



A Study of Pre requisites Effective Leadership and Management Attributes of Principal in Mon National College and Jeepyah Education Centre, in Myanmar

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Abstract

This work-based project capstone aims to study the pre requisites effective leadership and management attributes of principal in the Mon National College (MNC) and Jeepyah Education (JES) Centre, in Mon State, Myanmar. This report is organized into five sections. The first section describes the introduction about the Mon National College and the Jeepyah Education Centre and the rational of the research. In the second section, the aims and objectives of the research and the problem of the research, problems in the MNC and the JES is expressed.

In the third section, the preliminary literature review – appropriate selection and justification of education or management techniques, tools chosen for use is explained. The definition of institutions, leadership, competency and capability, principal's competency and capability, leadership typology were defined. Moreover, the most appropriate leadership styles and models and effective management methods such as the instructional leadership, transformational leadership, situational leadership, distributed leadership, autocratic leadership, democratic leadership, and laissez-faire leadership were explained. Follow with this, in research design, types of research, proposed research methodology, population and sampling techniques, data collection methods are included.

In the fourth section, data analysis and finding are presented. The leadership and management behaviour of the principal of the MNC and JES indicated by the teachers, students, board members, parents and respected community members, and themselves, were separately presented.

In the fifth section, the last section, the conclusion and recommendations are included. The conclusion of the finding related to the strengths and requirements of the principal of the MNC and JES were expressed. After that the recommendation based on the perception of the academic researchers were added. The suggestions for the both institutions were provided in the end of the report.

Keywords: Leadership, Management, Attributes, Jeepyah Education, JES, MNC

Introduction

Rationale of the Research

Education is fundamentally the development of individuals, to find ways to improve students' learning is basic need. Higher Education' provision meets the needs of learners and employers in the current climate of economic recession, environmental change, social fragmentation, accreditation of higher skills development, and work-based learning. (Bolden, *et al.*, 2013) ^[11] It is vital for both institutions to provide effective quality outcomes to students to gain competitive advantage among the private Education Centres. Thus, quality education, quality learning, academic leadership quality, leadership competency and capability is essential. (Harvey, 1996) ^[29] University Education is

available in abundance in Myanmar. There are 210 Universities and Institutes where students are able to study quite a range of subjects in different Universities, Colleges, and other Education Institutes. According to the Myanmar's Education University Entrance's Protocol, students were recruited by the composite total score of matriculation exam. To be available to learn interested subjects or able to attend the profession high total score of matriculation exam is required. Some students who passed the matriculation exam with low total score, may have no chance to learn their interested subjects. On the other hand, some students who passed the matriculation exam with high score could not afford to further their study at universities due to the financially disadvantages. Thus, those students lost their

learning opportunity. Then they struggle to further their knowledge, skill and experience at private sectors.

The Mon National College (MNC)

In 2012, when the Nation-Wide Cease-fire Agreement (NCA) was reassigned, the New Mon State Party (NMSP) reobtained one of the opportunities for the high school students from the Mon National Schools to sit matriculation exam held by the government. The Mon National Schools were run under the Mon National Education Committee (MNEC) a social wing of the NMSP. In 1972, the NMSP set up Mon National Primary School, Mon language teaching schools aiming to provide learning opportunity for the children in the rural, insecure areas in conflict zone. The NMSP necessarily and gradually extended its schools from primary to middle and high school level. In 2000, the MNEC extended the higher education programme, called the Mon Post-ten school in a hard reach, in the NMSP control area, aiming to create learning opportunity, to improve students' English proficiency to further their study at international universities and to have qualified human resources.

In 2022, due to the urgent requirement of the Mon community, and highly students' enrolment to its school, MNEC promoted its Post-ten school to the Mon National College (MNC) with the purpose of to provide an alternative quality college education, to nurture confident ambitious, capable, academically stronger, and civically engaged young leaders who have high social and political awareness, to preserve and restore the identity and the historical, political, cultural, and linguistic heritages of the community people, to prepare students becoming life-long learners and highly qualified individuals to be capable of pursuing their further studies nationally and internationally, to prepare students to be able to lead meaningful and productive lives, and to effectively communicate and work across different cultures, to support the hardest to reach youths to become advocates for cross-cultural understanding and a peaceful, prosperous, and sustainable global society.

The Jeepyah Education Centre (JES Centre)

There are twenty private English Language Centre around Mawlaymine that is an alternative opportunity for students in Mon State. Among them the Jeepyah Education (JES) is a Centre that mainly provides management and leadership courses. The JES Centre was founded by activists aiming to create learning opportunity to youth to nurture good citizens, good leaders, and improve their living well-being, to prepare youth to become qualified human resource, to further their studies internationally and nationally. The JES Centre attempts to provide adequate knowledge, experience, as well as skills at leadership and management, through skills and vocational trainings. A six-months Program and Organization Management (POM) course is a significant training of the JES Centre that promotes youth personal skills. This course is started since 2007, a hundred and eighteen alumni completed the course. Last over a decade, alumni are recruited at Civil Society Organizations (CSOs), Non-Government Organizations (NGOs), International Non-Government Organizations (INGOs) and Government

Institutions at high or middle level position, depend on their sufficient qualification. Some of them become a member of parliament, trainers, teachers, businessmen, finance manager, nurses and so forth. However, since 2019, the result of the POM course was unavailable to reach quality outcomes. Some alumni gained inadequate gratitude. Although some alumni were recruited, they have insufficient ability for their position. Some attempt to go to abroad and keep continuing their study instead of working for the community.

Section 2: The Problem/Research Statement Research aims, Objectives and Significance of the research

The Problem of the Research

In the early part of the 21st century, widespread belief that the quality of leadership makes a significant difference to school and student outcomes. Schools need trained and committed teachers, in turn, they need the leadership of highly effective principal and support from other senior and middle managers. (Bush, 2007) ^[12] The ability to educate the future generation of professionals, business people, politicians and employees, and to create new knowledge and theory through research, is both a privilege and a serious responsibility of Higher Education. (Bolden, *et al.*, 2013) ^[11] Thus, it is obligatory of the MNC and JES to provide affordable, accessible and high-quality education through the provision of an alternative pathway to life-transforming, quality higher education to youth in the community under the strong leadership and high expectations for learning achievement. In higher education, principals require to have academic leadership qualities to achieve effective outcomes. (Geoff Scott, 2008) ^[24] Thus, to empower principals' leadership and management competency and capacity is necessity the professional development of educational leaders so that it able to lead to quality education outcomes of the MNC and JES Centre.

