

CREATING A HEALTHY ORGANIZATION: CHANGING ROLE OF A SUCCESSFUL EDUCATIONAL LEADER

Lasisl Abbas Ayodele ¹ & Hairuddin Mohd Ali²

¹ Educational Management and Leadership,
International Islamic University Malaysia, Kuala Lumpur
E- mail: abasstps97@Yahoo.com

² Institute of Education, International Islamic University Malaysia, Kuala Lumpur

Abstract

People in an organization are critical to direct, but healthy organization is very important to improve productivity, quality, and performance. A scholar claimed that to find out how to improve productivity, quality, and performance, one should involve the people who do the work. This study focus on leadership with the aims of exploring the roles of education institutional leader in creating a healthy organization for quality achievement. It emphasizes the necessary roles of successful leader in organization through implementations of major component which suggested as necessary and responsible for achieving a healthy organization. The literatures on leadership were consulted for proper justification. This study based its findings on former researcher's factors that responsible for healthy organization and create a model for clear procedure in creating a healthy organization. Similarly, this study employed descriptive statistical method with Factor Analysis describe the results of the findings. Nevertheless, the findings from this study were useful for administrators as well as other staff for a healthy organization achievement.

Key Words: Healthy Organization, Leadership, Successful leader, Organizational change, higher educational Institution

Introduction

There are few literatures that entertain or brief on healthy working environment in relation to leadership role in educational sectors. Creating a healthy organization is a study that embedded in system theory and other researchers suggestions regarding to the factors that relatively important in raising cordial relationship between the top management and other worker to achieve smooth working environment. Healthy organization is mostly applicable to educational sectors due to influencing effort made by educational leaders in directing people such as human resource to achieve educational goal despite the fact that human are critical and complex to manage (Drucker, 1998; Lasisi, & Hairuddin, 2010). Is healthy organization a changing role for leader or leadership, as this is a quest of this research? Obviously, there should be a vivid understanding between; leader and leadership concepts in organization.

Brief on the concept of leader and leadership in organization

Leaders are often referred to as administrators. At times many authors interchange leaders as leadership in educational context. In creating a healthy organization, there should be effort or input

from leader through leadership influences for organizational change in achieving the goal set. Based on researchers' definitions, Cole (2002) defines leadership as inspiring people to perform. While, Hersey and Blanchard (1988) posit that leadership is process of leading group of people to achieve the missions and vision of an organization. As these concepts were claimed by Yukl (1994) that "leadership influence processes affecting the interpretation of events for the followers, the choice of objectives for the group or organization of work activities to accomplish the objectives, motivation of followers to achieve the objectives, the objectives, the maintenance of cooperative relationships and team work and the enlistment of support outside & e group or organization" (Jubran Saleh, 2002).

However, leadership is seen in leader (Teresa, et al., 2007). Furthermore, leader developed leadership throughout the system. Leader is defined as act of directing followers or human resource to achieve or accomplish a goal in an organization. Similarly, it was clearly shown that leader direct while leadership involved in influencing others to accomplish a goal (Northouse, 2007). Thus, the conceptions of leadership and leader need to be known in order to have a comprehensive role of a successful leader in creating a healthy organization.

Successful leader in an organization

What takes to be a successful leader in an organization? By referring to Hersey and Blanchard (1988), the definition which claims that "leadership is the process of leading to achieve vision and mission of an organization". Successful leaders have to lead the organization based on the vision and mission of organization setting. In support Selznick (1957) conducted a research which based on organization where he concluded that "effective leaders should be able to define and defend the values and mission of an organization for quality achievement. Leading through the organizational vision and mission is the process that leads to a successful leadership".

Moreover, leaders are required to have knowledge of Problem-Analysis, where problem in organization has to be identified by gathering the fact and to be solved without affecting the organization mission. Basically, a successful leader should be problem solver in an organization. He/she should be able to applying conflict management techniques when needed. As maintained by Dewey (1910) that "problem well-defined is half solved' once the leader understood management techniques, and Problem-Analysis technique, he/she can solve problem that may occur in organization, and could be identified as a successful leader. Besides, to be a successful leader, there should be effort of good communication, proper uses of input and well leadership skill distribution. It is high time to identify and giving priority to significant issues through decision making for high-quality achievement, if leader refuse to respond to decision making definitely he or she not a successful leader.

