luckily, this teacher was able to handle the situation and obtain the parents' forgiveness. Thus, the case was settled amicably with both parties willing to forgive and forget the incident.

I had learnt a lot from such cases; to become a good Principal, you need to be good at making decisions. Otherwise, such cases will be continually bothering you. In addition, a Principal also must be brave enough to face any repercussions on the actions taken. Most importantly, a Principal must be trustworthy.

The community recognises a trustworthy principal. For the trusted principal, whatever he says or advice he gives, the parents would listen. The principal who is wise and learned will no doubt get the acceptance of the community. These are the attributes that helped me as the leader of a school.

When I became the principal for the first time, I had the advantage of having qualifications in educational administration. From the professional aspects of teaching and education, I had the requisite knowledge. With that proficiency, I was able to formulate and design the school administration based on a professional framework, as practised in the developed countries.

The Principals at selected fully residential schools often inquired about strategy or approaches to improve the school performance, especially in the academic field. I shared a lot of information and professional input, obtained from the internet, books, journals, working papers, and outcome from seminars, conventions, and professional discussions with educationists as well as researchers.

The two selected schools acknowledged that they had received a lot of useful professional input. They also confirmed that the *Fellow Kanan* programme had been beneficial to them. I was happy to note that the programme had supported the schools as the Ministry of Education had desired. Thus, a *Fellow Kanan* in this respect had a role to assist in the improvement of the schools under his charge. Based on experiences, a *Fellow Kanan* would know what the schools really needed assistance. The Fellow Kanan could be regarded as a diamond, a precious thing and he would be able to improve the schools. As the Malay proverb goes, 'Only diamonds can cut diamonds', which means 'only the expert would know the worth of something'.

Lastly, when this *Fellow Kanan* programme ends, I would like to continue with my studies, until I succeed, God willing.



# CHAPTER 8

## THE CASE STUDY



# Sekolah Menengah Sains, Sabah's Excellent Results in the *Sijil Pelajaran Malaysia* Examinations, 2013: The Role and Contribution of the School Leaders

by  
**Fellow Kanan, Ministry of Education, Malaysia**

## Abstract

*This case study aims to investigate the role of the school leadership and its contribution towards the excellent academic results of the students. This study was conducted in Sekolah Menengah Sains, Sabah (SMESH), in Kota Kinabalu, Sabah. This school was chosen because it had achieved extra-ordinary results in the Sijil Pelajaran Malaysia examinations in 2013. The data was collected using qualitative methods, including unstructured interviews, focused meetings with the school staff, local education officers and community leaders. The outcome of the study showed that the effective Principal who implemented specific strategic initiatives, was the main contributor towards students' achievement. Thus, the school performed extra ordinarily well in the public examinations. The study identified three critical elements for effective school leadership, that is, professional leadership qualities, providing professional objectives to achieve students' outcome through Five Year Strategic Plans (Blueprint) and having the personal attributes of a good school leader. The results of the study showed that many of the effective leadership principles which were practised in the developed countries could be applied in the Malaysian schools.*

## 1.0 Introduction

In Malaysia, a fully residential school is regarded as an elite school. Its academic performance is always excellent, and every year the school is placed amongst the top in the public examinations. Its performance in non-academic areas is also well-recognised. There is no doubt that this is due to the school leadership, the school culture and capacity building being prioritised. The students, who are studying in the fully residential schools, manage to achieve excellent results in all fields.

Normally, a fully residential school achieves excellent results in the public examinations. However, in the 2013 SPM examination, the achievement of one particular fully residential school surpassed the previous records in an astonishing manner. The dramatic improvement by this school led many to question as to how the school achieved this.

### 1.1 Focus of the study

Sekolah Menengah Sains Sabah (SMESH) is a fully residential school and also a High Performance School (HPS). The school has consistently performed well in the academic field. But in 2013, it achieved exceptional results in the SPM examination.

The analysis of the results showed the following:

1. The school's overall grade increased from 2.03 in 2012 to 0.96 in 2013.
2. The ranking jumped to No. 2 from 38, amongst the fully residential schools' list in the country. Thus, the school achieved the best results in its history.
3. The number of students who obtained straight A's also increased from 23.42% to 66.93%.