The Mon National College (MNC)

The MNC is a newly set up institution promoted from the Mon Post-ten school thus it faced many challenges such as lack of resources, infrastructures, technique, administrative capability, and so forth. The principal has some teaching experience as he often provides trainings, working in Non-Governance Organization, in a company. However, he has no experience as a principal of a college, and at leading and managing in education. Similarly, all of course directors have lack of experience and knowledge in curriculum development, leading and managing faculties at college level. Instructors, teacher assistants, academic coordinators have less knowledge, experienced, and capacity for their related work. The MNC has weak learning environment as it was newly founded. The uncertain curriculum of the courses would definitely impact the quality result outcomes of the MNC.

Therefore, the MNC necessities to enhance its implementers to have adequate capability in teaching learning pedagogy, resources, capacity for leadership, and management. Especially the effective leadership and management skill of the principal is the most essential to be skillful to gain the expected results of all stakeholders.

The Jeepyah Education Service (JES) Centre

Currently, the JES Centre produces inadequate quality outcomes to its students and stakeholders. The course curriculum was developed since 1997 then it was out-of-date. Although the principal has experience of leading and managing education institution, she faces limited knowledge about theory of leadership and management of higher education institution, time limitation, lack of facilities, financial support, maturity level of teachers and staff. The quality, attitude, aptitudes, abilities, and practices of the alumni shows unreachable to the goal of the programme. The percentage of alumni who worked in the community, in Non-government Organizations (NGOs), and International Non-government Organization (INGOs) in the first 10 years are 66 percent, then during in 5 years since 2017, only 39 percent of the alumni worked in the community. This outcome results missed the JES's goal.

The quality of the Centre depends on the leadership quality of the principal. Thus, the JES Centre essentially research the leadership and management skill of the principal, in consequence, the JES will be capable to provide the quality output results to young generation. Because, schools depend on leadership throughout the organization to shape productive futures through a process of self-renewal.

Research Aims, Objectives and Research Questions**Research Aim and Objectives**

Aim: This research primarily aims to find out strategy that improve leadership and management of the principal to gain effective educational results in higher education institutions especially at the MNC and JES Centre.

Objectives: The purpose of this research is to make a comprehensive study about students' level of satisfaction, to examine the challenges that the principals of the MNC and JES faced in their workplace, to make an in depth study about teachers' job satisfactory on the principals, to investigate the attitude of parents, and community members towards the education programme of those institutions, to suggest appropriate leadership and management approaches to principals, and to explore the strategy for the changes to improvement for the quality of education of these institutions through research finding.

Significance of the study

This study was deemed important and necessary for the following reasons:

1. It provides the evidence for board members and principals of the MNC and JES to produce a policy book for the policy makers
2. It suggested board members and principals for a better change and
3. It supports evidence to the MNC and JES technique to have quality outcomes

Research Questions

The researcher will find out relationship between the leadership and management styles of the principal and the effective educational results. Thus, the survey questionnaires for the teachers and students are developed by the structured interview format. The questions are to interview and discuss to five groups; board members of the

MNC and JES Centre, the principals, teachers, students, and finally, parents and respected persons in the community.

a. Questions to be asked to board members are

1. What is your satisfaction level of outcomes of MNC/JES Centre? why?
2. Is there any challenge faced in MNC/JES Centre? What, and why?
3. Is there any professional development programme for principal and staff at MNC/JES Centre? What and why?
4. What would MNC/JES Centre like to see the changes at MNC/JES Centre? How will you do?

b. Questions to be asked to the principals are

1. What is your satisfaction's degree of outcomes of your Centre? Why?
2. Is there any challenge face in your institution? What, how and why?
3. How do you feel working with your staff? Why?
4. What do you want to see future of your institution? Why?

c. Questions to be asked to the teachers are

1. What make you satisfy working in your institution? Why?
2. Is there any challenge face in teaching? What, why, how you overcome?
3. Do you want any professional development? Why and what?

d. Questions interview and discuss with students of MNC/JES Centre are

1. What make you happy in learning at MNC/JES Centre? Why?
2. Do you satisfy with the skill you gain from the MNC/JES Centre? Why?
3. Are there any changes you gain from MNC/JES Centre? What and how?

e. Questions to be asked to parents and respected persons in the community are

1. What make you satisfy with your children' education? How and why?
2. Is there any change of your children? What, how and why?
3. Give your opinion to improve this institution.

Section 3: Appropriate selection and justification of Education or Management Techniques, Tools chosen for use.**A Preliminary Literature Review**

The MNC, only one-year experience of the implementation, has many challenges especially inadequate infrastructures, administrative capability, capacity, and failure to reach outcome results. The JES Centre produces inadequate quality outcomes to it students and stakeholders due to the failure of the implementation, administration quality, infrastructure, and resources. According to (Bolden, *et al.*, 2013) ^[11] higher education' provision requires to meet the needs of the learners and employers in the current climate. Higher education institutions provide three areas of activities: (i) Academic standards, (ii) standards of

competence, and (iii) service standards. (Harvey, 1996) ^[29] Therefore, the MNC and JES Centre are necessary to provide these three areas to have quality education results. Effective schools are led by principals who are effective leaders (Goldring *et al.*, 2009) ^[39]. The MNC and JES Centre have to be a place that provides quality education to make changes to students, enhance them to become professionals, informing them to be able to work with diversity. The improvement of quality of education the leadership and management of the principal is the most fundamental key.

For this reason, the researcher reviews the assumptions, perceptions, theories and suggestion of academic researchers on effective leadership and management of principal in higher education. And then the researcher will analyze and evaluate the existing problems of the targeted institutions then select applicable appropriate leadership strategy, techniques, hypothesis, and tools to address and improve capability, and quality education to gain effective outcomes to those institutions.

Institutions

Higher education institutions are a place to provide students with the opportunity to gain advanced knowledge in their study field and develop critical thinking, analytical, problem-solving skill, and communication skill. It is as well as the hubs for social and cultural activities. Institutions in higher education is the area to informed citizens, creative professionals, people who can work with diversity, provides quality education that effects changes in the participants and enhance them. (Harvey, 1996) ^[29] Higher education institution is a quality learning environment that focus on change at the school and classroom level. (Bush, 2007) ^[12].

Leadership

Leadership in education is the ability to influence and guide others to achieve common educational goals through inspiring and motivating students, teachers, and other stakeholders to work together to improve quality of education and achieve academic excellence. Effective leadership in education is creating high-quality learning environments that prepare students for success in college, career, and life.