Moreover, without proper planning strategy, organizational leader will be turning round the circle (Annes, 1987) without completing a circle and leads into wrong direction. Successful leader need to plan either on long-term or short term planning depend on organization situation. And he or she should be properly implementing all the components of strategic planning for achievement of a healthy organization. According to Johnson and Scholes (1988) identify planning as strategy of achieving a successful goal in organization. There should be a planning model that has to emphasis on three components mentioned by Johnson and Scholes (1988) in there model which comprises of strategic analysis, strategic choice, and strategic implementation. Similarly, Lasisi and Hairuddin (2010) carried out a research on strategic planning which based on schools for excellence also follow that of Johnson and Scholes (1988) where they concluded that successful

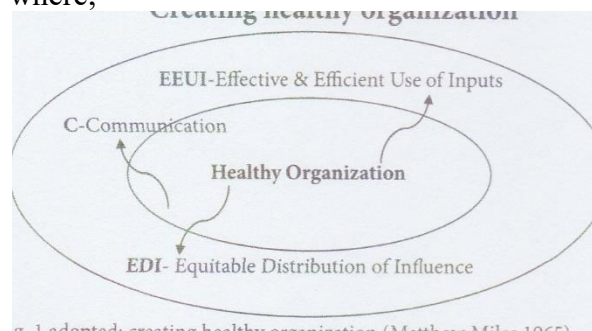
leaders should plan before planning and action plan should properly maintained for achievement of a healthy organization.

Moreover, delegation is most important in organization in order to be a successful leader there should be a way of allotting the task in organization. According to William and Paula (2003) identify that effective leader should “assigning projects, tasks, and responsibilities together with clear authority and by following up on delegated activities.

Supervision and Motivation are necessity aspect to observe by a successful leader. Leaders are expecting to encourage the follower by leading as model and to be the head coking figure in the organization. This moral aspect was observes by Leithwood et al., (2006) that educational leader is second only to class instruction and perhaps as an influence on student learning in educational climate. Similarly, leaders are to facilitate team work and supervising the staff as a professional by developing them based on individual potentials and provides regular feed back in order to improve intelligently, adjust in misconduct and creative. This will enable them be innovative and to achieve the task in hand for organizational goal. As a motivator to organizational behavior, successful leader should perceive needs and have concerns of the followers in order to achieve a healthy environment.

However, the above leadership roles does not guaranty a healthy organization without applications of the Matthew Miles (1965) suggested factors such as; communication, equitable distribution of influence, and effective and efficient uses of inputs.

The following model explains the application of these factors in educational institution by the school administrator with other staff or healthy organization. Factors suggested by Matthew Miles, (1965) are the major component surveyed for the respondents opinion on creating a healthy organization of this study where;



Communication: is method of disseminating information in the organization. There should be a circulation and regular communication between the subordinates and ordinate in educational institution. The-purpose of organizational communication is to provide the means of getting things done. This adequate flow of communication (flow is carried but in four direction: down-ward, up-ward, horizontally, and diagonally) resulting into healthy organization and it enables the institution runs smoothly (John, 2002; Fred and Allan, 2004).It-also facilitates good decision making and smooth the progress of organization based on well plan for ultimate mission and vision of healthy achievement. Leaders-have potential role to involve and create change in organization through power of communication. This is because the organization has reasonable and accepted goal focus.

Equitable Distribution of Influence: In a healthy organization, there should be an optimal power of equalization, in the sense that, the subordinates can influence the upward (i.e ordinate). As relates by Teresa, et. al, (2007) that 'those who would be successfully lead school improvement must believe that everyone has the capacity for working as a leader and accept responsibility for building capacity in others" (p.20). There should be priority for subordinate to contribute in

decision-making and to show case of there intension for a healthy organization. So that no-one can see him/herself as boss (Rensis likert, 1961) or irrelevance in organizational chart. Hence, through equitable distribution of influences leaders would be able to create a healthy organization.

Effective and Efficient Use of Inputs: In the context of organizational changes, effective leader knows the importance of working in dimension of leadership (Reeves, 20b6). Healthy organization can be created by directing and implementing the effort or service of the inputs. Inputs are known to be the human, materials, financial, or information resources in an organization (Fred & Alan, 2004). In educational institution, inputs included the human resources such as staff and student. According to Drucker, (1991) “to find out how to improve productivity, quality, and performance, we should involve the people who do the work”. The leaders have to answer ‘how often productivity, quality and performance are’ with the help of organization inputs.

