Leadership Practices Lead Principals to the Success of Urban Schools: a Study at SMJK Krian

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ABSTRACT : *This study was conducted to examine the existing influence faced by school principals in the city. This effect can improve the success of the students. This study examines the principals' leadership skills such as leadership style and behavior, teaching leaders, school community and the characteristics of city school quality leadership that strengthens student achievement at SMJK Krian school. This study provides an overview of the major effectiveness and impact on school reforms. Not only that, the principals' leadership practices have proven that it affects the quality of the school's curriculum and co-curriculum. With the cooperation shown by all the school staff, it has strengthened the administration and management of the school principals to realize the vision and mission of the school.*
KEY WORD: *leadership style, teaching leaders, school community, the characteristics of city sc*hool

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I.   INTRODUCTION

Krian National High School or short name SMJK Krian, is a national high school located at Jalan Sekolah. The school is located in the northern part of Perak and is bordered by Penang and Kedah. Since its inception in 1960, it has grown from a school of 72 students and has become a caliber school with 2218 students today. This school was awarded as "Sekolah Sekolah Daerah Kerian Daerah Harapan Daerah" in 1999 (http://www.smjk.edu.my).

The Krian SMJK, inaugurated on 04.01.1960 has set the motto, vision and mission of the school. The motto of this school is polite justice of noble trust. While school vision is a superior school of generating generation generators. While school missions are building individual potential through quality education. However, the school's mission is divided into four divisions, curriculum, co-curriculum, personality and management. The mission for the curriculum is to increase the number of students who have all A in the Sijil Pelajaran Malaysia (SPM) exams and achieve 100% passing the SPM public examinations. Subsequently, the mission for co-curriculum is to achieve 100% active involvement of students in co-curricular activities and to achieve excellent results in competitions at the State and National District level participated. Meanwhile, the mission for personality is to achieve zero drug, zero-smoking, zero-zero and zero skipping among students. Finally, the mission of management is to create effective management and spirit of the spirit of the corps among the school community (School Administration and Management Handbook 2018).

This three-acre school has placed three classes for transition class students, 13 classes form one students, 13 classes for form two students, 12 classes for form students, 12 classes for form four students and 12 classes for form five students. A total of 127 teachers including school principals served as instructors in this school, while 12 staff members were support groups, 10 were private cleaning workers and four were private security guards (School Administration and Management Handbook 2018).

II.   LITERATURE REVIEW

Leadership Practices

The development of the education system in Malaysia demands its support policy to realize the vision and mission of the Ministry of Education Malaysia. This vision and mission is to bring the world's quality education system and make Malaysia the center of excellence of knowledge (Haji Said Andong, 2014).

Good school management is an alternative that can be taken to realize that challenge. In bringing a school to success, the role of the principal is strongly emphasized. A principal should demonstrate a truly convincing leadership style. According to Haji Said Andong (2014), principals should also plan and manage school programs, monitor and influence their implementation, coordinate the various activities of its subordinates and evaluate progress and overall school performance.

The principal's ability to bring success to the school is based on some of the leadership practices it has. Among them are leadership and behavioral styles, teaching leadership, school community and quality leaders.

Leadership Style And Behavior

In the process of improvement, every thriving organization of leadership is an important element. In addition, it also involves influence and inspiration to all stakeholders. To persuade the group members in the activity towards achieving the goal is leadership skills. According to Supovitz (2014), school leadership is increasingly seen as an important component of school improvement. The leadership style of leadership is an indication of their beliefs that can be seen in the whole culture they define. According to Goldman (1998), leadership styles are determined with profound value and beliefs about how people learn. Hence, successful school leaders can make a vision and build a sense of commitment among their employees, students, and parents. (Peterson, 2002; Martin, 2009; Wallace Foundation, 2013).

Now the role of the principal has changed from one manager to the principal who has more integrated approach to leadership. Through this perspective, principals must recognize their employees and build capacity of cooperation to achieve better goals. According to Martin (2009), there are three leadership styles used to manage schools, namely transactional, transformation and laissez-faire. The transactional leadership style is also known as barter, the services offered will be exchanged with rewards and principals will still be dominant to lead. While teachers are followers. Transactional leadership is also focused on ensuring compliance with organizational goals and frequent monitoring to complete the task. Furthermore, this leadership style works in existing organizational culture and rarely changes it. Therefore, this leadership tends to lead from perspective.