The process of influence ideally leads to an effective learning climate which all stakeholders experience as value-added and keeps all the organizational processes in the school running smoothly. (E Daniels, 2019) ^[21] According to Pardey, 2007 ^[2], leadership is recognized in someone's behaviour, when experienced or seen. (Raimonda Alonderiene, 2016) ^[47] Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. (Tony Bush, 2014) ^[54] Leader in higher education, vital to promote collegiality as it is at the heart of what makes a university distinctive. (Alan Bryman, 2009) ^[5].

Competency and Capability

Competency typically refers to someone who possesses the key skills and knowledge required to deliver the tasks that make up a specific job or are necessary to run a particular operation effectively. And capability as involving level of

talent, gift or capacity required to produce productive outcomes and deliver innovations under testing, uncertain and constantly shifting human and technical situations. (Geoff Scott, 2008) ^[24] The institution of higher education necessarily essential to have a standard of competence for their competitive advantages.

Therefore, to have a standard of competence of its institution, the principal necessitates to promote key skills and knowledge of students that effectively deliver the tasks for a specific job. And the principal required to enhance students' capability that they are able to innovate and produce productive outcomes.

Principal's competency and capability

The capability and competency of the principal is essential to significantly achieve its outcomes. (Geoff Scott, 2008) ^[24] Principals have a considerable potential in creating learning environments for teachers and students, in enhancing student' learning outcomes through their influence on teachers, and in organizational policy and processes. (E Daniels, 2019) ^[21]. Thus, both of the principals of the MNC and JES necessarily require to have competency and capability in leadership and management in consequence, they effectively manage and guide their institutions towards achieving the goal and objectives of the institution.

Leadership Typology

There are various models or approach of school leadership: Instructional leadership, Transformational leadership, Distributed leadership, Situational leadership, Transactional Leadership, Moral and authentic leadership, Managerial leadership, Teacher leadership, System leadership, Contingent leadership and so forth. (Tony Bush, 2014) ^[54] The most appropriate leadership styles and models and effective management methods are as follow.

Instructional leadership

Instructional leadership focusses on the core process of schools: the quality of teaching and learning. Instructional leadership, narrowly defined, focuses on leadership functions directly related to teaching and learning. According to Piot, 2015, contemporary instructional leadership focuses on influencing processes of teaching and learning, but also recognizes that leadership has to consider the organizational conditions for teaching and learning. (Tony Bush, 2014) ^[54] The achievement of the school is directly correlative with the importance of a good balance between effective management and instructional leadership of school principal. Instructional leadership is an important strategic aspect of educational administration which leads to students' learning improvement and quality education. (Simin Ghavifekr, 2015) ^[53].

Transformational leadership

Transformational leadership style shows strong positive and significant relation with the school achievement progress (Griffith's, 2004) ^[3], organizational commitment and job satisfaction. (Raimonda Alonderiene, 2016) ^[47] The transformational model is comprehensive, normative approach to school leadership focuses on the process. According to Leithwood, Jantzi and Steinbach (1999) ^[7] higher levels of personal commitment to organizational

goals and greater capacities for accomplishing those goals result in extra effort and greater productivity. (Tony Bush, 2014) ^[54] Transformation is not just adding knowledge, skills and abilities to students, its core sense is to evolve way of students approach the acquisition of knowledge and skills and relate them to a wider context. (Harvey, 1996) ^[29] Transformational school leadership model bases on six leadership dimensions and four management dimensions. It makes much larger contributions to student achievement than others. (E Daniels, 2019) ^[21] To address school priorities, principal requires to use Transformation approach to enlist support from teachers and other stakeholders. (Tony Bush, 2014) ^[54] Burns (1978) ^[8] stated that a transformational leader was typically focused on the end product, uniting staff in the pursuit of goals that match the leader's vision, while finding ways to excite even the most uninterested employee. Transformational leadership is one of the most prominent contemporary theories regarding leadership.

Distributed leadership

Distributed leadership is the most recent model to be subjected to a strongly normative approach in the twenty-first century. Harris, 2010, argues that it is one of the most influential ideas to emerge in the field of educational leadership. It can be differentiated from several other models by its focus on collective leadership. (Tony Bush, 2014) ^[54] According to Harris and De Flaminis, 2016, posit, it considers leadership by teams and groups and it highlights the benefits of collaboration, shared purpose and shared ownership. (E Daniels, 2019) ^[21] Distributive leadership is more than the distribution of different leadership roles to teachers in schools; it draws a frame of how leadership practices are implemented (Bennett *et al.* 2003; Gronn 2003; Spillane *et al.* 2001) ^[3, 10, 13]. (Jones, 2014) ^[15] Gronn (2000) ^[26] initially described distributed leadership as having the potential for deep organizational change as a new form of more concrete work. The distributed leadership is as a potentially appropriate leadership model for higher education to have applicability and effectiveness. (Jones, 2014) ^[15].

Situational leadership

The situational leadership theory looks at the relationship behaviour of the principal, the task behaviour of the principal, and the readiness of teachers or staff. Hersey and Blanchard's situational leadership theory is one of the best-known theories in the field of managerial leadership. In their model, leaders apply different leadership styles depend on their employees' maturity level. (Meier, 2016) ^[40] Depends on the teachers and staff readiness and commitment, the principal might use a different leadership style. According to Kearney & Hays (1994) ^[35] in higher education setup, teacher's confidence is result of perception of leadership style of their head. (Shagufta Parveen, 2014) ^[52] A taxonomy of Hersey and Blanchard's situation leadership theory consists of four leadership styles, ranging from directing to delegating, and a framework for matching each style to specific situations. A key premise underlying SLT is the appropriate calibrated applied leader style in response to subordinate needs for leadership. (Geir Thompson, 2014) ^[23].

Autocratic leadership

This leadership style was used in times of uncertainty, according to the uncertainty often also inclines people towards not just strong and directive leadership but autocratic leadership. (David E. Rast, 2012) ^[20] According to the leadership literature (Bass & Bass, 2008; Yukl 2010) ^[33, 44] autocratic leaders are certainly strong and directive. Self-uncertainty will lead members to favourably evaluate and support leaders who are particularly directive and authoritative in terms of providing a clear, unambiguous, and consensual prototype. (David E. Rast, 2012) ^[20] Authoritarian forms of leadership are most prevalent in schools in special measures or serious weakness, particularly in the early stages. In a failing school context, immediate action is required, and hence, leadership approaches are often very directive and task focused. (Chapman, 2013) ^[14] (Agus Purwanto, 2019) ^[4].

