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BEST PRACTICES OF ISLAMIC LEADERSHIP PRINCIPLES AMONG PRINCIPALS OF EXCELLENT SECONDARY SCHOOLS MALAYSIA

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Abstract: The purpose of the study was to examine the best practice of Islamic leadership principles among principals of excellent secondary schools in Selangor, Malaysia. The lists of sixty principals as respondents and schools were obtained from the State Education Department of Selangor according to their GPS (Grade Point Standard) excellent achievement in the Lower Secondary Assessment in three consecutive years (2015, 2016, 2017). The study mainly referred to the principles of Islamic management (Khaliq, 2007), Islamic principles of educational leadership (Al-Hasani, 2009), dimensions of Transformational Leadership (Leithwood & Jantzi, 2000; Mohamad Johdi and Parvina, 2013), functions of Instructional Leadership (Hallinger & Murphy, 1987; Mohamad Johdi, 2014), fundamentals of Strategic Leadership (Davies & Davies, 2010; Hairuddin, 2016), and, characteristics of Islamic Exemplary Leadership (Kouzes and Posner, 2003; Mohamad Johdi and Robita, 2018). The self-administered questionnaire was then developed, modified, and validated as a mean of data collection and the findings were analyzed by using the Social Packages of Social Science version 23.0. It was very interesting to observe that all five principles of Islamic Educational Leadership were practiced at ‘Very High’ level by the respondents. More specifically, the result of the study showed that the highest score was ‘Self-Confidence’ with mean 4.870. The second highest was ‘Responsibility’ with mean score 4.830. The third and fourth were ‘Accountability’ with mean score 4.820, and, ‘Trust’ with mean score 4.800, respectively. Whilst, the lowest score was ‘Inspired a Shared-vision’ with mean score 4.470. Indeed, the study observed some indication for educational leaders, education officers and trainers to really consider the inclusion of these five Islamic leadership principles in the development of excellent educational leaders towards realization of Vision 2020 and Malaysian Education Blueprint 2013-2025 in the realm of IR 4.0.

Keywords: *best practices – principals - excellent schools - Islamic leadership principles*

BIOGRAPHY:

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INTRODUCTION

Principals provided valuable insights into their daily practices that foster an environment which is supportive of high-student achievement in academic, co-curriculum and personality development. The leadership in educational setting is very significant in bringing the school organization towards success in various level and discipline. The success depends very much on the leadership style and role that the principals practice in their work environment. It should be connected directly to one’s ability to bring the right balance to the application of personal

capabilities and capacities to perform task with group, prevailing values and norms among the leaders' group. The emerging of leadership concepts reflects genuine efforts to restructure leadership in a realistic context, based on an acknowledgement and celebration of diversity, corresponding to Islamic philosophy. It reflects all those principles and values associated with the righteous path as stipulated in the Al Quran, Sunnah of the Prophet SAW and ijihad of the classical and contemporary scholars.

REVIEW OF LITERATURE

In order to educate scholars to bring the insight of Islamic values, the researcher intends to examine the Islamic principles on educational administration into current practice of effective school leaders. The main principles that the researcher intend to study are the principles of inspired of a shared vision, responsibility, trust, accountability and self-confidence. This would use to cater the Islamic perceptions on the educational leadership especially in the Malaysian education scenario and add to the literature of Islamic research in the future.

The study mainly referred to the principles of Islamic management (Khaliq, 2007), Islamic principles of educational leadership (Al-Hasani, 2009), dimensions of Transformational Leadership (Leithwood & Jantzi, 2000; Mohamad Johdi and Parvina, 2013), functions of Instructional Leadership (Hallinger & Murphy, 1987; Mohamad Johdi, 2014), fundamentals of Strategic Leadership (Davies & Davies, 2010; Hairuddin, 2016), and, characteristics of Islamic Exemplary Leadership (Kouzes and Posner, 2003; Mohamad Johdi and Robita, 2018).

Definition of Leadership from Islamic Perspectives

Educational leadership is the ability to see beyond assumed boundaries, triggers the power of motivation in people and guides them towards achievement of desired institutional goals. It involves inspiring and supporting member of school community towards the achievement of philosophy and vision for the school which is based on clear personal and professional values. The fundamental dimensions of educational leadership were identifying and articulating a vision, fostering the acceptance of institutional goals, providing individualized support, intellectual stimulation, providing an appropriate model, and, high expectations of result or *natijah*, especially the students achievements and teachers performance (Mohamad Johdi and Parvina, 2013; Hairuddin, 2016; Mohamad Johdi and Robita, 2018).