This success showed that the academic programmes and activities carried out by the school had a positive impact on the students. Thus, the focus of the study was to find out and understand the contributing factors that had lead to such a phenomenal improvement.

## **1.2 Objectives of the Study**

The success of the school is determined by its leader. The leader could decide its direction, vision and mission and implement them through the school programmes and activities. This would lead to its success. As such, the objectives of the case study are to:

1. ascertain the contribution of the Principal's leadership with respect to school achievements.
2. investigate the aspects of Principal's leadership that led to the excellent results.
3. investigate the Principal's best practices.
4. survey the aspects of Principal's personal attributes that contributed to his effective leadership.
5. examine the method the Principal used to bring about the success of the school.

## **1.3 The Research Questions**

The focus of the study emphasises a number of core questions:

1. What is the main contribution of the Principal towards school performance?
2. How significantly did the leadership aspects of the Principal contribute to the excellent results of the school?

3. What are the best practices used by the Principal to bring about the excellent performances?
4. What aspects of the personal attributes of the Principal that contributed to the excellent results?
5. How did the Principal bring about these excellent examination results?

## **2.0 The Significance of the Study**

The Ministry of Education is always making efforts to upgrade the Malaysian system with initiatives, policies as well as investing in a high expenditure to improve education. However, there is still a lot of room for improvement in the education system. One of the initiatives is to group schools in terms of performance in public examinations. It was stated that only 19% of 10,000 schools in Malaysia were recognised as high performing schools. Therefore, this study can become a reference for other schools, to understand the factors that contribute to SMESH being a high performance school. This would be of special interest to similar schools that aspire to improve their performances.

## **3.0 Literature Review**

### **3.1 Improving the Students Academic Performance**

A wide range of research has been done both in the west, and other countries, regarding factors that contribute to students' excellent achievement in the academic field, with regard to context and the school situations. Researchers have identified specific characteristics that differentiate effective schools from those that are not. Among these are studies done by Corcoran & Wilson, 1989; Levine & Lezotte, 1990; Lezotte & McKeel, 2006; Lezotte & Pepperl, 2002; Reeves, 2004, 2009. The findings by Bollen, 1996; Harris, *et. al.*, 2002; Hopkins, 1994, 2000 showed that effective learning could improve achievement amongst students in the schools.

On the other hand, studies done by Duke, Tucker, Salmonowicz & Levy, 2006; Leithwood, Louis, Anderson & Wahlstrom, 2004, have found that the main factor which contributes to the excellent performances of the students is the school leadership and approach used to improve the academic quality and performances. Based on research, it was established that effective school leadership could contribute directly towards the students' achievements in the school. Although such contributions are about 20%, the impact of the Principal's effective leadership contributes to more than 80% of the success as planned by the school (Leithwood, Louise, Anderson & Wahlstrom, 2004).

Researchers from Hoover Institute, Stanford University reported that a good school leader is the key to school success. The principal who possesses leadership qualities and carries out selected practices for the specific purpose of improving students' outcome will ensure excellent students' achievements in the academic fields.

Research done by experts from *The Wallace Foundation* have shown that school leadership is the second most important contributor for the school success. There is even more evidence from the research and case studies conducted by researchers or scholars that confirm the perception that school leadership contributes to the students' excellent achievements.

The Institute of Education, London, citing research done by a group of experts stated that: "the turnaround of schools in one city's poorest boroughs, from the worst performing schools in England to amongst the best in the world" is based on the school's high quality leadership. Great leadership is the main factor that can transform the school and ensure continued success and excellence.

### 3.2 Effective School Leadership

Since the 1990s, academics in the field of education have studied the dynamics of effective leadership in schools which led to high academic achievements. Currently, scholars like Tucker, Salmonowicz and Levy (2006) found that school leadership which is not or less effective, would contribute towards the lowering of the students' performances. Poor leaders cause unsuitable programmes to be implemented in the schools. This situation gives rise to instability and creates difficulty for the teachers to carry out their tasks. Besides that, it could lead to students' negative attitude toward academic work and discipline, as well as an unhealthy school system and climate, with no cooperation between the school, parents and local community.