Input can be easily demonstrated through open system theory of management where the leadership is needed most in affecting the effective and efficient use of input in creating changes for healthy organization (Peter, 1987). To expatiate, the basic parts which include inputs, a transformational process, outputs, feedback and the environment. These five basic factors influence changes in organization if properly implemented by the leaders, healthy environment is certain. Inputs are the human, materials, financial, or information resources in an organization (Fred & Allan, 2004) that are used to produce a product or service. Input creates a healthy organization (Fred & Alan, 2004) through the interactions between the components of inputs and process for better output. For instance, in school- the inputs are the students services and assessment and appraisal for all within the educational system. Mostly, student is being educated capable of contributing his/her quota to the development of the society as an output. While satisfaction occur to the workers in order to develop a healthy environment as an output.

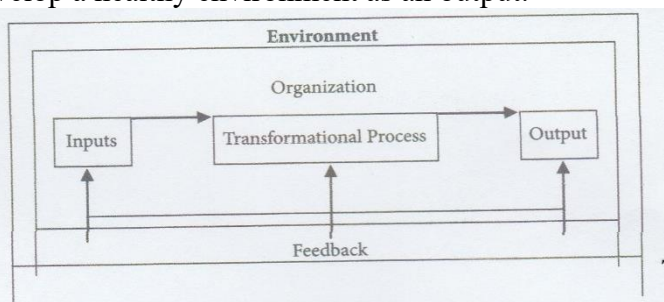
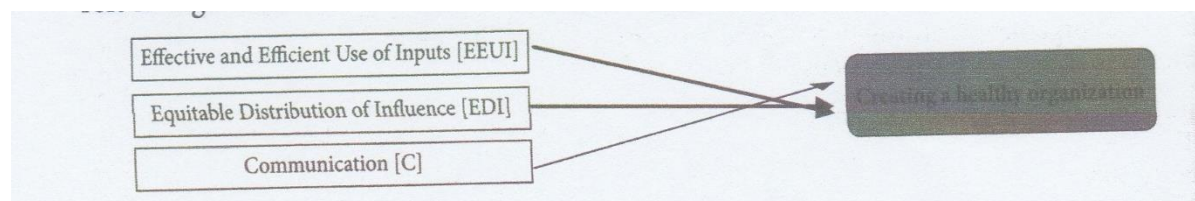


Fig. 2, Basic System model of [IPO] I-input, P-process, O-output

On the other hand, without implementing the output properly, it may lead into unhealthy organization, inadequate communication, conflict among the staff and deregulation of equitable distribution of influence (as a Matthew Miles’ factors, 1965). Nevertheless, there could be a healthy organization if these factor take into consideration. Thus, a healthy organization can be



influenced by successful leader’s role in organization.

Research Methodology

The overall aims of the study was to identify and map empirically grounded direct and indirect causal and associative relationships between leaders role in creating healthy organization. Data were gathered through survey questionnaire self-structured items from International Islamic University Malaysia (IIUM) student for in depth and the extent to which factors suggested by Matthew Miles' factors, (1965) may create a healthy organization. The instrument comprises 38 items related to the roles of the education institutional leaders in creating a healthy organization for quality achievement. Each item is a descriptive statement, which requires the respondents to make a choice from 5-point Likert Scale; 1 = strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree. It was made up of two sections. Section one intends to elicit background information of the respondents. Section two with the total items of thirty-three which deal with; how communication effectiveness in creating a healthy organization (c) and, also, the extent to which Equitable Distribution of Influence creating a healthy organization (EDI). Lastly, this is International Islamic University Malaysia was served as case study in order to generalize the findings. In addition, it is an institution that consists of different background students and administrators in leadership for quality education.

Analysis and Results

Demographic of the Respondents

In order to determine the representativeness of the sample, demographic data were requested from the survey participants. The total sample at IIUM consisted of 200 only 144 were used remaining were deleted due to incomplete responds. Almost all faculties were participated with different background such as International and Local Students. The table below shows the demographics of the study participants. Data collected run through SPSS15 version.