Leadership is not the provenance of one individual but a group of people who provide leadership in the school and, by doing so, provide support and inspiration to others to achieve the best for the children in their care. In other words, leadership is not set in isolation but is set in the context of organizations and the wider society. Since education changes are ongoing in a changing environment, there is a strong need for continuous development and the lifelong professional development of school practitioners, in particular the Principals (Mohamad Johdi, 2014). They should more attentive with the tremendous reform of education in the developed and advanced countries around the world which far beyond the achievement of Muslim countries. Educational strategic leadership is concerned with the development of the institution as a whole which includes its changing aims, strategies of implementation, capabilities, and, directional shift or change (Hairuddin, 2016).

In fact, change, innovation, and, future direction always highlighted in Islam as narrated in the Al-Quran, the Hadith of the Prophet, and, the ijihad of prominent Muslim scholars. This is to ensure that Muslims are rightful and truthfully guided, and, supposedly to be more advance and future looking. Muslims are encouraged to plan strategically their future in both worldly and *akhirat* matters.

Al-Bureay (1990) stated that leadership is the process by which a person exerts influence over other people and inspires, motivates, and directs their activities for helping to achieve group or organizational goals.

In Sahih Bukhari it was reported that:

“Abd Allah Ibn Umar (God be pleased with him) reported that the Messenger of God S.A.W said: “Behold! Each of you is a guardian, and each of you will be asked about his subjects.”

Leadership is a process of inspiring and coaching voluntary followers in an effort to fulfil a clear as well as shared vision. Thus, in Islam, a leader is not free to act as he does not choose, nor must he submit to the wishes of any group, he must act only to implement Allah’s laws on earth. The focus of leadership in Islam is doing good deeds for the sake of Allah, the Muslim community, and humankind. In the Qur’an Allah says:

“And remember that Abraham was tried by his Lord with certain commands, which he fulfilled: He said: “I will make thee an Imam to the Nations.” He pleaded: “And also (Imams) from my offspring!” He answered: “But My Promise is not within the reach of evil-doers.” (Qur’an, *al-Baqara*: 124).

Hence, in this context, we can refer to the period of our Prophet S.A.W who performed good deeds and gave a clear picture on the roles of leadership assisted by the great companions who were both males and females.

The following section discusses the model that is built as a framework of understanding the principles of leadership from Islamic perspectives based on the principles of Islamic educational leadership.

Principles of Leadership from Islamic Perspectives

This study mainly referred to the principles of Islamic management (Khaliq, 2007), Islamic principles of educational leadership (Al-Hasani, 2009), dimensions of Transformational Leadership (Mohamad Johdi and Parvina, 2013), functions of Instructional Leadership (Mohamad Johdi, 2014), fundamentals of Strategic Leadership (Hairuddin, 2016), and, characteristics of Islamic Exemplary Leadership (Mohamad Johdi and Robita, 2018). The prominent principles of the Islamic leadership focusses in this study were inspired of a shared vision, responsibility, trust, accountability and self-confidence.

i. Inspire a Shared-Vision

Leadership in Islam emphasises on vision or *niah*, process or implementation, and, result or *natijah*. Leaders should be careful about their activities because they are being observed by Allah. In the holy Qur’an Allah says that: “And say: work (righteousness): soon will Allah observe your work, and his messenger, and the believers” (Surah Al Tawbah: 105).

Leaders who displayed behaviors within this leadership practice have a desire to create something new. They had a picture in their mind, and they worked to make that picture a reality. These leaders knew the dreams, values, hopes and aspirations of their followers. They spoke the same language as their followers and used that language to enlist the followers to achieve the same vision (Lunenbug & Ornsterin, 2012).

The leader encourages followers to rise with original and exclusive conduct to face up to the status and to change the environment. The leadership is to integrate the various perspectives and proposed a self-based model of authentic leader and follower development. It is the process of providing a coherent way of translating the ethical of the school and its values into action, influenced by a mission and vision (Mohamad Johdi, 2014).