These are some main themes or practices from the literature, related to effective school leadership referred to this case study:

1. Enhancing the academic achievement of students
2. The characteristics of effective schools
3. The school improvement process
4. The effect of students' backgrounds
5. Leadership in effective schools
6. The role of personal leadership in schools

7. Good instructional leadership and management
8. Instructional leadership : Integrated community values
9. Skills of leadership management and the principal's colleagues
10. Distributed leadership and staff development programmes

#### **4.0 Planning and implementation of the study**

##### **4.1 Planning**

The *Fellow Kanan* had requested to conduct a study on *Sekolah Menengah Sains Sabah* (SMESH) from 11<sup>th</sup> to 12<sup>th</sup> November, 2014. This case study involved the Principal in particular and the members of his school management team (SMT). The principal being the critical school leader, was the main source of data for the study. As a result, intensive and exclusive interviews were conducted on the Principal himself. Through these group interviews with the Principal, a pattern emerged. This pattern then became the focus of the study. The principal answered in detail all the questions posed, related to several identified patterns.

#### **5.0 Methodology**

##### **5.1 Data Collection**

The qualitative method was used to collect and analyse the data. A non-structured interviews and focused meetings was conducted with the Principal, Senior Assistants, teachers, students, parents, education officers and local community leaders.

To ensure that the data collected and analysed were reliable and valid, triangulation was done. Multiple techniques of data collection from different sources were employed. The data was obtained from the interviews, focused meetings with particular groups of individuals, direct observation, field notes and document analysis.

##### **5.2 Data Analysis**

Qualitative data that is obtained through interviews and other sources such as documents, field records and case study notes were analysed. The data was categorised according to the patterns which had been identified and were related to the research questions. Both the data and the questions were integrated for the purposes of simplifying the triangulation process.

### **5.3 Patterns Identified**

With regard to the school leadership, the patterns of effective Principal's behavior emerged. This became the main factor that was assumed to contribute to students' excellent achievements. The key strategy used by the Principal was to ensure that there were standards and excellent performance in the academic field. The Principal highlighted the following patterns in his leadership with regard to the school achievement:

1. Shared school vision
2. His positive personality
3. Instructional leadership and successful management
4. Thriving relationship with colleagues
5. Productive school partners and community
6. Innovative human resource and physical resources
7. Emerging positive values

### **5.4 Observation**

Observations were done to validate the data collected, followed by the triangulation processes. Those who were interviewed were observed by the researchers, then the data collected from the interviews was validated and the researchers were able to investigate further with the data obtained.

## **6.0 Results and Reflection**

### **6.1 Research Findings**

The analysis showed that the SMESH Principal possessed professional attributes which helped the school to achieve academic excellence. Based on the effective school criteria, the Principal's positive and professional personality was able to sustain the development of education at the school level.

6.1.1 The Professional leadership qualities of the SMESH Principal have been identified as follow:

- Qualified, efficient and experienced.

The Principal possesses a Master's degree in education and he is currently following a course of study at PhD level. He has wide



experiences as the Principal in a number of schools. With such qualifications and experiences, he is confident and capable of being the Principal of the present school.

- Provides leadership and vision for the school community.

The Principal has used his experience and exposure to determine the type of effective school leadership that the school requires. In formulating the school vision and mission, the Principal emphasised the integrated aspects of students' potential, the school needs, the Education Policy and the national aspirations. All school staff were required to be involved in the planning and creation of the school vision and mission.

- Passionate toward school improvement efforts.

Effective leaders possess a passion for school improvement. Being an effective leader, the SMESH Principal always makes an effort to investigate and initiate new ideas to accelerate the progress of his school. According to the Senior Assistant for Student Affairs, "The Principal is a smart person in terms of ideas and action." He encourages the students to be receptive to new things. For example, he said, 'Accompany the students to the hotel so that they become familiar with the conditions there. Teach them the right etiquette and behaviour in the new environment.' This step is in line with the high culture to be inculcated amongst students of the fully residential schools. In addition, the Principal proposed some creative and innovative ideas as a means of encouraging teachers and students. One such novel idea was to stage dramas and make digital films for the literature component of *Bahasa Melayu*, the national language. This unique effort combined the elements of co-curriculum, academics, art and leadership.

