Educational Leadership and Management

Hairuddin Ali
Azam Othman
Johdi Salleh

IIUM PRESS
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

EDUCATIONAL LEADERSHIP AND MANAGEMENT

HAIRUDDIN ALI

IIUM Press

Published by:
IIUM Press
International Islamic University Malaysia

First Edition, 2011
©IIUM Press, IIUM

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without any prior written permission of the publisher.

Perpustakaan Negara Malaysia Cataloguing-in-Publication Data

ISBN: 978-967-418-013-3

Member of Majlis Penerbitan Ilmiah Malaysia – MAPIM
(Malaysian Scholarly Publishing Council)

Printed by :
IIUM PRINTING SDN. BHD.
No. 1, Jalan Industri Batu Caves 1/3
Taman Perindustrian Batu Caves
Batu Caves Centre Point
68100 Batu Caves
Selangor Darul Ehsan

TABLE OF CONTENT

CHAPTER 1: 1
Innovative Leadership: A New Perspective on Change Management in Malaysian Educational Institutions.

CHAPTER 2: 15
Islamic Behaviors among Muslim Teachers in the Public Primary Schools in the Southern Thailand

CHAPTER 3: 27
Instructional Leadership from the Islamic Point of View

CHAPTER 4: 35
Functions of Principal in Promoting a Positive School Learning Climate

CHAPTER 5: 43
The Roles of Principal in Instructional Leadership and School Performance

CHAPTER 6: 51
Scale Validation of Teacher Attributes in Infusing Islamic Manners *(adab)* in the Classroom

CHAPTER 7: 61
The Relationship between Strategic Leadership and Followership Styles of Malaysian National Primary School (NPS) Heads

CHAPTER 8: 85
The Effect of Teacher Followership Styles on Achievement of School Vision And Mission

CHAPTER 9: 97
The Images of Change: Revisit the Concept of Change in the Context of Teacher Development in Malaysia

CHAPTER 10:
The Practices of Strategic Planning For School Excellence 121

CHAPTER 11:
Major Theories of Instructional Leadership 139

CHAPTER 12:
Teachers' Time Management in the Classrooms 147

CHAPTER 9

The Images of Change: Revisit the Concept of Change in the Context of Teacher Development in Malaysia

Azam Othman
Institute of Education
International Islamic University Malaysia

The Concept of Change

What is 'change'? According to the Oxford Reference Dictionary (1995), the meaning of change is referred to as 'the act or an instance of becoming or making different'. Change refers to a process of initiating, introducing new ideas, new practices and cultures of the society in an organisation. However, the introduction of change does not necessarily bring positive change.

The introduction of change has the capacity to have positive or negative impacts on the people and the organisation. In consequence, the process of change should be based on thorough study, particularly in terms of its benefits to teachers. A well-planned change might be scrutinised and analysed for its advantages and disadvantages for teachers, students, parents, society and the country. The educational leaders should have faith in gradual change, instead of promoting revolutionary change; this kind of approach may not bring positive change continuously in schools, because change is a journey that should undergo a few stages and may face a lot of challenges at every stage-initiation, implementation, continuation and institutionalisation (Fullan, 1991).

The concept of reform or change stresses the improvement of educational policy and culture in schools (Fullan, 2001). Sometimes it does involve the introduction and transformation of education policy. For example, the introduction of reform in England and Wales under the Education Reform Act 1988 (ERA) involved huge policy change. Therefore, in this article the terms reform and change will be used interchangeably.

The concept of educational change might be viewed as non-linear; it has multiple factors, ramifications and complex systems (Sarason, 1990; Hargreaves, 1994; Fullan, 2001). In the same vein, Sarason (1990) also pointed out that the complexity of educational reform in schools requires educational administrators and teachers to analyse the relationships between different components of educational reform as a big picture. In other words, the analysis of the compatibility of an innovation in the context of a school requires a thorough examination of the links between the contexts of schools, objectives and purposes of the educational system in a given country. For example, in the Malaysian context, educational reform normally refers to the Ministry of Education's efforts to introduce reform and innovation in order to improve, reinforce and increase the quality of education and student learning. In this case, one of the broader aims of introducing the MSS is to change the teaching