Conversely, the leadership style of transformation uses a more collaborative model approach, which is the capacity building leader and empowers staff to work collectively towards achieving the goal (Taylor & La Cava, 2011). They will try to achieve the vision together. In addition, this leadership style can also motivate workers and they will seek to achieve a defined vision. Awareness in each employee will make them act positively. The act is for the benefit of all parties. According to Cox (2007), they lead with integrity and inspire workers to carry out their respective duties. Finally, the laissez faire leadership style. According to Martin (2009), principals using such leadership style tend to practice prevention and can't be used when needed. Through this approach, employees have autonomy to complete their tasks, as they deem necessary. Leaders can provide support and resources if necessary.

Harvey and Holland (2013) propose five principal behaviors of principals that demonstrate their effectiveness of forming a vision of academic success, creating a hospital climate for education, nurturing leadership in others, improving instruction, and managing people, data and processes to nurture school improvement. Thus, the success of any school organization is part of the school's community's characteristics and quality, actions and influence, behavior, and leadership style.

Leadership Of Teaching

School leaders have succeeded in realizing the importance of creating, communicating, implementing and monitoring school visions that embrace high expectations and focus on teaching and learning. Based on standards and accountability, principals' responsibility includes deep involvement in the classroom learning process (Haji Said Andong, 2014).

According to Haji Said Andong (2014), to make decisions and plans, develop and monitor the dissemination of curriculum content, as well as provide professional and meaningful development opportunities for teachers and staff, principals need to review all such data. They also need to be aware of the appropriate teaching strategies that can improve student achievement during the teaching process. As such, it is important for school principals to know the technical core of the school and whatever is needed to improve the quality of teaching and learning (Harvey et al, 2013).

As principals, they need to be prepared to spend a lot of time teaching daily in the classroom and focus on managing and administering direct impact. The Education Leadership Center at University of Malaya Washington describes the four dimensions of first teaching leadership as a vision, mission and culture that focuses on learning, both the improvement of teaching practices, the three resources allocations, and the four systems and processes management (Yahya Don, 2005).

School Community

Most students in the city are among those who are susceptible to social phenomena. According to Pelletier (2014), previous studies state that students are vulnerable to violence associated with negative cognitive, behavioral and mental health.

Given social problems often occur among students, it will affect teaching and learning especially in urban communities. Even students have been educated in a violent manner to deal with the problem and will be

under pressure. Negative activities will affect students to acquire the necessary skills to be used in education and become productive citizens (Haji Said Andong, 2014).

Typically, the location of city schools is in a densely populated area and services offered to a large number of students. According to Jacob (2007), Americans state urban schools evoke images from outdated school buildings in poor urban neighborhoods with African American children or Hispanics. Perhaps the same thing can be seen in other countries. Due to the fact that many students are less motivated to go to school.

According to Ravitch (1998), many students from urban communities can't graduate from high school in the usual four years, and those who graduate are not ready for college education. Unfortunately, urban schools within the city and their communities are disrupted by a variety of concerns and schools are always faced with the problem of how to ensure students meet the achievement of state and district grade levels.

Characteristics Of Quality Of Urban School Leadership

According to Meador (2014), an effective school leader is one of the expected, respected and respected behavior models and is seen as a solver, decision maker, remarkable listener, visionary and eventually becoming a responsible person. In addition, according to Hull (2012), principals today are responsible for monitoring student academic progress against grade level standards as measured by summative and formative scores and they are expected to unite all stakeholders to help achieve goals.

Subsequently, this report also takes a more in-depth view of the key role of a challenging city. Although this has been understood, the principal can't do this alone. According to Hull (2014), research strongly suggests that principals are the key individuals who can improve school performance, especially in schools with disadvantaged students. Principals in schools whose majority of poor students tend to have a greater impact than the principals in the majority of pupil schools (Hull, 2012; Leithwood, et al., 2004; Louis-Seashore, et al., 2010).

In general, effective principals tend to be observers, instructional leaders and curricula, evaluation specialists, 33 public relations experts, budget analysts, facility managers, special program administrators, and law enforcement, contract and policy supervision experts and initiatives (NAESP , 2013).

III.   CONCLUSION

All schools seek to achieve their vision and mission, for this purpose, the school principals need to make a transformation to improve the overall teaching and learning approach. This transformation tries to influence teaching and learning approaches, it takes time to make it work. Yet there is still another focus on curriculum innovation (Leithwood, et al, 2004). However they need the motivation and leadership capability of the principal. Therefore, the success of a school is much influenced by the leadership style of principals and the cooperation shown by all the schoolchildren.

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