Table 1 : Descriptive statistics and demographics of the respondents (N=144)

Items	Frequency	Percentage
Gender		
Male	53	36.8
Female	91	63.2
Age		
20-30	111	77.1
31-50	33	22.9
51-70	-	-
Kulliyah (Faculty)		
Instead	56	38.9
Econs&Management	33	22.9
Engineering	34	23.6
ICT	8	5.6
Others	13	9.0
Nationality		
International	60	41.7
Locak	84	58.3

Note INSTEAD -Institute of Education, ECONS&MGT-Economics & Management, ICT-Information and Communication Technology, OTHERS-Other faculties

Table I revealed the total number of (53, 36.8%) males and (91, 62.2%) females. Majority of these respondents (84,58.4%) were Local students while the remaining (60,41.7%) were International Students. During the administering of Instrument, it was observed that some students were willing to respond most especially undergraduates, with their little administrative experiences. Besides that, majority of the respondents (111, 77.1%) were between 20 and 30 years while some were 31 to 50 years and while nobody above 51 years participated. Demographic result shows that the surveying does not only comprises local respondent, but also involves International. Thus, (56, 38.9%) from INSTED, (33, 22.9%) from ECONS & MGT, (34, 23.6%) ENGINEERING, (8, 5.6%) ICT, while others were (13,9.0%) respectively.

Reliability Analysis

Cronbach's Alpha reliability tests were conducted on the extent to which communication effectiveness in creating a healthy organization (C) and, also, the extent to how Equitable Distribution of Influence creating a healthy organization (EDI). The extent to which Effective and Efficient Use of Inputs is creating a healthy organization (EEUI). Responses from 200 respondents were received for the survey; 56 in-complete responses were removed, resulting in usable responses of 144 for the study. To establish the content validity of the instrument, the technique of correlation was applied on the data collected with the pilot study, the experts were verified the inter-item correlation of the constructs for actual test. The results from pilot study enable the researcher identify the ambiguous words and to set the cronbach's alpha at .7 (Julie, 2007). With regard to 21 variables/items found reliable out of 33 in the pilot study, the Researcher employed and computed the same variables based on 144 responses is received for actual study for reliability analysis. The total items are used and the result of the present research reliability as illustrated in Table 2.

Table 2: Reliability of the Constructs

CONSTRUCT	VARIABLES	CRONBACH ALPHA
C	C2,C3,C4,C5,C6, C7, C8, C11' C12' c13 EDI1,	.810
EDI	EDI2, EDI3, EDI4 EDI5' EDI6, EDI7' EDI8' EDI9, EDI10, EDI11, EDI12' EDI13' EEUI1,	.825
EEUI	EEUI2, EEUI3, EEUI4, EEUI5' EEUI6' EEUI7' EEUI8, EEUI9, EEUI10, EEUI11, EEUI12' EEUI13'	.774

N=144

C α = .810, EDI α = .825 were demonstrated high reliability while EEUI α = .774. Hence, in reference to Hair et al., (1998) asserted that .60 and .70 deemed lower limit still accepted for & analysis and interpretation for educational purposes.

Factor Analysis

After assessment of the suitability data, factor analysis was employed with Varimax Rotation was done to identify the underlying factors. Only the factor with eigenvalues of 1.0 and greater were retained. With reference to Hair's (1998) factor loading and total number of responses (144) enables the researcher to set the criteria; that all items less than .7 should be deleted. As a result, there was an indication of good inter-collection among the items that justified the uses of Factor Analysis. The correlation matrix result of the initial analysis shows some correlations of $r = .3$ or greater while its $p < .05$. Through the initial analysis, the researcher observes that the study was statistically significant. Communalities revealed that there were some items which extracted lower than .55. Thus, Bartlett's Test of Sphericity value was significant at .000 this shows that factor analysis is appropriate and it is supporting the factorability of the correlation matrix (Julie, 2007)

also cited (Barlett, 1954). The overall MSA i.e. Kaiser-Meyer-Olkin Measure of sampling Adequacy was .600 accepted for educational purposes.

Table 3: KMO and Bartlett's Test Result

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.600
Bartlett's Test of Sphericity Approx. Chi-Square	4615.561
Df	171
Sig.	.000

Thus, three components recorded of 8.444, 4.297, and 2.448 respectively. Total variance explained was 79.943 per cent of variance. Finally, table 4 shows the final variables for answering the research questions where each component is call- C) based on loaded items.