The leadership can perhaps bring out changes and creates new dimension that have some influencing measurement on the followers. The leader provides followers with an inspiring mission and vision, motivates followers through their hearts, intend to apply intellectual through stimulation and individual consideration. It is about leadership practice of inspiring a shared vision enable others to act and encourage the heart (Kouzes & Posner, 2007).

ii. Responsibility

Responsibility is the duty of using power and authority in an appropriate way in the pursuit of objectives given by others in the authority. Responsibility could be considered as one of the fundamentals and essential principles of educational administration. What distinguishes responsibility in Islam is the feeling sentiment of the administrator that he is responsible before people in the life and before Allah in the Hereafter. A Muslim knows well that he/she is always

watched and observed by Allah and that all trust must be rendered back to the One Who entrusted them (Al-Buraey, 1994; Khaliq Ahmad, 2007).

Indeed, principals must be value-driven in addressing needs and responsibilities of their staff. Therefore, this demand depends on to an intellectual adjustment and responsibilities of a leader to be flexible and dynamic to the surroundings. As a whole, leaders must practice moral activity, a process of equality and justice to achieve a goal (Wardah, Che Noraini, Suhaila, Mohyani and Ivie, 2011).

iii. Accountability

The leadership model is an accountability perspective that introduces the faith role in keeping the leaders with the prescribed norms of values and ethics. According to Ali Mohammad Jubran and Samih Mahmoud Al-Karasneh (2009), the leadership is sharing decisions, sustaining a common vision, and providing support for members at school. It involves physical and psychological and most important is to stimulate discussions at every opportunity.

According to Mohamad Johdi and Muhammad Hatta (2016) the accountability system affected the condition of learning environment. Therefore, people who are responsible for this aspect such as principals tend to focus more on their students' achievement and teachers' growth. When they feel accountable they tend to establish performance to achieve goal and target in improving students' achievement and then, they shall support teachers and administrators to develop creative ways in implementing its' management operation. Accountability is a self-control that allows one to judge his/her deeds for which he will be asked in the Hereafter. The feeling of accountability motivates the Muslim educational administrator to excel and to do the right things. The Quran makes it clear that everyone is responsible because Allah has honored him by the faculty of the intellect (Ali Mohammad Jubran, 2002).

According to Hairuddin (2016), the success of schools existed in those who promote capacity building and systems of accountability and evaluation, and it revealed a significant impact to the level that their teachers perceive these two factors as characterizing their schools, advance student empowerment, social development and academic achievement.

iv. Trust

In the case of trust in the principal by the teacher is often a diffuse element of the school's achievement whereby the principal may be perceived as caring about and supportive of good instruction but may still not have much to say about the deliberate strategic choices that teachers make when designing or changing classroom practice. In other words, principal creates practices that integrate into culture of the school organization. Educational leaders need to build a mutual trust with people under their supervision (Khaliq, 2007).

According to Al-Hasani (2009) trustworthiness usually is essential for stability and longevity in between a leader and members. In addition, the ability in building trust in one another will create a harmonious environment and become an important aspect in every organization. It creates a friendly and truly harmonious relationships based on the trustworthiness as a significant role established in the leader. Leaders are those who are able to shape and influence organization and their followers due to trustiness given by them.

v. Self-Confidence

According to Al-Hasani (2009) in educational leadership, self-confidence is an important element in providing strong support and suitable guideline for the students to facilitate the process of learners and an additional support for teachers and administrator to make a vital organization. Thus, it is an important element to principals to have the confidence especially in decision making of overall management of the organization.

According to Khaliq (2007) who stated that without self-confidence a leader cannot be a leader and his action will not go forward with his/her subordinates in the organization. Self-confidence is a way of thinking, feeling and acting are implied when accepting, rejecting, trusting and believing in ourselves. A leader needs self-confidence to give morale strength for his followers in each organization. Those followers will follow a leader when he has a high confidence in himself by his action and voice of confidence. Therefore, the needs of self-

confidence in leaders are required as an extensive list and are better suited in educational environment (Mohamad Johdi, Nazifa Alwani and Robita, 2018).

vi. Other Related Study

A recent study which was conducted by Noraini, Mohyani, Mohd Yusnan, Adnan and Sharifah Sariah (2010) to validate school leaders' practices model among the principal and investigate the relationship between the integration of Islamic values, leadership principle, transformational leadership and leadership style. On the other hand, Mohamad Johdi, Surayya and Muhammad Hatta (2016) and Mohamad Johdi, Nazifa Alwani and Robita (2018) who studied leadership characteristics of excellent principals in Malaysia found that the characteristics of a successful leader and the intensity and complexity of the role of a school principal effects the school achievement.