Democratic leadership

This leadership style focuses on the leader's team and is characterized by decision making being shared across all staff. In stark contrast to the autocratic leadership style, ideas are shared freely and open discussion is encouraged. In this style, the participation and opinion of every individual is valued and used. This style decreased risk of catastrophic failure, creates good working environment and get high-performance teams. Democratic leadership approach can be most suitable where team work is essential and quality is more important than speed to market productivity. (Nadeem Bhatti, 2012) ^[43] Many opinions are better than once own opinions.

Hardian, Rahardjo, and Hakam (2015) ^[57] and have both a positive relationship with implementation and have a significant impact on implementation. (Abd Syakur, 2022) ^[1].

Laissez-faire leadership

The laissez-faire leadership style involves non-interference policy, allows complete freedom to all workers and had no particular way of attaining goals. Teachers and staff are the decision makers for the work to be done. (Bass & Avolio, 1990) ^[56] described laissez-faire leadership as the absence of leadership, the avoidance of intervention, or both. With laissez-faire leadership, there are generally neither transactions nor agreements with followers. Decisions are often absent; and there is no attempt to motivate followers or to recognize and satisfy their needs. (Anders Skogstad, 2007) ^[6] According to Kelloway and colleagues (2005) ^[55] that laissez-faire leadership may be a root cause of particular workplace stressors such as role conflict, role ambiguity, and the perceptions of low-quality interpersonal treatment by the leader, with subsequent consequences in the form of stress reaction and strains. (Anders Skogstad, 2007) ^[6].

Research Design

Sources of data

The researcher selected appropriate materials from several search engines and databases such as Yangon Education University, Google Scholar, Research Gate, International Journal of Educational Management, Journal of business & Economic Research (JBER), Taylor & Francis, Introduction to the special issues, and Journal of Educational

Administration. South African Journal of Education, Leadership, Routledge, Educational Research Review, Management Administration & Leadership. Reports from targeted institutions: the MNC and JES were used as other supported documents.

Types of Research

This is a type of exploratory, the researcher will use in-depth interview, structured prepared, constructive, descriptive individual interview.

Proposed Research Methodology

This research will use both quantitative and qualitative methods. Research will be conducted through descriptive questionnaire survey and interviews. The researcher conducted interview to the following groups.

- Interview to the principals of the MNC and JES Centre will be conducted to assess their emotion regarding to their performance and outcomes
- Interview to board members of the MNC and JES Centre will be conducted to investigate their expectation and perceptive of the school outcomes against with their intention
- Interview to respected community members who are related to the MNC and JES Centre will be conducted to see their perspective of the school outcomes
- Interview to parents of the alumni of the MNC and JES Centre will be conducted to know their hopes regarding to their children, their satisfaction of the results gained from those institutions
- Teachers and students were requested to answer the questionnaire to gain data regarding their satisfaction, feeling, suggestions

Research Population and Sampling Techniques

The population of research will be considered on gender perspective and both male and female will be involved in the sample of the participants. The sampling of research will be randomly selected participants from teachers, students, principals, alumni, board members of the MNC and JES Centre, parents, and respected community members. The population of one hundred and eighty will be involved in the interview. They are two Principals, eight board members, twenty-eight teachers, one hundred and twenty graduates, thirteen parents, and nine respected community members from targeted institutions.

The quantitative study will conduct with the survey questionnaire, and the qualitative study will conduct by interview questions. In the quantitative study conducting with survey questionnaire to 120 students (80 MNC & 40 JES), and 28 teachers (23 MNC & 5 JES) will be participated. For the qualitative study conducted by interview questions will interview to 2 principals and 8 board members from the MNC and JES. The 13 parents and 9 respected community members will be interviewed by interview questions for the qualitative study. The interview will take place in Mon State.

Data Collection methods

In this research study, quantitative data will be collected by survey questionnaire asking to students and teachers. To investigate their satisfaction of the professional and

administering intelligence of the institution, and their challenges, teachers will be asked questionnaire. The questions will be asked students to know their feeling, their satisfaction, and the achievement of the schools from their perspective.

The qualitative data will be collected at MNC and JES Centre's office by the use of documentation, reports. Moreover, the qualitative data will be collected by the group interviews and discussions, and individual interviews. The board members will be interviewed to investigate their expectation and perspective of the school outcomes. The individual interview will be conducted to know the emotion regarding to their performance and outcomes of the school by principals. The community members will be conducted interview to get their perspective of the school outcomes. Then, the individual interview will be conducted to parents to know their hopes regarding children and to see parents' satisfaction due to the results gained of their children. The research will emphasize on the activities observed, the description of the meaning, and the understanding about factors of interviewees. The SPSS Statistics, a statistical software suite developed by IBM, tool will be used to analyze the data for this research. The interview transcript will be used for the dissertation.

Limitation of study

This research will be done smoothly although unseen negative situation regarding to political, security, pandemic, natural disaster crisis of the country could occur.

Ethical Consideration

The permission and approval to collect data is requested to the MNC and JES Centre and MNC in advance. To protect the privacy an identity of subject used in the study, interviewees' names, information they contributed were kept confidentially.

Section 4: Presentation of Analysis and Finding (about 2500 – 3000 words)

Data Analysis and Implementation

Data Analysis: Data from teachers and students' surveys, interviews with board members, principals, parents, and community members were analyzed using the Alpha model and descriptive statistics. This assesses measurement scale reliability, indicating item correlation and their effectiveness in measuring a shared construct. Results are summarized below:

The Mon National College (MNC)

Principal's responses: The principal is content with the positive outcomes of most degree programs within a year despite challenges like connectivity and staffing. The motivated staff, despite lower pay, pleases the principal. Emphasizing quality education is the key to the institution's future success.

The principal aims to improve staff and teacher capacity and values capacity building for high-quality higher education. More digital learning platforms and training workshops will support professional growth and curriculum alignment with standards. Principal believes fostering a collaborative culture among faculty is crucial for efficient college operations, clear leadership goals, effective communication,

and conflict resolution skills inspire the team.

The principal uses persuasion and motivation for difficult decisions, stays updated through regular engagement, and adapts leadership to staff needs. He prefers assessing staff capacities and providing support ensures performance improvement. He sees promotions and wage increase effort and compliance to ensure performance quality. These efforts collectively contribute to the institution's success and growth.

Teachers' responses

The analysis of teacher survey data reveals insights into various aspects of the principal's leadership behaviour:

When assessing reliability using Cronbach's Alpha model, most leadership behavior variables exhibit scores below the acceptable threshold of 0.7. Transformational, instructional, situational, autocratic, and democratic leadership behaviors, as well as laissez-faire behavior, show low reliability. However, teacher satisfaction with leadership and management is close to acceptable with a Cronbach's Alpha score of 0.674.