- Capable of managing resources, co-operating with staff and students.

Past experience in several schools and the knowledge obtained from studies and courses he had attended, resulted in the Principal becoming more confident in applying multiple approaches to manage and lead the school effectively. He was successful in managing the available resources and could harness the school staff to work as a team. As the Senior Assistant affirms, he is concerned with the students' pastoral care, and with his paternal style of leadership, he is always making the effort to be close to the staff.

- Co-operating with parents and education officers.

Working together with parents and significant stake holders, the Principal had obtained assistance for the benefit of the school. According to Senior Assistant of Administration, those who have extended assistance to the school include the Parent–Teacher Association, Alumni, individuals, private bodies and students’ parents.

- Encouraging parents’ involvements in school activities and students’ learning.

The Principal always communicates with the parents to get their co-operation and support in order to carry out school activities. Parents are ready to extend assistance in monetary form and challenge trophies to be presented to students who excelled in academics. In addition, expertise of the parents in coaching sports and games as well as assistance from the Petronas, a local petroleum company and University Malaysia, Sabah had also been obtained.

- Encouraging high morale among the staff.

The Principal always pays attention to the well-being of the teachers and supporting staff in the school. Using a humanistic approach, he has become a good role model for his followers by showing such traits as accountability, trustworthiness and by being just.

- Encouraging life-long learning and staff development .

According to Michael Fullen (2014) in his book, *The Principal*, the effective principal is a person who models life-long learning. The SMESH Principal’s personality is such that he always takes the opportunity to upgrade himself and his skills. Then, he encourages others to follow suit.

6.1.2 The Principal had formulated a professional objective to improve students’ outcome through a Five-year planning strategy. This strategy had produced the following results:

- i. Contributed to the overall school improvement.
  - a. The Principal had outlined a Five-year strategic plan which covered curriculum, co-curriculum and students’ welfare. With this plan, The Principal was able to contribute to the overall school improvement.
- ii. Improved the students’ performances and achievements.
  - a. Formulating the strategic development plan for academics together

with members of the school management team, the Principal had successfully improved the performance and achievement of the students. The outcome was improvement in the SPM (2013) results.

iii. Improved the performance and development of staff.

- a. The quality of teachers and supporting staff had improved by having staff development courses that were conducted in the school. The SMESH Principal is using an approach that helps the school's middle managers to build their capacity to perform well. According to the Senior Assistant of Administration, the school had scheduled one hour (9.00 – 10.00 am) on every Monday for Senior Assistants, and Senior Subject Teachers, to discuss positive matters pertaining to sustaining the student's excellent results. The Principal always emphasises to the teachers, 'Teachers must co-operate. If any programme involves Form One, other teachers from the other Forms should be involved as well.'

iv. Improved instructional quality.

- a. The SMESH Principal gave specific attention to the teaching and learning quality. With assistance from the external networks in terms of innovative expertise, new ideas and different approaches in teaching and learning were explored. The innovative resources were obtained from the teachers of other fully residential schools, teachers of day schools and experts from the local universities.

v. Encouraging school culture and reputation.

In line with Michael Fullen's view that '*School culture is the most important aspect of school organisation*', the SMESH Principal appreciates the impact this statement. Hence, several initiatives to inculcate positive values among teachers, supporting staff and students were implemented. The school's reputation relies very heavily on the values displayed by the school staff.

vi. Encouraging community involvement.

- a. As the involvement of the school and local communities could help in school improvement, the SMESH Principal made an effort to get the co-operation and assistance of the significant others. He welcomed the role of parents, alumni, individuals and private bodies in school improvement efforts that enhanced students' achievement.

### 6.1.3 Personal Attributes

The personal attributes of a principal can bring about change and innovation in students' learning, and thus, improve the achievements of these students.