Table 4: Rotated Component Matrix

Items	Component 1	Component 2	Component 3
EDI1	.862		
EEUI2	.850		
EDI8	.843		
EDI5	.834		
C10	.831		
C8	.816		
EDI11	.796		
EDI12	.754		
EDI6	.742		
C6	.701		
EDI7		.945	
EEUI3		.935	
EDDI13		.901	
EEUI1		.890	
C11		.883	
C4		.827	
EEUI5			.943
C13			.885

Extraction Method: Principal Component Analysis, with Varimax. N=144

Results Based On Research Questions

The percentage rate of the respondent's opinion simplify the findings outcome of this research which indicates the extent of creating a healthy organization while the frequency (f), Percentage (%), Mean (M) and Standard deviation (SD) elucidates more on the extent. However, the five likert scales for simplicity of the findings. Therefore, the tables below show the results and discussions based on the research questions.

Equitable distribution of influence [EDI]

RQ1: *To what extent does Equitable Distribution of Influence creating a healthy organization?*

Table 4: Descriptive statistics for Research Question 1

Items	Agree F %	Neutral F %	Disagree F %	M SD
EDIIEquitable distribution of influence establishes tolerance among staff for creating of healthy organization	44 30.5	53 36.8	47 32.6	2.924 .961

EEUI2Healthy organization invent new procedure for development through effective uses of input by leader	46 31.9	61 42.4	37 25.7	2.986 1.147
ED18Leaders direct, leadership influences human resource to achieve a healthy organization	140 97.2	2 1.4	2 1.4	1.889 .460
ED15Equitable distribution of influence enable workers in a healthy organization accept responsibility equally as in leadership	140 97.3	4 2.8	- -	1.736 .502
C8Up to down communication influence staff identify each responsibility in a healthy	138 95.9	3 2.1	3 2.1	1.882 .502
C10Establishing perfect communication method enhances tolerance among staff for creating of healthy organization	47 32.6	61 42.2	36 25.0	2.965 1.137
EDIIIEquitable distribution of influence allowed staff to contributing their quota in improvement of a healthy organization	138 95.9	6 4.2	- -	1.757 .519
Ed12Equitable distribution of influence uplifts the effectiveness of healthy organization	112 77.7	29 20.1	3 2.1	1.917 .780
ED16Equitable distribution of influence enable staff identify each responsibility a healthy organization	112 77.7	30 20.8	2 1.4	1.917 .762
C6Regular communication enables the inputs cope with changes in a healthy organization	76 52.8	68 47.2	- -	2.319 .726

N=144

Almost respondents (97.2%) express that Leaders direct, leadership influences human resource to achieve a healthy organization. Although, few (1.4%) were of opinion that Leaders direct, leadership influences human resource to achieve a healthy organization. Moreover, majority (140, 97.3%) responded that equitable distribution of influence enable workers in a healthy organization accept responsibility equally as in leadership while no one disagree with the statement of equitable distribution of influence enable workers in a healthy organization accept responsibility equally as in leadership. Only (4, 2.8%) of respondents were of neutral opinion to the statement of equitable distribution of influence enable workers in a healthy organization accept responsibility equally as in leadership. Majority of the respondents (138, 95.9%) were strictly considered that Up to down communication influence staff to identify each responsibility in a healthy organization. This is because majority (138, 95.9%) accepted that equitable distribution of influence also allowed staff to contributing their quota in improvement of a healthy organization and perhaps, it allows establishing perfect communication method that enhances tolerance among staff for creating of healthy organization. Only (3, 2.1%) respond that equitable distribution of influence not uplifts the effectiveness of healthy organization while some respondents were neutral in their opinion. Nevertheless, majority of the respondents (112, 77.7%) frankly expressed that equitable distribution of influence uplifts the effectiveness of healthy organization. However, the finding from this research shows that equitable distributions of influence enable staff identify each responsibility in a healthy organization.

Effective and Efficient Use of Inputs [EEUI]

RQ2: *To what extent does Effective and Efficient Use of inputs creating a healthy organization?*

Table 4.2: Descriptive statistics for Research Question 2

Items	Agree F %	Neutral F %	Disagree F %	M SD
EDI7Equitable distribution of influence determine by successful leader	128 88.9	16 11.1	- -	1.715 .994
EEUI3Effective uses of input by leader bring changes and resulting into a healthy organization	116 80.5	14 9.7	14 9.7	2.715 1.062