In terms of transformational leadership behaviour, the principal's encouragement of personal responsibility receives above-average agreement with high variability. Relationships with encouraging critical thinking, effective communication of the college's vision, promoting creativity and innovation, and active listening show strong agreement with moderate variability.

The instructional leadership behaviour of the principal is perceived positively in fostering a culture of collaboration and teamwork, supporting professional growth, collaborating with stakeholders, closely working with staff, and providing coaching and feedback, although there's high variability in perception.

The situational leadership behaviour is viewed negatively, with low agreement on the principal's handling of readiness and commitment and discouragement due to lack of training, supervision, and recognition.

The distributed leadership behaviour of the principal shows agreement in empowering team members, assigning tasks, building positive relationships, and involving teachers in extracurricular activities, with high variability. Teachers believe tasks are distributed for the entire college, indicating strong agreement with moderate variability.

The autocratic leadership behaviour sees low agreement with the principal's handling of teacher's capacity development and feelings of helplessness and frustration due to lack of consultation. Agreement is high when it comes to one-way communication, minimal teacher stress, and giving instructions.

The democratic leadership behaviour of the principal is perceived positively in contexts like encouraging problem-solving and valuing teacher participation and opinion, but freedom of expression is viewed with strong agreement and high variability.

The laissez-faire leadership behaviour is seen negatively in causing teacher stress due to uncertainty, and a lack of accountability in successes or failures. Agreement is higher in contexts where the principal doesn't interfere.

In terms of leadership and management behaviour, agreement varies in contexts like distributing tasks, fostering collaboration exhibit strong agreement with high

variability. One-way communication, personal responsibility, stress-inducing uncertainty, empowerment display high agreement. The principal's inspiration behaviour sees agreement in recognizing performance and paying wages, fostering collaboration, supporting growth, encouraging critical thinking, intellectual growth, and communicating the college's vision. However, encouraging teachers to solve problems and unquestionably obeying instructions receive lower agreement. The teacher involvement in decision-making processes is perceived positively in contexts like involving teachers in extracurricular activities and valuing participation. Freedom of expression is strongly agreed upon, but assigning tasks without consultation receives low agreement. The supervision behaviour of the principal is seen positively in giving instruction, closely working with staff, providing coaching, active listening, and supporting and guiding. However, oversight, closely monitoring, and recognition see lower agreement. The teacher's satisfaction with the principal's leadership and management is high in terms of leadership style, enjoyable working environment, and perceived support.

In conclusion, the teacher survey highlights diverse perceptions of the principal's leadership behavior. While some aspects of transformational, instructional, and distributed leadership behaviors are positively perceived, others like situational, autocratic, and democratic behaviors have mixed perceptions. Teacher satisfaction seems relatively positive, suggesting potential strengths in leadership effectiveness.

Students' responses

The student survey data provides insights into various dimensions of the principal's leadership behaviour:

In terms of transformational leadership behaviour, the principal's emphasis on fostering student well-being and academic success garners relatively high agreement, though with moderate variability. The principal's commitment to inspiring and motivating students is evident, potentially positively impacting student outcomes and school environment. Overall, the principal's transformational leadership behavior is perceived as relatively high, consistently motivating students while showing some variability in perception.

Instructional leadership behaviour of the principal indicates a positive relationship with school culture, student performance, communication, professional development, and teamwork, though with a high standard deviation suggesting variability. This behavior is interpreted as moderately high and consistent in approach.

Situational leadership behaviour is perceived above average, indicating a moderately high level of this behavior. However, a high standard deviation suggests diverse opinions among students regarding this aspect of the principal's leadership.

Democratic leadership behaviour shows positive perception in encouraging participation and valuing opinions, with some variability. Encouraging freedom of expression is also positively perceived with a certain level of variability. The principal's role in decision-making is positively perceived, with some variance. However, encouraging problem-solving skills is perceived positively but with more variability

among respondents.

Autocratic leadership behaviour is viewed with high levels in setting clear expectations and rules, along with one-way decision-making and task assignment, though with varying opinions. The context of decision-making yields low agreement with a higher degree of variability. Similarly, giving instructions and punishments is seen as high, but with diverse perceptions.

The laissez-faire leadership behaviour of the principal is perceived as low in taking accountability for success and failure, as well as less direction and oversight. The context of non-interference is rated high, with diverse opinions among students.

Leadership and management behaviour see low agreement in contexts of taking accountability, informing workload, and addressing challenges. Non-interference in students' tasks and providing equal opportunities is viewed more favorably. The principal's support, fostering a positive culture, setting high expectations, and promoting well-being and academic success are seen positively.

Inspirational behaviour of the principal is positively perceived in providing feedback, setting vision, allowing decision-making, fostering challenges, listening actively, and encouraging professional development. Encouraging freedom of expression and participation is viewed positively, albeit with some variability.

Student involvement in decision-making processes receives high agreement, particularly in developing extracurricular activities, curriculum, and academic performance. Making decisions and supporting students are also positively viewed, although decision-making without consultation is perceived negatively with moderate variability.

In supervision behaviour, the principal's non-direction and oversight is rated low, while giving punishment, supervision, and support for confidence are seen as high, with moderate variability.

Student satisfaction with the principal's leadership and management is rated under average in supporting students, with high variability. Satisfaction with leadership style, feeling of support, school environment, and education quality is high, though with diverse opinions.

In summary, the student survey indicates varying perceptions of the principal's leadership behavior. While transformational and instructional behaviors are positively perceived, autocratic and laissez-faire behaviors show mixed perceptions. Student satisfaction seems generally positive, with the need for improvement in certain areas.

Responses of the board members, parents, and respected community members

The insights gathered from interviews with board members, parents, and respected community leaders reveal a strong consensus, with 75 percent expressing high satisfaction in the students' outcomes at the MNC. Students demonstrate improved English and Mon language proficiency, enhanced knowledge in various fields like leadership, management, and social sciences, alongside improved self-confidence and decision-making abilities. Parents and community members take pride in the MNC's unique learning environment, distinct subjects, and transformative impact, foreseeing their graduates as future leaders.

However, respondents also offer recommendations for

improvement. They express a desire to expand the curriculum to include subjects like ethics and discipline, focusing on holistic development. The need for efficient administration, enhanced communication, and technology integration is emphasized. The principal's involvement in decision-making processes related to curriculum and instruction is seen as limited, primarily undertaken by experienced professionals. Communication with the community about students' academic progress is viewed positively, though involvement in policy development varies, sometimes including community input.