The following are aspects of the personal traits of the SMESH Principal:

- Good communicator

The SMESH Principal likes to initiate creative and innovative ideas and is a leader with good communication skills. With the capability to communicate important information, and give effective explanations, he managed to involve every level of the school staff in the effort to improve and upgrade school performance.

- Difference maker

The Principal used to say, 'If we do things in an ordinary way, we will get just ordinary results', and this statement was used to encourage every teacher and supporting staff to do something out of the ordinary to obtain extra ordinary results.

- Willing to take the risk

The SMESH Principal is a person who is willing to take risks when it comes to the school improvement. He frequently said, 'We need to take risks, try new things and have the mindset being willing to try, until we finally succeed'.

- Problem solver

As a person who is good at planning the programmes and agenda for the school, the SMESH Principal is highly regarded by the teachers and the school staff. He is adept in managing and solving problems in accordance with the procedures available, as well as making good, just, firm, fast and accurate decisions, either individually, or collectively.

- Concerned with students and staff

One of the SMESH Principal's personal attributes, which is appreciated by teachers and supporting staff, is that he is willing to listen and accept diverse views. In addition, he possesses great patience when come to dealing with challenging circumstances, such as students' discipline problems. His actions, which are wise and learned, help a lot in solving difficult and challenging cases at the school level.

Taking into account the leadership and personal attributes of the Principal, his role in elevating the students' performances in SPM 2013 is clear. Following that, the research questions as stated in paragraph 1.3 has been resolved, in that there is a relationship between effective school leadership and the students' achievements.

#### 6.1.4 Reflection

This case study investigates the relationship between the effective leadership of the Principal and the improvement in students' academic outcomes. The identified patterns regarding the Principal's effective leadership were studied, and it was found that it was consistent with the improvement in the results of the students.

The Principal's positive personal attributes were found to have influenced students and teachers to have the confidence to work together. With this, the Principal was able to collectively formulate the school's vision and mission. Through that vision and mission, the Principal successfully maintained the productive relationships and partnerships with teachers, parents and local community. This effort led to a conducive environment that encouraged effective teaching and learning. Thus, the students' displayed improved academic achievements.

## 7. Implications of the study

The study confirmed that a number of effective leadership principles found in the literature of developed countries that can be applied in the Malaysian schools.

The study verified that effective principals who use specific strategic initiatives can foster high performing schools.

Three important elements for effective school leadership, namely, professional leadership attributes, having professional objectives to achieve students' outcome through the Five Year Strategic Plan (Blueprint), and personal excellence emerged from this study.

### 7.1 Implication for practice

The results of this study can be drawn on to formulate a professional development programme that upgrades the skills of the principals. In addition, there is a need for principals to be assisted via continuous support in the form of professional development, coaching and mentoring (by the experts) and to be connected regularly with their colleagues.

Professional learning development programmes that provide opportunities for dialogue and feedback could directly help to improve principals' experiential learning. As such, these programmes must be encouraged amongst our Principals as the norm amongst the developed nations.

In line with the report made by Glaze, Pervin and Maika from the Ontario Province in 2007, the SMESH Principal now needs to focus on each students' achievements and concentrate on specific integrated programmes inside and outside the classroom in order to maintain excellent results, both in terms of quantity and quality.

Furthermore, the SMESH Principal needs to sustain the initiatives which he used to obtain the trust and attention of the stakeholders for assistance and support. Effective principals should learn to gain the confidence and co-operation of the parents and stakeholders for resources. In addition, effective principals should be close to students in order to manage their discipline and be approachable to teachers, helping them upgrade their professionalism. All these initiatives are the basis for improving students' learning and excellent performances, although the financial allocations and other resources may be limited.

## **8. Conclusion**

The result of the study has shown a general picture of the school improvement by an effective school leader, that is, the Principal. Having a clear and sound professional objectives, the SMESH Principal was able to garner the capabilities of his management team and the school supporting staff to achieve the short term and long term objectives of the school.