EDII3 Equitable distribution of influence enable leaders in a healthy organization accept as in leadership	87 60.4	25 17.4	32 22.2	1.722 .964
EBUII Effective uses of input by leader allows its members feel attracted to be membership in a healthy organization	118 82.0	13 9.0	13 9.0	2.722 1.067
C1I1 Frequent communication in healthy organization reduces conflict	95 59.0	27 18.8	32 22.2	1.826 1.124
C4 Communication exhibits great tolerance of uncertainty and freedom in creating a healthy organization	47 32.7	33 22.9	64 44.5	1.472 .689

N=144

Analysis from the table 4.2 shows that almost all the respondents (128, 88.9%) having opinion as that equitable distribution of influences determine by successful leader and effective uses of input by leader bring changes and resulting into a healthy organization. Few respondents (14, 9.7%) observed that the effectiveness of using input by leader bring changes yet not resulting into a healthy organization. Effective uses of input by leader allow its members feel attracted to be membership in a healthy organization. Only (13, 9.0%) of the respondents respond that effective uses of input by leader does not allows its members feel attracted to be membership in a healthy organization while equal number of disagreed respondents were of neutral to the statement of effective uses of input by leader allows it-s members feel attracted to membership in a healthy organization. Nevertheless, this research findings shows that equitable distribution of influence determine by successful leader and effective uses of input by leader bring changes to a healthy organization.

Communication [C]

RQ3: To what extent does communication effectiveness creating a healthy organization?

Table 4.3: Descriptive statistics for Research Question 3

Items	Agree F %	Neutral F %	Disagree F %	M SD
EEtII5 Effective use of input by leader minimizes problem of staff at work	46 32.0	32 22.2	66 45.9	3.174 1.319
CI3 Communication improves the effectiveness of healthy organization	106 73.6	20 13.9	18 22.5	3.167 1.317

N=144

Almost the respondents (55, 45.9%) expressed their opinion to disagree that Effective use of input by leader not minimizes problem of staff at work through communication. only (46, 32.0%) expressed that Effective use of input by leader can minimize problem of staff at work through communication. Although, only few respondents (32, 22.2%) were neutral to the statement that Effective use of input by leader minimize problem of staff at work through communication. More than 106 (73.6%) respondents accepted that Communication improves the effectiveness of healthy organization. Only 18 respondents (22.5%) were of the opinion that Communication does not improve the effectiveness of healthy organization, while 20 respondents (13.9%) were of neutral that Communication improves the effectiveness of healthy organization. However, the finding from this research indicates that communication effectiveness creating a healthy organization. Hence, mean scores and standard deviations from the table 4.3 provided that effective communication is necessity in creating a healthy organization.

Conclusion and Recommendations for Future Research

In the light of the findings, the investigation on creating a healthy organization revealed that healthy organization is a role of successful educational leaders. The study also revealed some implication such as theoretical, practical and managerial implication towards achieving healthy organization. The factors of this study claims to have more than three constructs for the variance explain; there should be further investigation for more constructs. The research requires more investigation on management in educational sectors. For instance, it could be replicated in other educational sectors-such as Ministry of Education. Moreover, as this research was conducted at a single institution, additional investigations are warranted at more than one higher institutions environment for future result. Finally, further research should attempt to investigate the influence of age or other demographics to the extent of creating a healthy organization. To have a healthy organization, the behavior of the input mostly human must change through promoting a climate of caring, motivation and trust (Leithwood et al.,2006). A successful leader should strategically implement the factors recommended by Matthew Miles' factors, (1965) for healthy organization.

Acknowledgements

The author would like to thank all anonymous instructors and students from the International Islamic University Malaysia who participated in this study. Also, I would also like to acknowledge the authors cited in this publication and appreciate the co-author of this work for encouragement.

References

Annes, J. (1987). *Leadership for Tomorrow schools*, Oxford: Basil Blackwell.

Cole, G.A. QOA}. *The administrative theory and workers' motivation*, Zante institute of administration Press Ltd ABU Zaria, Nigeria.

Bartlett, M. S. (1954). A note on the multiplying factors for various chi square approximation *Journal of the Royal Statistical Society*,16 (Series B), 295-8.

Dewey, J. (1910) *How we think*, Boston: DC Heath In William, G. C., & Paula, A. C. (2003) *Educational leadership: a problem-based approach*. 2nd ed., Boston: Pearson Education Inc.