Conflict resolution involves parent and community member collaboration, particularly in motivating and advocating students. Collaborative initiatives, such as construction and funding, demonstrate the principal's effort to foster community-school partnerships. While the principal occasionally dictates decisions without community input, this is mostly viewed as unnecessary for teaching and learning aspects.

Overall, the interaction between the principal and community leaders is characterized by effective communication and a willingness to accept advice. Suggestions for the principal's improvement include staying on campus for direct management, distributing responsibilities systematically among staff, staying updated with technology, and aligning the administration system.

In conclusion, the feedback underscores satisfaction with MNC's outcomes while highlighting opportunities for curriculum enhancement, administrative efficiency, and technology integration to further improve the learning experience and community engagement.

The Jeepyah Education (JES) Centre

Principal's responses: The principal takes pride in the institution's ability to enhance the capabilities, skills, ethics, and mindset change of its students. Many alumni find success in various sectors, demonstrating leadership and effective management skills. However, the Centre, established by a civil society organization, faces challenges like inadequate infrastructure, qualified teachers, resources, and financial constraints.

Despite these challenges, the dedicated and motivated staff make the principal glad to work with them. The principal's vision is to emphasize quality outcomes aligning with students' and stakeholder's needs, aiming to make the JES Centre the successful institution in the region and values capacity building for teachers and staff to deliver high-quality education.

The professional development, collaboration, teamwork, communication, and curriculum alignment with standards are key strategies. The principal attempts fostering collaboration and teamwork among staff through regular meeting. She believes in effective decision-making, aligning with the Centre's vision, and handles conflicts through discussion and engagement.

Teachers' responses: The survey results from teachers provide valuable insights into various aspects of the principal's leadership and management behavior:

The transformational leadership behaviour of the principal indicates strong internal consistency (Cronbach's Alpha coefficient of 0.861), denoting good reliability in the

principal's transformational leadership behavior scale. The survey outcomes suggest that the principal's encouragement of creativity, innovation, and continuous improvement among staff and students is perceived with high support (mean value of 4.20), indicating a conducive environment for such initiatives. The principal's role in fostering personal responsibility for work outcomes presents a moderate relationship (mean value of 3.40) with a moderate level of variation.

The instructional leadership behaviour of the principal demonstrates high internal consistency (Cronbach's Alpha coefficient of 0.861), reflecting a reliable scale. The principal's support for teachers' professional growth and development is notably effective (mean value of 4.40) with low variability. Similarly, the principal's provision of regular coaching and feedback for improvement is moderately perceived (mean value of 4.00), displaying relatively consistent agreement among teachers.

The distributed leadership behaviour indicates moderate consistency (Cronbach's Alpha coefficient of 0.690). Regarding task distribution throughout the organization, variability is observed (mean value of 3.40, standard deviation of 0.894). However, involving staff and teachers in extracurricular activities garners strong agreement with low variability (mean value of 4.40, standard deviation of 0.548).

The situational leadership behaviour demonstrates inconsistency (Cronbach's Alpha coefficient of 0.346) in how individuals perceive different aspects. While the principal's support and guidance during struggles are highly rated (mean value of 4.20), the handling of individuals based on readiness and commitment shows moderate agreement (mean value of 3.40) with some variation.

The democratic leadership behaviour reliability is moderate (Cronbach's Alpha coefficient of 0.642). Encouraging problem-solving and valuing teacher participation and opinions receives high agreement with variability. Similarly, involving teachers in decision-making processes and basing work on their skills exhibit strong agreement with moderate variability. Allowing teachers to set goals and solve problems consistently demonstrates democratic behavior (mean value of 4.00, standard deviation of 0.000).

The laissez-faire leadership behaviour demonstrates good correlation (Cronbach's Alpha coefficient of 0.718). While various dimensions, such as stress, accountability, and oversight, exhibit less agreement with higher variability, there are aspects with relatively more agreement.

The autocratic leadership behaviour of the principal, the Cronbach's Alpha value of -0.489 suggests inconsistency due to negative average covariance among items. Teacher opportunities for capacity development, communication, accountability, and instruction receive mixed agreement levels and variability.

The leadership and management behaviour of the principal, the Cronbach's Alpha value of 0.597 indicates a moderately positive condition for leadership and management behavior. Empowering staff competency, fostering collaboration, and providing positive relationships yield strong agreement with low variability. However, other dimensions, such as communication and accountability, exhibit less agreement with higher variability. The inspiration of the principal demonstrates strong internal consistency (Cronbach's Alpha

coefficient of 0.826), signifying a reliable scale. Encouraging critical thinking, collaboration, creativity, and innovation receives high agreement with variability, while teacher problem-solving and reward-related behaviors exhibit high agreement with higher variability. The involvement of the teacher in decision-making processes indicates weak internal consistency (Cronbach's Alpha coefficient of 0.190). While some dimensions, like involvement in extracurricular activities, show strong agreement with moderate variability, others, such as valuing teacher participation and opinions, exhibit more variability. The supervision of the principal presents strong internal consistency (Cronbach's Alpha coefficient of 0.773), denoting reliability. Engaging with teachers, providing support, and handling readiness and commitment display strong agreement with variable levels. Conversely, aspects like cognizing staff, monitoring, and directing demonstrate lower agreement. The teacher's satisfaction with leadership and management behavior of the principal indicates excellent reliability (Cronbach's Alpha coefficient of 0.938). Satisfaction with the principal's support, enjoyable work environment, and overall satisfaction are strongly agreed upon with variability.

In conclusion, the survey reveals that teachers perceive the principal's leadership behavior as generally positive and supportive, although there is variability in some aspects. The principal's strong points include promoting creativity, supporting professional growth, and providing coaching, while some areas, such as personal responsibility fostering and situational handling, show more varied perceptions. The results also highlight opportunities for improvement, including fostering more consistent involvement in decision-making and refining communication strategies. Overall, teacher satisfaction is high, indicating the principal's positive impact on the school environment.

Students' responses

The survey results gathered from students clearly describes dynamics between various leadership behaviors exhibited by principals and their implications for student experiences and perceptions within educational settings.