STATEMENT OF PROBLEMS

According to Al-Hasani (2009), Khaliq (2009) and Muijs (2011) leadership is an attribution that is dependent on many aspects of behavior which will be required to change in concert with the changing situation. A good leader also depends on quality, values and resources available to deal with the current environment (Mohamad Johdi and Parvina, 2013).

Hence, the researcher would like to conduct this study that will discover the educational leader's ability to guide the followers to the common practices through the Islamic principles of leadership. Kouzes and Posner (2015) emphasize the Leadership Practices Inventory (LPI) that focuses on the behavioral factors contributed to the Leadership practices. In addition, according to Lunenburg & Ornsterin (2017) management practices are the leadership activities that concentrated and concerned on life of the organization. They dealt with organizational members and ensure that organizational tasks are accomplished (Mohamad Johdi, Nazifa Alwani and Robita, 2018).

OBJECTIVE AND QUESTIONS OF THE STUDY

The objectives of the study are to examine the best practice of Islamic leadership principles among Principals of excellent secondary schools Malaysia, particularly in responsibility, accountability, trust, and, self, confidence. These objectives were designed into research questions as follows:

1. What is the best practice of Inspired a shared Vision among Principals of Excellent Secondary Schools Malaysia?
2. What is the best practice of Responsibility among Principals of Excellent Secondary Schools Malaysia?
3. What is the best practice of Accountability among Principals of Excellent Secondary Schools Malaysia?
4. What is the best practice of Trust among Principals of Excellent Secondary Schools Malaysia?
5. What is the best practice of Self-confidence among Principals of Excellent Secondary Schools Malaysia?
6. What is the best practice of Islamic Leadership Principles among Principals of Excellent Secondary Schools Malaysia?

The research methodology used and selection of respondents of the study were presented in the following section.

RESEARCH METHODOLOGY

This research was conducted to provide the principals best practice evidence based on the Penilaian Menengah Rendah (PMR) achievements from the year 2015 until 2017 of secondary schools in the state of Selangor, Malaysia.

The latest data of achievements obtained from Selangor State Education Department and overall populations of secondary schools were two hundred sixty-one secondary schools. The sixty principals of excellent schools involved in this study were from Sekolah Menengah Kebangsaan (SMK), Sekolah Menengah Kebangsaan Agama, Sekolah Menengah Berasrama Penuh, and, Sekolah Menengah Agama Bantuan Kerajaan (SABK).

The researcher obtained approval to conduct the study from the Institute of Education, International Islamic University Malaysia (IIUM), the Educational Planning and Research Development (EPRD) from Ministry of Education, and, the Selangor State Education Office. This was very important as the formal procedure to collect information from the government schools under the Ministry of Education Malaysia.

The study was referred to the principles of Islamic management (Khaliq, 2007), Islamic principles of educational leadership (Al-Hasani, 2009), nature of strategic leadership (Davies & Davies (2010), dimensions of Transformational Leadership (Mohamad Johdi and Parvina, 2013), functions of Instructional Leadership (Mohamad Johdi, 2014), fundamentals of Strategic Leadership (Hairuddin, 2016), and, characteristics of Islamic Exemplary Leadership (Mohamad Johdi and Robita, 2018).

The self-administered questionnaire was then developed, modified, and validated as a mean of data collection and the findings were analyzed by using the Social Packages of Social Science version 23.0.

The results were presented in terms of the mean score and standard deviation. Furthermore, the findings will exhibit the frequency count and percentage of rating scale as answered by the respondents (Airasian, 2014). The respondents were requested to rate questionnaire items as listed by using a five-point Likert scale ranging from 'never' to 'very frequently' for the practice of Islamic leadership principles (1= Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Very Frequently).

FINDINGS OF THE STUDY

The results of the study on the best practice of Islamic Leadership Principles among Principals of Excellent Secondary Schools Malaysia are presented in the following sections.

Research Question 1:

What is the best practice of Inspired a shared Vision among Principals of Excellent Secondary Schools Malaysia?

The practice of Inspired a shared Vision among Principals of Excellent Secondary Schools Malaysia as perceived by themselves is shown in the Table 1 below.