Following the implementation of the school's Five-year strategic planning that emphasised on excellence in several fields, namely in the academic programmes, capacity building of teachers, upgrading of instructional quality, humane approach towards the school community, particularly the students, SMESH was able to boost the results of SPM 2013 both in quantity as well as quality.

This case study, which aims at investigating the relationships between the effective school leadership and students' outcome had succeeded in achieving its objectives.

PROFILE  
*FELLOW KANAN*



## HAJAH JUNAIDI BINTI SANTANO

### Principalship Experiences:

Convent Secondary School, Batu Pahat,  
State of Johor Darul Takzim

Bandar Secondary School, Kota Tinggi,  
State of Johor Darul Takzim

Tun Habab Secondary School, Kota Tinggi,  
State of Johor Darul Takzim

Batu Pahat Technical Institution,  
State of Johor Darul Takzim

Kota Tinggi Technical Institution,  
State of Johor Darul Takzim

Tun Fatimah Secondary Residential School,  
Johor Bahru, State of Johor Darul Takzim

### Working Experiences:

Adjunct Lecturer and Panel Assessor of the  
Competency-Based Evaluation (PTK) for the  
Ministry of Education, Malaysia

Associate Membership of the SEAPC  
(South East Asia Principal Confederation)

### Field of Expertise:

Educational Administration and Management:  
Coaching and Mentoring

### Roll of Honour:

2002: Ahli Mangku Negara (A.M.N )

2002: Leader of the most Compassionate  
Friends, State of Johor Darul Takzim

2002: Excellent Leader of the Textbook Loan  
Scheme Award

2010: High Achiever Leader

2010: New Deal Award Recipient

2011: Meritorious Leader

2012: New Deal Award Recipient

2012: Meritorious Teacher





## TUAN HJ. MAT YAAKOB@ARIFFIN BIN ABDUL RAHMAN

### Principalship Experiences:

Kadok Secondary School, Kota Bharu, State of Kelantan Darul Naim

Kuala Selangor Science Secondary Residential School, State of Selangor Darul Ehsan

Tuanku Abdul Rahman Secondary Residential School (STAR), Ipoh, State of Perak Darul Redzuan

### Working Experiences:

Lecturer, Teachers' Training College

Senior Assistant Director, National Civics Bureau (BTN), Prime Minister's Office, Malaysia

Adjunct Lecturer and Panel Assessor of the Competency-Based Evaluation (PTK) for the Ministry of Education, Malaysia

### Field of Expertise:

Educational Administration and Management

Reviewing and Preparing for the School Curriculum at the Secondary School Level

Manage courses Civics Bureau at the National and International Level

Reengineering Tuanku Abdul Rahman Secondary School (STAR ) in terms of its Moral Imperatives and Academic Achievements

Chairman of the Council of the Residential School Principals, Malaysia

### Roll of Honour:

2001: Ahli Mangku Negara

2003: Paduka Mahkota Perak



## HON. DATO' MOHD RAUHI BIN MOHD ISA

### Principalship Experiences:

Gunung Rapat Secondary School, Ipoh, State of Perak Darul Redzuan.

Seri Ampang Secondary School, Ipoh, State of Perak Darul Redzuan.

Dato' Abdul Razak Secondary Residential School, Seremban, State of Negeri Sembilan.

The Malay College Kuala Kangsar, State of Perak Darul Redzuan.

### Working Experiences:

The Director, State Education of Perak Darul Redzuan

Adjunct Lecturer and Panel Assessor of the Competency-Based Evaluation (PTK) for the Ministry of Education, Malaysia

### Field of Expertise:

Educational Leadership and Management  
Positive Work Culture

Management and Maintenance of Ecstatic/High Culture

### Roll of Honour:

1990: Pingat Pekerti Terpilih (PPT)

1993: Excellent Service Award (APC)

2000: Excellent Leader of the Textbook Loan Scheme Award, State of Perak Darul Redzuan

2000: Malaysian Book of Records for Creating the Largest Malaysia flag in commemoration of the National Day.