Drucker, P. (1991) the new productivity challenges, *Harvard Business Review* 69 (6),72 In Teresa, N. Miller, Mary Devins, & Robert, I. Shoop (2007) *Closing the leadership Gap How District and University Partnerships shape Effective School Leaders*, California: Corwin Press,Inc.55

Drucker, P. F. (1998) "Management's New Paradigms", *forbes*, p. 176 In Paul, H., Kenneth, H. B.,& Dewey, E. J.(2007) *Management of organizational behavior: leading human resources*,p.10, New Delhi: Prentice-Hall.

Fre4 C. L. and Allan, C. D. (2004) *Educational Administration: Concepts and Prectice*,4e e& USA; Wadsworth/Thomas learning, Inc, 21 3

Hersey, P. and Blanchard K. H. (1988) *Management of Organizational behavior: Utilizing human resources* 5th ed., Englewood Cliffs, NJ: Prentice Hall. pp. 176-177 In Glickman, C. D., &Stephen,

P. Gordon & Jovita M. Ross-Gordon (2007) *Supervision and Instructional Leadership; a developmental approach*, NY: Pearson. 327-328

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black W. C. (1998). *Multivariate data analysis*, (5th ed) New Jersey: Prentice-Hall, Inc

John B. Miner (2002) *Organizational Behavior: Foundations, Theories, and Analysis*, New York Oxford University Press. In Fred, C. L. and Allan, C. D. (2004) *Educational Administration: Concepts and Practice*, 4th ed., USA: Wadsworth/Thomas learning, Inc, p.213.

Johnson, G. & Scholes, K. (1988). *Exploring corporate strategy* (2nd ed), Hemel Hempstead: Prentice-Hall.

Jubran Saleh Ali Mohammad (2002). *Educational Administration: An Islamic Perspective*. KL: A.S. NOORDEEN, 49

Julie, P. (2007). *Spss Survival manual: A Step-by-step guide to Data Analysis Using Spss for windows* (version 15) (3rd ed), Crowsnest: Allen&Unwin

Lasisi, Abass Ayodele & Hairuddin Mohd Ali (2010) *Surveying the Practice of Strategic. Planning for School Excellence*, *International Business Educational Journal* 13(1)1 north medan, FRANCE: International Centre

Leithwood, K., C. Day, P. Sammons, A. Harris, and D. Hopkins. (2006). *Seven strong claims about successful school leadership*. Nottingham: DfES/NCSL

Matthew Miles (1965) *Planned change and organizational health figure and ground*, "Change Processes in the public schools. Eugene, Ore University of Oregon, Center for the Advanced Study Educational Administration, In Sergiovanni and Starrat (2002) *Supervision: a redefinition*, 7th ed., NY: McGraw-Hill Higher Education

Northouse, G. (2007) *Leadership theory and practice*. 3rd ed., Thousand Oak, London: Sage Publications, Inc.

Peters, T. J. (1937) *Thriving on chaos: Hand book for a management revolution*, New York Knopt In Miller., et al (ZOOZ) *closing the leadership Gap: How District and University Partnership shape effective school leaders*, California: Corwin Press, Inc,.27

Rensis Likert, (1961) *New Patterns of management*, New York McGraw-Hill, In Matthew Miles (1965) Cited in Sergiovanni and Starrat (2002) *Supervision: a redefinition*, 7th ed., NY: McGraw-Hill Higher Education,312

Reeves, D. B. (2005). *The learning leader: How to focus school improvement for better results*, Yorktown, VA: Association for Supervision and Curriculum Development. In Teresa, N. Miller, Mary Devins, & Robert, I. Shoop Q007) *Closing the Leadership Gap: How District and University Partnerships shape Effective School Leaders*, California: Corwin Press, Inc, 21

Selznick, P. (1957) *Leadership in Administration: A Sociological Interpretation*. Berkeley: University of California Press in Henry, L. Tosi., (2009) *Theories of Organisation*. London: Sage Publications, Inc.216

Teresa, N. Miller, Mary Devins, & Robert, I. Shoop (2007) *Closing the Leadership Gap: How District and University Partnerships shape Effective School Leaders*, California: Corwin Press, Inc, 20.

William, G. C., & Paula, A. C. (2003) *Educational leadership: a problem-based approach*, 2nd ed., Boston: Pearson Education, Inc.25

Yukl, G. (1994) *Leadership in organizations*. 3rd ed., New Jersey: Prentice-Hall, Inc. In Jubran Saleh Ali Mohammad (2002).*Educational Administration: An Islamic Perspective*. KL: A.S. NOORDEEN, 49