Table 1:
The practice of Inspired a shared Vision among Principals of Excellent Secondary Schools Malaysia: Principals' Perception (n=60)

No	Items	Score, Frequency & Percentage (%)					Mean	SD
		1	2	3	4	5		
1	I talk about future trends that will influence how our work gets done			2 (3.3)	40 (66.7)	18 (30)	4.27	0.521
2	I describe a compelling image of what			2	24	34	4.53	0.571

	our future could be like	(3.3)	(40)	(56.7)		
3	I appeal others to share an exciting dream of the future	12 (20)	26 (43.3)	22 (36.7)	4.17	0.747
4	I show others how their long-term interests can be realized by enlisting in a common vision	6 (10)	22 (36.7)	32 (53.3)	4.43	0.679
5	I am contagiously enthusiastic and positive about future possibilities		14 (23.3)	46 (76.7)	4.77	0.430
6	I speak with genuine conviction about the higher meaning and purpose of work		20 (33.3)	40 (66.7)	4.67	0.479
Sub-total (Average)					4.470	0.571

Note: SD = Standard Deviation. *f* = Frequency, (number) = (%)
Score- 1= Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Very frequent

Table 1 presented that the highest score was on the statement “I am contagiously enthusiastic and positive about future possibilities” where 76.7% agreed to “Very Frequent” and another 23.3% agreed to “Frequently”. The mean score for the above statement was 4.77 with a standard deviation of 0.43. The second highest was statement ‘I speak with genuine conviction about the higher meaning and purpose of work’ with mean 4.67 and standard deviation 0.479. While the third highest was on statement ‘I describe a compelling image of what our future could be like’ with mean 4.53 and standard deviation 0.571.

On the other hand, the lowest score was statement “I appeal others to share an exciting dream of the future”. The results of this statement showed that 26 respondents agreed to “Frequently” with 43.3% contributions to the result obtained while 22 respondents agreed to “Very Frequent” with only 36.7%. Meanwhile, 12 respondents agreed to “Occasionally” with 20% contribution to the result. The mean score for the above statement was 4.17 with a standard deviation 0.747.

In summary, table 1 shows that the average score of practice of inspired a shared vision among Principals of Excellent Secondary Schools Malaysia was mean 4.47 and standard deviation 0.571.

Research Question 2:

What is the best practice of Responsibility among Principals of Excellent Secondary Schools Malaysia?

The practice of Responsibility among Principals of Excellent Secondary Schools Malaysia as perceived by themselves is presented in table 2 below.

Table 2:
The practice of Responsibility among Principals of Excellent Secondary Schools Malaysia:
Principals’ Perception (n=60)

No	Items	Score, Frequency & Percentage (%)					Mean	SD
		1	2	3	4	5		
1	I have responsibility to realize the academic excellence				12 (20)	48 (80)	4.80	0.407

2	Responsibility governs my daily routines to enable providing a conducive learning environment	8 (13.3)	52 (86.7)	4.87	0.346
3	As leader, I held responsible to enable my colleagues develop their skills	2 (3.3%)	8 (13.4)	50 (83.3)	4.83 0.359
Sub-total (Average)				4.833	0.371

Note: SD = Standard Deviation, f = Frequency, (number) = (%)

Score- 1= Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Very frequent

Score- 1= Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Very frequent

Table 2 presented that the highest score was on statement 'Responsibility governs my daily routines to enable providing a conducive learning environment'. In response to the statement, it was confirmed that most of those surveyed indicated that 52 respondents agreed to 'Very Frequent' with 86.7% contribution. Other responses to this statement included 8 respondents agreed to 'Frequently' with 13.3% from the overall result. Therefore, the mean score for the above statement was 4.87 and standard deviation 0.346.

The second highest statement was 'As leader, I held responsible to enable my colleagues develop their skills', with the majority remarked 'Very Frequent' with 50 respondents agreed to it which indicated 83.3%, 8 respondents stated it was 'Frequently' with 13.4%, and, just 2 respondents with the contribution of 3.3% of the results. In addition, it was pointed out that the mean score was 4.83 with standard deviation of 0.359.