2001: Ahli Mangku Negara (AMP)

2005: Paduka Mahkota Perak (PMP)

2007: Kesatria Mangku Negara (KMN)

2010: The 11th. Class Forest Spirit Awards, Scouts Association of Malaysia

2010: Silver Medalist of the State of Perak Darul Redzuan Teachers Tribute Award

2011: Darjah Dato' Paduka Mahkota Perak (DPMP)

2011: Excellent Service Award (APC)

2011: New Deal Award Recipient

2012: State of Perak Darul Redzuan Excellent Teacher Award



## HJ. MD YUSOFF BIN OTHMAN

### Principalship Experiences:

Tunku Sulong Jeniang Secondary School,  
State of Kedah Darul Aman.

Kulim Secondary School,  
State of Kedah Darul Aman.

Tengku Abdullah Science Secondary  
Residential School, Raub,  
State of Pahang Darul Makmur.

Sultan Abdul Halim Secondary Residential  
School, Jitra, State of Kedah Darul Aman.

Alam Shah Secondary Residential School,  
Kuala Lumpur/Putrajaya, Federal Territory  
(Putrajaya)

### Working Experiences:

Adjunct Lecturer and Panel Assessor of the  
Competency-Based Evaluation (PTK) for the  
Ministry of Education, Malaysia

### Field of Expertise:

Educational Leadership and Management  
Pioneer of the School Fees “On-Line”  
Schools with the largest number of “The  
Malaysia Book of Records” Awards

### Roll of Honour:

1994: Ahli Mangku Negara

2003: Kesatria Mangku Negara



## DR. HAJI LOJI ROJI BIN HAJI SAIBI

### Principalship Experiences:

Dato Permaisuri Secondary School, Miri, State of Sarawak The Land of the Hornbill.

Kuching Science Secondary Residential School, State of Sarawak The Land of the Hornbill.

Principal, Teachers' Training College, Sultan Haji Hassanah Bolkiah Foundation (2005-2011).

### Working Experiences:

District Education Department Officer, State Education Department, Bintulu, State of Sabah, The Land Below The Wind.

Education Consultant for the Fajar International College, Miri, State of Sarawak The Land of the Hornbill.

### Field of Expertise:

Educational Management, Motivation, Learning Skills, Staff Development and other areas contributed through the engagement with various government agencies and non-government organisations.

### Roll of Honour:

Ahli Mangku Negara (AMN), Federal Award Pingat Perkhidmatan Setia (PPS) Honoured by the Chief Minister, the State of Sarawak The Land of the Hornbill.

Pingat Perkhidmatan Bakti (PPB) Honoured by the the Chief Minister, the State of Sarawak The Land of the Hornbill.



## WAN HAMZAH BIN WAN DAUD

### Principalship Experiences:

Gua Musang Secondary School, Gua Musang, State of Kelantan Darul Naim

Semenchu (Felda) Secondary School, Kota Tinggi, State of Johor Darul Takzim

Dato' Ahmad Maher Secondary School, Kota Bharu, State of Kelantan Darul Naim

Tengku Muhammad Faris Petra Science Secondary Residential School, Pengkalan Chepa, State of Kelantan Darul Naim

### Working Experiences:

Lecturer, Teachers' Training Institute

Chief of the Assistant Director, Student Affairs Unit, State Education Department, Kelantan Darul Naim

A Member of the Education Service Commission (SPP)

Panel Assessor of the National Professional Qualification for Headship (NPQH), Institut Aminuddin Baki.

Adjunct Lecturer and Panel Assessor of the Competency-Based Evaluation (PTK) for the Ministry of Education, Malaysia.

### Field of Expertise:

Preparation of Module and Principals Assessment Instruments

Evaluator of the Smart School Management System Software

Writing the Management of the Curriculum Programme of Excellence Module

Educational Consult in the areas of Leadership, Teamwork and Psychological Counseling

### Roll of Honour:

2011: Setia Mahkota Kelantan (PSK)  
Honoured by the Sultan of the State of Kelantan Darul Naim

2012: Nobel Teacher, State of Kelantan Darul Naim

2013: Nobel Teacher at the National level

2014: Nobel Alumni of the National University of Malaysia (UKM)

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