

# MANAGEMENT RESEARCH JOURNAL

Volume 10 (2021), Special Issue  
2021

ISSN 2232-0660  
eISSN 2600-9315

Penerbit Universiti Pendidikan Sultan Idris  
Tanjong Malim, Perak  
2021

# MANAGEMENT RESEARCH JOURNAL

Volume 10, Special Issue (2021)

<b>Editorial</b>	iv
<i>Fanny Kho Chee Yuet</i>	
<b>Leading Teachers' Towards the Needs of Pedagogical and Technological Skills Acquisition in the Next Generation Learning Spaces (NGLS)</b>	1
<i>Sanura Jaya, Rozniza Zaharudin Sukor Beram</i>	
<b>Distributive Leadership Practices and Teachers' Self-Efficacy in National School, Selangor</b>	12
<i>M Puspanathan Mayan Mahaliza Mansor</i>	
<b>Dimensions of the Teacher Leadership Model: A Systematic Literature Review</b>	24
<i>Noredayu Ariff Jamal @ Nordin Yunus</i>	
<b>Teacher Leadership in Indigenous Primary Schools, Negeri Sembilan</b>	40
<i>Saraswathy Kullan Mahaliza Mansor Rosnah Ishak</i>	
<b>You'll Never Walk Alone: Exploring How Ethical Leadership Practices Facilitates in Leveraging Teachers' Work Engagement During a Crisis</b>	52
<i>Sharmini Siva Vikaraman Azlin Norhaini Mansor Vasanthan Gurusamy Sathuruba Jnaniee Krishnan</i>	
<b>The Impact of National Professional Qualification for Educational Leaders Program (NPQEL 2.0) on School Leaders</b>	66
<i>Ahamad Bin Hussin Md. Rahaimi bin Haji Yaacob Mahazi bin Si Harun Ruzina binti Jusoh Zarina binti binti Md Yassin Ashfahani binti Zakaria Noraisah binti Yusoff Yon Foi Liew Sham bin Ibrahim Faizatoen binti Zulkernain Jamelaa Bibi binti Abdullah Sathiyabama Subramaniam Maimunah binti Husien</i>	

<b>Application of the Fuzzy Delphi Method to Organisational Leadership Competencies for Educational Middle Leaders</b>	82
<i>Sukor Beram</i> <i>Marinah Awang</i> <i>Ramlee Ismail</i> <i>Norzalina Noor</i>	
<b>A Comparison of Instructional Leadership Models: The Western and Malaysian Perception</b>	94
<i>Aziah Samichan</i> <i>Jamal @ Nordin Yunus</i> <i>Marinah Awang</i> <i>Sukor Beram</i>	
<b>The Practice Level Amongst Middle Leaders Teachers of School to Increase Quality of Teachers and Achievements of Students Refer to Standard Quality Education of Malaysia Wave 2</b>	106
<i>Rozali bin Din</i>	
<b>Reka bentuk dan Kesahan Instrumen Pengukuran Inovasi Organisasi Sekolah</b>	119
<i>Dayang Rafidah Syariff M. Fuad</i> <i>Khalip Musa</i> <i>Zahari Hashim</i>	
<b>The Relationship Between Workplace Learning and Sustainable Leadership of Perak Secondary School Teachers</b>	132
<i>Mahaliza Mansor</i> <i>Jessnor Elmy Mat Jizat</i> <i>Rosnah Ishak</i> <i>Nor Farhana Ponimin</i>	
<b>The Impact of the Head of Department Leadership on Extra-Role Performance of Administrative Staff's in Universiti Pendidikan Sultan Idris</b>	146
<i>Suzyanty Mohd Shokory</i> <i>Suriani Abdul Hamid</i> <i>Marinah Awang</i>	

## Editorial

**Cite this editorial:** Yuet, F. K. C. (2021). Editorial. *Management Research Journal*, 10, i-vii. <https://doi.org/10.37134/mrj.vol10.sp.13.2021>

The Management Research Journal, Special Issue (2021), comprises 12 articles that present current issues in educational leadership and management in the volatility, uncertainty, complexity, and ambiguity (VUCA) world from Malaysia. Eight articles that frame educational leadership are from Sultan Idris Education University, and an article on educational management from the Ministry of Education Malaysia as well as the Institute of Teacher Education is also respectively presented. The selected eleven articles focus on leadership and only one article focuses on educational management.