On the other hand, the lowest score was extracted from the statement 'I have responsibility to realize the academic excellence' the demonstrated an interesting demonstrated interesting outcome. From the total respondents, 48 preferred 'Very Frequent' which contributed 80% of the results. In addition, only 12 respondents opted 'Frequently' which provided 20% of the results. Therefore, the overall results concluded a mean score of 4.80 and a standard deviation 0.407.

Research Question 3: What is the best practice of Accountability among Principals of Excellent Secondary Schools Malaysia?

The practice of Accountability among Principals of Excellent Secondary Schools Malaysia is presented in table 3 below.

Table 3:
The practice of Accountability among Principals of Excellent Secondary Schools Malaysia:
Perception of Principals (n=60)

No	Items	Score, Frequency & Percentage (%)					Mean	SD
		1	2	3	4	5		
1	I have to be accountable for my decision making				12 (20)	48 (80)	4.8	0.407
2	I practice accountability to stimulates excellence				10 (16.7)	50 (83.3)	4.83	0.379
3	I practice accountability to enable empower each other regularly				10 (16.7)	50 (83.3)	4.83	0.379
Sub-total (Average)							4.82	0.388

Note: SD = Standard Deviation, f = Frequency, (number) = (%)

Score- 1= Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Very frequent

Table 3 showed, there were two statements that equally scored the highest statement was 'I practice accountability to stimulates excellence' rate was 83.3% agreed to 'Very Frequent' with a number of 50 respondents while the other 16.7% agreed to "Frequently" with 10 respondents. Therefore, the mean score was 4.83 with a standard deviation of 0.379.

The second statement was 'I practice accountability to enable empower each other regularly' with 48 respondents who agreed to 'Very Frequent' with 83.3% and another 50 respondents agreed it was 'Frequently' with 16.7% of 10 respondents contributing to the result. In addition, the mean score for it was 4.83 with a standard deviation of 0.379.

On the other hand, the lowest score statement 'I have to be accountable for my decision making' where 48 respondents agreed to 'Very Frequent' with 80% contribution. Other responses to this statement included 12 respondents agreed to 'Frequently' with 20% from the overall result. Hence, the above statement provided a mean score of 4.8 and standard deviation of 0.407.

Research Question 4: What is the best practice of Trust among Principals of Excellent Secondary Schools Malaysia?

The practice of Trust among Principals of Excellent Secondary Schools Malaysia is presented in table 4 below.

Table 4:
The practice of Trust among Principals of Excellent Secondary Schools Malaysia: Principals' Perception (n=60)

No	Items	Score, Frequency & Percentage (%)					Mean	SD
		1	2	3	4	5		
1	I practice trust to carry out the school goal and objectives				8 (13.3)	52 (86.7)	4.87	0.346
2	I practice trust in order to generate effective interpersonal cooperation				12 (20)	48 (80)	4.8	0.407
3	I practice trust in executing the duties that prevent from the anarchy type of leadership				16 (26.7)	44 (73.3)	4.73	0.45
Sub-total (Average)							4.80	0.401

Note: SD = Standard Deviation, f = Frequency, (number) = (%)

Score- 1= Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Very frequent

Table 4 demonstrated that the highest score was statement 'I practice trust to carry out the school goal and objectives', which proven that just over half 86.7% indicated 'Very Frequent' with 52 respondents agreed to the statement. A minority of respondent 13.3% indicated 'Frequently' with 8 respondents agreed to it. For that reason, the mean score was 4.87 with a standard deviation of 0.346.

On the other hand, the lowest score was statement 'I practice trust in executing the duties that prevent from the anarchy type of leadership', which contributed a majority of 44 respondents that agreed to 'Very Frequent' with 73.3% of the result. Thus, an additional of 16 respondents responded to 'Frequently' with 26.7% of the result. So, the overall mean score result was 4.73 with a standard deviation of 0.45.

Research Question 5: What is the best practice of Self-confidence among Principals of Excellent Secondary Schools Malaysia?

The practice of Self-confidence among Principals of Excellent Secondary Schools Malaysia is presented in table 5 below.