Notably, transformational leadership behavior demonstrates a robust positive correlation with aspects such as fostering student growth, addressing their needs, and cultivating an inclusive and secure learning environment. This association is characterized by a mean value of 4.32, indicating a high level of agreement. However, moderate variability among responses suggests perspectives among students. The mean values 4.0 reveals that there is strongly linked to equitable resource allocation, articulating a clear institutional vision that inspires students, nurturing curiosity, actively engaging with student concerns, providing constructive feedback, and fostering relationships. These facets collectively exhibit high levels of agreement with the leadership behavior, reflecting their significance within the educational context. Notably, the principal's prioritization of student well-being and academic success stands out (mean value 4.50), with low variability (standard deviation 0.577). However, the overall mean value of 2.93 suggests a moderate perception of the principal's transformational leadership, with a significant variability (standard deviation 1.331). The relationship between transformational leadership and

students' academic success by grading is recognized. Furthermore, a noteworthy relationship surfaces between transformational leadership behavior and students' academic success as reflected in their grades. This finding aligns with existing research that underscores the potential positive impact of transformational leadership on student outcomes.

The study also uncovers a strong association between instructional leadership behavior and the cultivation of a positive school culture. The mean value of 4.57 underlines a widespread consensus among students, supported by a low standard deviation of 0.573, indicating minimal divergence in perceptions. Additionally, instructional leadership behaviors encompassing setting high expectations, classroom observations, providing feedback, encouraging professional development, and group work enjoy high agreement levels, albeit with a moderate level of variability. Conversely, behaviors involving stringent supervision and academic directives yield lower levels of agreement accompanied by a moderate degree of variability.

Situational leadership behavior reflects a strong agreement concerning the principal's role in bolstering student confidence and support. However, greater variability exists in perceptions regarding tailoring interventions based on individual student aptitude and willingness.

Democratic leadership behavior shows a connection to student participation and opinion incorporation, with a high degree of agreement tempered by notable variability. Encouraging free expression is perceived positively, fostering a democratic environment, though with a moderate level of variability. Similarly, encouraging student involvement in rule development, school decision-making, and extracurricular activities is positively perceived with a degree of variability. Encouraging individual problem-solving, however, evokes mixed opinions, with a higher mean value yet substantial individual variability.

Autocratic leadership behavior receives high agreement levels in certain dimensions such as setting expectations and establishing rules, decision-making without consultation, and giving instructions and punishments. However, the mean values are accompanied by varying levels of individual perception, suggesting distinct viewpoints among respondents. Notably, the context of informing students yields low agreement coupled with strong disagreement.

Laissez-faire leadership behavior elicits a negative perception regarding the principal's accountability for outcomes and their intervention in teacher responsibilities. Additionally, the absence of oversight is linked to students' stress due to perceived lack of capability, prompting strong disagreement among respondents.

The students' satisfaction with the leadership and management of the principal is overall positive, with notable agreement levels in areas like recommending the institution, perceived educational quality, and overall support. Yet, a higher degree of variability is observed regarding a conducive learning environment and principal support.

The principal's inspirational behaviour impact showcases relatively high mean values, suggesting substantial positivity. Encouraging behaviors related to expression, participation, instruction, vision setting, intellectual growth, active listening, professional development, expectations, achievement recognition, and teamwork enjoy strong agreement, with moderate variability. Encouraging problem-

solving and democratic practices elicit high agreement, coupled with pronounced variability.

The leadership and management behavior garner high mean values, indicating heightened perceptions, with variability across dimensions such as accountability, intervention, challenge support, and task communication. Fostering growth, prioritizing well-being, creating a positive school culture, setting high expectations, and providing equal opportunities resonate strongly, with moderate variability. Student's involvement in decision-making processes is characterized by a strong degree of agreement with moderate variability in contexts like encouraging personal decision and rule development. Involvement in school processes, extracurriculars, and academic performance sees high agreement with some variability.

In essence, the survey outcomes underscore the multifaceted nature of leadership behaviors in educational contexts and their diverse impacts on student perceptions, revealing a complex interplay between agreement and variability across distinct dimensions.

Responses of the board members, parents, and respected community members

Interviews with board members, parents, and respected community leaders have yielded insightful perspectives on the leadership and management of the principal at the Centre. The findings reveal a strong sense of satisfaction, with 75 percent of respondents expressing high contentment regarding the Centre's outcomes. Changes in students' behavior, thinking, communication, and self-confidence have been observed, along with enhanced leadership skills, maturity, and altruism. The Centre's rules and discipline foster positive transformations, earning praise from parents who appreciate their children's personal growth.

Parents find value in the program as it imparts essential skills like leadership, collaboration, and presentation, resulting in smarter, more mature, and capable graduates. Many hopes for the program to attain international university accreditation, strengthening the certificates' credibility. Suggestions for improvement include better internet connectivity, an online library, and an improved school environment.

The model of the principal has been collaborative, engaging with board members and CSO leaders on curriculum and projects. However, community involvement in curriculum development is limited. The principal's communication with parents and community about students' progress is generally positive, with graduates excelling in CSOs and businesses. While communication on significant school policy changes is inconsistent, the principal is seen to handle conflicts through the school committee, involving parents and community leaders when needed.

Expectations and goals are clearly communicated by the principal, who actively seeks feedback and collaborates with the community through practical project initiatives. The principal's coaching leadership style, characterized by consultation, has been effective, though respondents suggest incorporating more suggestions from parents and community members and adopting a strategic leadership approach.

In conclusion, the interviews underline high levels of satisfaction and transformative impacts on students due to

the principal's leadership and management. While commendable, there is room for enhanced community involvement, communication, and strategic leadership.

Results Identification of Needs

Conclusion and Recommendations

Section 5: Presentation of Solutions/Recommendations (about 1500 words)

Conclusion

To keep status quo as satisfactory institutions the principals of both the MNC and JES Centre essentially continue their effort to attain quality outcomes of their institutions.

The MNC

The leadership and management approach is obviously seen that the principal uses various appropriate leadership and management behaviour to get achievement. Teachers, students, parents, community leaders, board members, and Principal himself satisfy with the success of the newly set up institution.

According to the survey result, it is clear that the principal good at using transformational leadership to foster creativity, innovation, and listens to concerns of teachers, students, and all subordinates. The principal encourages critical thinking, effectively communicates the college's vision to stakeholders. The result shows that he nicely uses the instructional leadership because the principal greatly fosters the collaboration and teamwork. The result points out that the principal satisfactorily uses situational leadership. Moreover, empowering team members, sharing or distributing tasks, involves teachers in extracurricular activities shows appropriate result through distributed behaviour. The autocratic behaviour of the principal significantly seen as the principal most uses one-way communication and sets up clear instruction then encourage to work toward goal. The democratic leadership behaviour is greatly uses by encouraging the freedom of expression, and some degree in encouraging participation in decision-making, supports autonomous. The principal less uses the laissez-faire leadership behaviour as the principal takes accountable, and staff cannot work easy going, sometimes, the principal does not interfere teachers. The quality of inspiration of the principal such as recognizing performances of teachers and students, encouraging collaboration, creativity, active communication, professional shows quite high. The quality of supervision of the principal such as giving clear instruction, coaching, giving feedback to teachers, staff, and students, readiness-based handling shows significant high agreement. The principal involves teachers in decision-making process such as goal setting, develop extracurricular activity, and provides freedom of expression. Due to the principal's leadership and management behaviour, quality of inspiring, supervising, involvement in decision-making process, teacher's satisfaction and student's satisfaction of the leadership and management of the principal come out with great agreement among the respondents.

