

Leadership Characteristics of Excellent Headmaster

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Abstract

Excellent Headmaster are privileged position awarded by the State Education Department to selected headmasters, who successfully passed the requirements set by the Ministry of Education. The office is a testament to the skill of the teacher, whether in terms of school management, teaching experience or competence in dealing with students and teachers. Journal discusses conceptual leadership characteristics that must be included in an Excellent headmaster to be role models and role model to school teachers as a guide to further enhance the teaching profession and to uphold the excellence of the education system.

Keywords: Leadership, Excellent Headmaster, School

Introduction

The Government has launched the Education Development Plan (MECC) from 2013 to 2025 to uphold the country's education system in line with technological developments and the government's desire to achieve a developed nation status (MOE, 2013). Consequently a lot of changes, whether it involves changing the education curriculum, student progress or development of teachers. All these initiatives are being taken to Malaysia to enjoy the glory of the education system. To achieve this goal in the management of educational institutions should be streamlined so that all the planning in advance of planned government fully internalized. At the school level, teachers play a big role in determining the direction and administration of the school (Marzuki, 2001). Furthermore, if one of the teachers was promoted to the post of Headmaster Excellent (GBC), of course a lot of tasks and responsibilities that should be assumed as the GBC usually housed in schools of a large capacity or high performance. All policies and programs introduced by the ministry designed and implemented in schools by intelligence belonging to the administration, especially the headmaster.

In Core Education Services, among the elements that enhance headmaster leadership is determined to raise the service, work responsibly, work to eliminate self, serve with goodwill and friendliness, work toward advancing the people's thinking and development, partnering in the fight weakness and enemies of the state and adhere to religious teachings (KPM, 2013). Such is the importance of leadership to be adopted by the headmaster of Excellence in improving the quality of work and excellence as a powerful chief school level.

Headmaster Leadership Excellence based on previous studies

Headmaster is the most responsible person in the school whether it is related to the management, administration or implementation of all the policies and practices of schooling (Ramaiah, 2003). A great teacher in dire need of leadership quality to manage and administer the school to launch the school management in order to create a generation of quality. Similarly, the effective implementation of all policies with effective and innovative education at the school level, are in dire need of an effective teacher leadership. Head teachers should be forward looking, proactive and dare to make changes in the interest and future students in the development and appropriateness of time, and then guiding and working to boost the capacity of the school to its most glorious (Mat Zin, 1996). Mahmood (2002), argues that the success of the school lies in the hands of teachers. This means that teachers must have a range of abilities, apart from having the ability to teach can be an example and a guide for teachers. Teachers should also be able to interpret the changes in the school, skilled use of leadership style are the relevant and accurate in different situations, able to motivate teachers, staff and students to be more interested and committed to the affairs and activities of the school.

According to the Institut Aminuddin Baki (2006), in a study of school leadership in peninsular Malaysia, found the leadership characteristics of excellent headmasters is to give serious attention to the aspects of leadership such as leadership styles, cultural knowledge and thinking, collaboration, motivation and encouragement, leadership, curriculum and leadership empowerment in the workplace. Based on the findings, then these aspects were determined as an indicator of performance by school inspectors to measure the effectiveness of headmaster leadership in schools. In addition, the Excellent headmasters should also be able to obtain cooperation from local communities in order to develop and build a school environment conducive to teaching and learning in the creation of a student as a first class human capital in school. In order to determine the effectiveness and success of the school, the headmaster leadership always be the main focus of the society. We can not escape the fact that parents put faith to the school if they have faith in the leadership of the headteacher.

Sahali (2008), highlighted four major styles of headmaster leadership directed style, leadership style and

thoughtful, participative leadership style and success-oriented leadership style. Between leadership style, the most important is the leadership style of the great teacher oriented. It is in the nature of leadership style demands, where headmaster set achievement goals for ourselves and are always looking for ways to improve performance. Teachers are required to perform the task at a high level and teachers have to put a very high confidence in the teachers in the achievement of the set goals. Ramaiah (2003), the state leadership of the headmaster is as a process that influences the teachers to implement the responsibility to achieve the goals set. All plans and programs undertaken by the headmaster has a clear target and high achievement, and he will also ensure that all teachers efforts for the achievement of goals and objectives that it sets.

Isa (2004) noted in his study of headmaster leadership is seen as the responsibility of leaders to plan the organization's mission, set goals, priorities and levels of achievement. Headmaster Leadership in dire need of knowledge, efficiency, experience in teaching and administration are high. Teacher education manager at the school to be a key factor to the success of a school, even with the leadership and management of the mission and vision can determine the direction of the national institutions entrusted to him (Akmaliah, 2001). According to Marzuki (2001), teachers are important people in the school because they are leaders, managers and leaders. As a leader, a teacher should have the ability to influence the teachers in implementing the tasks at school. Headmaster of the school's ability to lead and implement change in schools is also an indicator that distinguishes the school is successful or not (Muhammad, 2000).