Table 5:
The practice of Self-confidence among Principals of Excellent Secondary Schools Malaysia:
Principals' Perception (n=60)

No	Items	Score, Frequency & Percentage (%)					Mean	SD
		1	2	3	4	5		
1	Self-confidence helps me to pursuit school goals				10 (16.7)	50 (83.3)	4.83	0.379
2	I practice self-confidence as a driving force in all aspects of organizational settings				8 (13.3)	52 (86.7)	4.87	0.346
3	Self-confidence has significant impact on changing organizational culture				6 (10)	54 (90)	4.9	0.305
Sub-total (Average)							4.87	0.343

Note: SD = Standard Deviation, f = Frequency, (number) = (%)
Score- 1= Never, 2=Rarely, 3=Occasionally, 4=Frequently, 5=Very frequent

Table 5 presented that the highest score was statement 'Self-confidence has significant impact on changing organizational culture' which illustrated a total of 54 respondents who agreed to Very Frequent with 90% contributions to the result obtained while 6 respondents agreed to 'Frequently' with only 10%. As a result, the mean score for the above was 4.90 with a standard deviation of 0.305.

On the other hand, the lowest score was statement 'Self-confidence helps me to pursuit school goals' which managed to achieve 50 respondents to agree with 'Very Frequent' that contributed 83.3% of the result. However, only 10 respondents remarked the statement 'Frequently' with a total percentage of 16.7%. Therefore, the mean score for the above was 4.83 with a standard deviation of 0.379.

Research Question 6:

What is the best practice of Islamic Leadership Principles among Principals of Excellent Secondary Schools Malaysia?

The above question has been analysed using the descriptive analysis in order to find out the best practice of Islamic Leadership Principles among Principals of Excellent Secondary Schools Malaysia. During data collection, the respondents were asked to response to rate their own practices using a five-point Likert scale ranging from 1 (Never), 2 (Rarely), 3 (Occasionally), 4 (Frequently) and 5 (Very frequently).

The analysis shows that the principals of excellent secondary schools in Malaysia have demonstrated the practice of all five Islamic leadership principles. Each mean score was ranged from 4.470 to 4.870. The total average score was mean 4.760 and standard deviation 0.415 at 'Very High' rank of achievement.

Table 6:
Best practice of Islamic Leadership Principles among Principals of Excellent Secondary Schools
Malaysia: Principals' Perception (n = 60)

Dimensions	Characteristics of Principals	Mean	Standard Deviation	Rank
1	Inspired a shared vision	4.470	0.571	Very High
2	Responsibility	4.830	0.371	Very High
3	Accountability	4.820	0.388	Very High
4	Trust	4.800	0.401	Very High
5	Self-confidence	4.870	0.343	Very High
	Total Average	4.760	0.415	Very High

Note: M = Mean, SD = Standard Deviation

The study demonstrated that the highest score was 'Self-Confidence' with the mean score of 4.870 and standard deviation of 0.343. The second highest was "Responsibility" with the mean score of 4.830 and standard deviation of 0.371. The third highest was 'Accountability' with mean score of 4.820 and standard deviation of 0.388. It was followed by 'Trust' with mean score of 4.800 and standard deviation of 0.401, finally, 'Inspired a Shared-Vision' with mean score 4.470 and standard deviation of 0.571. This study suggested that such practices are relevant to principal in order to manage and coordinate school effectiveness and achievements.

This is leadership characteristics are found to be intensity and complexity of the role of a school principals' practice. It is the ability to translate into action, to align people and organization to determine effective interaction and influence the principal practices when dealing with teachers.

Thus, this study may be a baseline for Ministry of Education to provide trainings as to enhance the skill especially the leadership skills among the school principal. Previous research on effective school has concluded that principals with strong leadership skills and a willingness to participate actively in activities tend to create better schools. Therefore, leadership is the key factor to the success of any schools.

In addition, the schools today must have effective leaders. Thus, this study is important to assist all schools in Selangor and the whole country to achieve better students and schools' performance through the incorporation of successful leadership.

CONCLUSION

It was very interesting to conclude that all five principles of Islamic Educational Leadership were practiced by the principals of excellent secondary schools at 'Very High' level. More specifically, the result of the study showed that the highest score was 'Self-Confidence', second highest was 'Responsibility'. These were followed by 'Accountability', 'Trust', and, 'Inspired a Shared-vision', respectively. Indeed, the above results are useful to the Ministry of Education in order to plan ahead what kind of training that are suitable for educational leaders in the future. In fact, this study observed some indication for educational leaders, education officers and trainers to really consider the inclusion of the main Islamic leadership principles in the development of excellent educational leaders towards realization of Vision 2020 and Malaysian Education Blueprint 2013-2025 in the realm of Industrial Revolution 4.0.

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