In the first article entitled “Leading Teachers’ Towards the Needs of Pedagogical and Technological Skills Acquisition in the Next Generation Learning Spaces (NGLS)”, Jaya, Zaharudin, and Beram highlighted the development and exploration on teachers’ pedagogical and technological leadership in secondary schools in Malaysia using the Design and Development Research (DDR) approach in three phases. Nonetheless, the article only focused on the first phase. The first phase is to identify the needs to develop teachers’ pedagogical and technological tools for Next Generation Learning Spaces (NGLS) in Malaysia. It also aims to explore a new perspective in teachers’ pedagogical and technological leadership in secondary schools in Malaysia. The findings reveal that there is a need to develop the next generation learning spaces with the mean of 4.023, followed by pedagogical strategies (mean = 3.007) and technological tools (mean = 1.708).

Mayan and Mansor’s article, “Distributive Leadership Practices and Teachers’ Self-Efficacy in National School, Selangor” urges that the quality of the education system needs to be enhanced between distributive leadership and teachers’ self-efficacy. The findings reveal that there is a significant relationship between distributive leadership and self-efficacy among national school teachers in Selangor. Effective distributive leadership leads to effective roles of teachers’ self-efficacy in school change initiatives.

Further, Ariff and Yunus’s article, “Dimensions of the Teacher Leadership Model: A Systematic Literature Review”, provides insights into important concepts in school improvement. The insights are based on literature reviews of teacher leadership’s dimensions which aims to move teachers and schools towards integrated action in school improvement. The literature was obtained from Scopus, Google Scholar, and Science Direct online databases through Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA).

Kullan, Mansor, and Ishak’s article titled “Teacher Leadership in Indigenous Primary Schools, Negeri Sembilan”, discusses the importance of teacher leadership values in producing high marketability students. In other words, teachers need to be highly competent in addressing various challenges in school transformational initiatives as portrayed in the Malaysia Education Blueprint 2013-2025. The findings reveal a high level of teacher leadership practiced in indigenous primary schools.

Siva Vikaraman, Norhaini Mansor, Gurusamy, and Krishnan’s article, “You’ll Never Walk Alone: Exploring How Ethical Leadership Practices Facilitates in Leveraging Teachers’ Work Engagement During a Crisis”, urge that school leaders should give support and extra attention to enhance teachers’ well-being while they work from home. Hence, the impact of four dimensions - people orientation, ethical guidance, power-sharing, and fairness has been investigated in the study. The findings suggest that investigating ethical leadership practices can help teachers become more engaged at work when working from home, especially during a crisis. When placed in a global crisis setting, the findings can be used to help school leaders

discover alternate organizational leadership measures that will enable teacher well-being before it is disregarded for whatever reason.

Hussin, Yaacob, Si Harun, Jusoh, Md Yassin, Zakaria, Yusoff, Liew, Ibrahim, Zulkernain, Abdullah, Subramaniam, and Husien's article, "The Impact of National Professional Qualification for Educational Leaders Program (NPQEL 2.0) on School Leaders" proposes all the competencies highlighted in the NPQEL 2.0 training program are very relevant and beneficial to school leaders in Malaysia. These competencies are also in line with the three (3) general categories of skills and expertise that need to be possessed by school leaders namely, skills and expertise to support instructional, skills and expertise to manage and develop human resources as well as organizational management skills and expertise as proposed by Grissom, Anna & Constance (2021). These competencies were utilized to evaluate and improve the NPQEL 2.0 program through questionnaires, interviews, and document review. The findings reveal that NPQEL 2.0 has a positive impact on leaders and school such as in co-curriculum achievement, provision of school facilities, and networking. Although this study found that the NPQEL 2.0 program has a positive impact on participants and school leaders in terms of knowledge, skills, values, and positive impact on schools, nonetheless several aspects are proposed to be reviewed by the Ministry of Education (MOE) in planning school leader development training programs in the future. Among others, the duration of the training program should be increased or extended for active and effective participation. Adequate time allocation allows program participants to perform individual assignments or group work with better quality. In addition, the MOE needs to review the content and activities in each training module to ensure that participants acquire the appropriate knowledge, skills, and values for each competency revealed to program participants. For example, the findings of the study showed that participants acquired only 2.3% of the skills for strategic thinking competencies, whilst the skills to apply these strategic thinking are very important in school governance.