Mohd Yusof (2010), argue that leadership qualities Excellent Headmasters at the school include teaching leadership and leadership education. Educational leadership requires a touch of instructional technology to produce the management of teaching and learning towards producing outstanding students in academics (Zakaria, 2005). Head teachers should have high teaching skills in order to provide effective guidance in teaching the teachers. With a high degree of knowledge and extensive experience in teaching, it is affecting the impact of teachers and headmasters leadership will be more respected. Mahmood (2002), the study found that teacher leadership is the main driving force for the success of a school. (Marzuki, 2001) said many studies in Malaysia which proves that the leadership of the teacher plays an important role to produce an excellent school. Ahmad (2003), found that the level of trust the headmaster of the school teachers could have an impact on teachers' commitment to duty and commitment to the school.

Leadership qualities Excellent Headmaster

Mahmood (2002), lists the roles of a Headmaster should have to contribute to the success, excellence and quality of schools, namely:

- i. Have a vision of school
- ii. Setting the philosophy, mission and goals and objectives of the school
- iii. Explaining his vision to all staff and students including parents and the community
- iv. Setting objectives and teaching strategies and curriculum
- v. Supervising, monitoring and evaluating the curriculum and instructional program
- vi. Coordinate instructional programs and extracurricular activities of the school
- vii. Monitoring of students' learning time
- viii. Encourage and support professional development for teachers
- ix. Assist and support teachers in teaching and provide intensive and resource
- x. Controlling the quality of teaching in schools
- xi. Creating a school climate that is conducive to enhance the learning process

Johar (2008), tells of a Excellence Headmaster should have the quality and features as follows:

- i. Have a vision for the organization.
- ii. Ability to communicate a vision to obtain the commitment of staff.
- iii. Converting vision into action.
- iv. Open but firm management style.
- v. Believe in the abilities of staff.
- vi. Determination to set challenging objectives.
- vii. Ability to plan with flexibility.
- viii. Ability to acquire all the resources, especially human resources.
 - i. Ability to motivate staff.

Institut Aminuddin Baki (2006) conducted a study on the effectiveness of leadership in schools. They have identified eight features available in great Headmaster can manage and administer the school effectively. Eight features are:

- i. Showing a sense of responsibility towards the school's aims.
- ii. Creating a climate of high expectations.

- iii. Serves as the head of the institution.
- iv. Ready to talk effectively with other partners.
- v. Can create an atmosphere of order and discipline.
- vi. Capable of moving sources.
- vii. Could use a good time.
- viii. Can evaluate the results.

Recommendations for Excellent Teachers

In improving the quality of service, changes must be made to strengthen the role of the outstanding Headmasters in the management of the affairs of the school. The formula must be found so that each administrator mainly Excellent Headmaster can adopt the same standards in performing the tasks entrusted to them. Thus here proposed a set of guidelines that can be adopted by the Excellent Headmaster to improve the competence of administrative tasks:

- i. Excellent Headmaster as the main driver should always strive to improve in shape by participating in competency courses while taking into account the practice of management and leadership styles of others so that they can develop the educational system for the better.
- ii. Excellent Headmaster should have the legal force of creative and innovative thinking to the practice of management and leadership will be more effective. With this mindset, teachers will have more respect for subordinates leadership of their teachers due to the excellent management and leadership.
- iii. Excellent Headmaster should be concerned about the needs and welfare of teachers and always support so that they are motivated. Teachers who are highly motivated will feel satisfaction and pleasure to work and indirectly will put the interests of the tasks on the main level.
- iv. Excellent Headmaster should create a conducive climate and harmonious school that teachers can work in a team and help each other to each other and the students are able to students through the learning process effective and enjoyable.

Conclusion

Excellent post as headmaster is a trust given by the government to the headmaster of the school selected to drive excellence either by increasing student performance or smoothness and perfection of the work done by the school teachers. Leading by example is the best example that should be highlighted by each headmaster Excellent in managing teacher. They will be more fun to perform the duties of encouragement and guidance should come from the head of the governing them. Many leadership theories that have been listed by the figure of leadership and an experienced writer in the leadership and management of the school. Teachers should therefore take a chance on dumping Excellent knowledge served by these scholars to apply it in their daily work so that they can increase the efficiency and performance even office Excellent teachers arguably have reached the pinnacle of his career as a teacher.

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