On the other hand, there is some weaknesses at supporting teacher's professional growth, collaborating with stakeholders, coaching and giving feedback. The principal misses to provide training, supervise and recognize teachers and students for their performance's achievement. There is

some requirement to improve self-problem-solving to teachers and students, to provide clear instruction and responsibility, and active listening. As a result, competency of the teachers improved, gaining positive communication, and able to create enjoyable work environment. This condition would drive to the MNC to gain success. The MNC requires to keep the status quo of its success and improve the quality of its outcomes.

The JES

The JES Centre necessarily keeps its status quo of current outcomes. The principal noticeably uses different leadership styles and management techniques to effectively and efficiently implement to reach its goal.

The principal good at uses autocratic leadership approach in giving instruction to teachers to make sure teachers are clear with their responsibility. The principal greatly uses democratic approach to creates positive environment likes involving teachers and staff in decision-making processes, allows to set personal goal for the class. The principal mainly uses transformational leadership approach, in consequence, teachers gain positive environment, capability improved, good critical thinking and problem-solving, actively attempt to work toward to reach the goal of the Centre. Teachers' collaboration, students' teamwork, students' commitment toward goal become strong. Students' creative and innovation skill improved. Active and effective communication among staff, among students increased. As a result of this approach, graduated students have confident, have commitment to work for the community. The collaboration with district administrators, parents, community stakeholders, provides regular coaching and feedback to teacher for improvement and recognizing exemplary teaching efforts, instructional leadership behaviour gains opinion and information to improve the Centre. Moreover, as the principal often closely works with teachers to design or select appropriate materials, establishes learning objectives and monitors curriculum implementation able to escalate the service standard. According to the Hallinger, 1992; Sykes, 1990, involvement of teacher in developing curriculum to gain effective result. Teachers possessed critical information about their students and how they learn, teachers needed discretionary authority to make their own curricular and instructional decisions. The principal, as a situational leader, supports and guides teachers when teachers struggling with their responsibilities. Sometimes, the principal is a distributed leader because she empowers and develops team members for competency, builds positive relationship and involves teachers in extracurricular activities. Consequently, the Centre has clever and qualified teachers to effectively teach students, nurture to reach objectives of school. As a result, the JES Centre able to produces positive outcomes, as alumni are recruited in many organizations.

Recommendations

The result significantly indicates both principals from MNC and JES Centre greatly behave the democratic leadership approach with the teachers and staff in freedom of expression and personal decision. However, both the MNC and JES required to improve providing staff development opportunity through trainings, encourage supervision, and

recognition. Moreover, it is necessary to consult with staff before assigning and giving instruction, take accountable for the success and failure of the school outcomes.

In the MNC and JES Centre, it is necessary qualified teacher's leader to have competitive advantages. In higher education institutions such as academic standard, standards of competency, and service standards are elements of service. (Harvey, 1996) ^[29]. Thus, a standard quality is essential in the MNC and JES. To reach standard quality, as the quality of school depends on the leadership quality of the principal, both principals definitely required effective leadership quality.

Although principal of the MNC and JES Centre have adequate leadership and management ability, they essentially require to have academic leadership qualities, being able to adapt and change, to envision alternative futures, to develop people and collaborative partnerships, to create a positive and collegial working atmosphere, being both supportive and able to get necessary support, and being able to influence others positively to achieve effective outcomes. (Geoff Scott, 2008) ^[24] In consequence, those institutions, definitely be capable of provision of the quality output results to young generation.

Higher education institutions have always contributed to the social and cultural development of the places in which they are located. For many higher education institutions regional engagement is becoming the crucible within which an appropriate response to overall trends in higher education is being forged (Paul Chatterton, 2000) ^[46]. The instructional leadership approach seeks out the ideas, insights, and expertise of teachers in these areas and works with, shared leadership. The principal and teachers share responsibility for staff development, curricular development and supervision of instructional tasks. Thus, the principal is not the sole instructional leader but the leader of instructional leaders" (Glickman, 1989, p.6) ^[50].

Students' achievements were at its highest when the teachers practiced interactionist style, and at its lowest when the teachers were interventionists. (Gordana Djigic, 2011) ^[27]. To achieve effective outcomes, all education leaders from the MNC and JES Centre, require having adequate capability, competency, and it is vital to enhance those skills through trainings.

To be conclude, there are various models of leadership styles for school achievement that principals practice. Everyone model or approach are useful but its effect depends on the leadership distribution and intentions of the leaders. For schools in special measures like JES and in early stage like MNC, to focus on task accomplishment authoritarian forms of leadership is most relevant.

The suggestions for the MNC and JES Centre are as follow

1. For the school improvement of the quality teaching and learning, to focus on the behaviour of teachers influencing student's achievement, and to create supportive working environment the principals of both institutions are encouraged to use the instructional leadership approach
2. As an autonomous institution, the MNC and JES Centre are encouraged to use transformational model to gain organization's achievement, job satisfaction, larger

contribution to student's achievement, and enhance community engagement.

3. To gain better alignment of resources and structure to support students, better active engaged professional learning among staff, and ability to maintain teaching and learning, the distributed leadership model is suggested to be used.
4. To effectively response to the needs of the subordinates and staff's job satisfactory, to have supportive environment, effective communication, meaningful implementation, effective outcomes, the situational leadership is strongly encouraged to be used.
5. To continuously attain the institution's goal, the principals balance the leadership approaches among democratic leadership, and autocratic leadership especially for the newly set up and re-informed institutions.
6. It is inappropriate to apply laissez-faire leadership style is a root cause of workplace stressors and as it has no particular of way of attaining goal.
7. It is necessity to develop curriculum that able to produce quality outcomes and build human dignity, that assure the academic achievements and students wellbeing, enhance student's attitude, aptitude, self-esteem, and moral for the MNC and JES.
8. It is essential to provide trainings, excursion, and collaboration with experienced and knowledgeable professional and institutions to improve the capability of all staff and teachers including principals.
9. The concise policy and clear structure of the institution is essential to be developed to attain quality education outcomes.

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