Beram, Awang, Ismail, and Noor's article, "Application of the Fuzzy Delphi Method to Organizational Leadership Competencies for Educational Middle Leaders" reflect on the importance of teacher professionalism and the effectiveness of educational leadership in enhancing middle leaders roles in the context of organisational leadership competencies. Hence, this study intends to reach an expert consensus on the construct of organizational leadership competencies for middle leaders in matriculation colleges using the Fuzzy Delphi Method (FDM). An instrument incorporating constructions and a list of elements was submitted to a total of 30 experts from diverse professions and backgrounds to acquire expert panel agreement. The results show that the expert panel agreed with the conceptions and aspects of organizational leadership competencies given in this study. The FDM defuzzification procedure additionally rearranged all of the pieces according to the experts' agreed-upon ranks.

Samichan, Yunus, Awang, and Beram's article, "A Comparison of Instructional Leadership Models: The Western and Malaysian Perception" highlighted that Malaysia tends to adapt western instructional leadership models as a primary source of reference and suit it with Malaysian educational settings. Five western instructional leadership models had been utilized to compare with the local four instructional leadership models in the study. The findings reveal that several theories in western instructional leadership models need to be enhanced based on Malaysian school settings. It also serves as the basis for consideration in the selection of elements for developing instructional leadership in the Malaysian context.

Din's article, "The Practice Level Amongst Middle Leaders Teachers of School to Increase Quality of Teachers and Achievements of Students Refer to Standard Quality Education of Malaysia Wave 2" proposes the need to develop teachers who serve as middle leaders to boost teachers' quality and student achievements in 22 elementary and secondary

schools in South Kinta District, Perak, Malaysia. Hence, the two domains namely, planning to increase the quality of teachers and achievement of students as highlighted in the Standard Quality Education of Malaysia wave 2 (SKPMg2) were empirically studied through quantitative design. The findings reveal the need to develop teachers quality (2.68) before students' achievement (2.61) based on the responses received from 134 teachers leaders in South Kinta's elementary and secondary schools.

In the "Design and Validity of School Organizational Innovation Measurement Instruments" article, Syariff, Fuad, Musa, and Hashim discuss various definitions applied to organizational innovation in terms of constructs or measurement items in testing a school's innovative capabilities. Hence, the face validity and content validity of the instrument were performed by the six educational management experts in the study. The content validity was also measured based on Content Validity Index (CVI), and the modified Kappa coefficient. The findings reveal that all 16 items representing four dimensions namely, (1) Product, (2) Process, (3) Market and (4) Strategic are utilized to measure organizational innovation in Malaysian schools.

Mansor, Mat Jizat, Ishak, and Ponimin in "The Relationship Between Workplace Learning and Sustainable Leadership of Perak Secondary School Teachers" discuss the importance of determining the level of formal learning practices, informal learning, and incidental learning, as well as the level of sustainable leadership practices among teachers to enhance leadership values and teachers' quality. The findings reveal that workplace learning level were moderate as compared to the strong degree of teachers' sustainable leadership. In other words, workplace learning, whether formal, informal or incidental, should be adopted in schools to bring positive change to teachers' sustainability leadership, as well as in the enhancement of Malaysia's education system.

Mohd Shokory, Abdul Hamid, and Awang's article, "The Impact of the Head of Department Leadership on Extra-Role Performance of Administrative Staff's in Universiti Pendidikan Sultan Idris" measures the impact of the more dominant leadership style of the head of department on the performance of the administrative staff at Sultan Idris Education University when the transformational, transactional, and laissez-faire leadership styles of the head department were analyzed simultaneously. The findings of this study provided empirical evidence that transformational, transactional, and laissez-faire leadership of the head of the department could improve the extra-role performance of administrative staff. It also provides evidence that transformational leadership of the head of the department could move to extra-role performance of administrative staff as compared to other leadership styles.

## References

- Ariff, N., & Yunus, J. @ N. (2021). Dimensions of the Teacher Leadership Model: A Systematic Literature Review. *Management Research Journal*, 10, 24-39.  
<https://doi.org/10.37134/mrj.vol10.sp.3.2021>
- Beram, S., Awang, M., Ismail, R., & Noor, N. (2021). Application of the Fuzzy Delphi Method to Organisational Leadership Competencies for Educational Middle Leaders. *Management Research Journal*, 10, 82-93.  
<https://doi.org/10.37134/mrj.vol10.sp.7.2021>
- Din, R. (2021). The Practice Level Amongst Middle Leaders Teachers of School to Increase Quality of Teachers and Achievements of Students Refer to Standard Quality

- Education of Malaysia Wave 2. *Management Research Journal*, 10, 106-118.  
<https://doi.org/10.37134/mrj.vol10.sp.9.2021>
- Hussin, A., Yaacob, M. R., Si Harun, M., Jusoh, R., Md Yassin, Z. binti, Zakaria, A., Yusoff, N., Liew, Y. F., Ibrahim, S., Zulkernain, F., Abdullah, J. B., Subramaniam, S., & Husien, M. (2021). The Impact of National Professional Qualification for Educational Leaders Program (NPQEL 2.0) on School Leaders. *Management Research Journal*, 10, 66-81. <https://doi.org/10.37134/mrj.vol10.sp.6.2021>
- Jaya, S., Zaharudin, R., & Beram, S. (2021). Leading Teachers' Towards the Needs of Pedagogical and Technological Skills Acquisition in the Next Generation Learning Spaces (NGLS). *Management Research Journal*, 10, 1-11. <https://doi.org/10.37134/mrj.vol10.sp.1.2021>
- Kullan, S., Mansor, M., & Ishak, R. (2021). Teacher Leadership in Indigenous Primary Schools, Negeri Sembilan. *Management Research Journal*, 10, 40-51. <https://doi.org/10.37134/mrj.vol10.sp.4.2021>
- Mansor, M., Mat Jizat, J. E., Ishak, R., & Ponimin, N. F. (2021). The Relationship Between Workplace Learning and Sustainable Leadership of Perak Secondary School Teachers. *Management Research Journal*, 10, 132-145. <https://doi.org/10.37134/mrj.vol10.sp.11.2021>
- Mayan, M. P., & Mansor, M. (2021). Distributive Leadership Practices and Teachers' Self-Efficacy in National School, Selangor. *Management Research Journal*, 10, 12-23. <https://doi.org/10.37134/mrj.vol10.sp.2.2021>
- Mohd Shokory, S., Abdul Hamid, S., & Awang, M. (2021). The Impact of the Head of Department Leadership on Extra-Role Performance of Administrative Staff's in Universiti Pendidikan Sultan Idris. *Management Research Journal*, 10, 142-158. <https://ejournal.upsi.edu.my/index.php/MRJ/article/view/5963>
- Samichan, A., Yunus, J. @ N., Awang, M., & Beram, S. (2021). A Comparison of Instructional Leadership Models: The Western and Malaysian Perception. *Management Research Journal*, 10, 94-105. <https://doi.org/10.37134/mrj.vol10.sp.8.2021>
- Siva Vikaraman, S., Norhaini Mansor, A., Gurusamy, V., & Krishnan, S. J. (2021). You'll Never Walk Alone: Exploring How Ethical Leadership Practices Facilitates in Leveraging Teachers' Work Engagement During a Crisis. *Management Research Journal*, 10, 52-65. <https://doi.org/10.37134/mrj.vol10.sp.5.2021>
- Syariff M. Fuad, D. R., Musa, K., & Hashim, Z. (2021). Reka bentuk dan Kesahan Instrumen Pengukuran Inovasi Organisasi Sekolah. *Management Research Journal*, 10, 119-131. <https://doi.org/10.37134/mrj.vol10.sp.10.2021>

**Fanny Kho Chee Yuet**

Editor-in-chief

Management Research Journal