

Managing Educational Changes and School Leadership: Issues and Challenges

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Abstract

The education system is currently undergoing various changes towards its goal of making it more quality and national. Educational change represents a process of developmental change consisting of three phases such as adoption, implementation, and institutionalization (continuation, incorporation). The purpose of the change is to go through a situation of uncertainty and expose the organization to a variety of risks and threats. But if they do not make the changes they already have, the stability and comfort of an organization will face the greatest challenge in the global market. The objective of this concept paper, field of educational change and distinguished it in five domains such as curriculum development, school improvement, effectiveness, teacher research and teacher development. In this concept paper, few issues have discussed on Education Structure, Education Access, Equity Education and Instructor. The implication is that globalization's impact on the education system has forced schoolchildren to effectively manage change and continue to seek strategies for improvement. Besides that, change, new skills and knowledge must be acquired so that the individual does not fall into disrepair. It requires an understanding of the importance of individual level changes to ensure success.

Keywords: effect, change, education, school leaders, strategies

1. Introduction

The education system is currently undergoing various changes towards its goal of making it more quality and world class. The impact of globalization on the education system has prompted schoolchildren to manage change effectively and continue to look for promising strategies. Therefore, administrators and teachers need to be equipped with the latest change management knowledge and skills to meet the challenges they face throughout the

school's contemporary school system. An organization is an entity that needs change to enable it to survive, develop and grow. Failure to do or act on the change will result in the organization failing and thus shortening its lifespan. The world is entering a new millennium and some of the hottest issues are being addressed. Some of these issues are related to the demands of human life as a result of the rapid and rapid changes in the external environment. The increasingly complex and challenging economic environment is forcing organizations such as schools to act quickly and take steps that will keep them

competitive. Failure to make changes will mean that the organization is no longer relevant. Educational change represents a process of developmental change consisting of three phases such as adoption, implementation, and institutionalization (continuation, incorporation), Gross, Giacuita & Bernstein 1971; Fullan 1991. Each step must be completed before the next phase can begin. The relationship between these phases is interactive, Fullan 1991. Wideen 1988, has researched the field of educational change and distinguished it in five domains such as curriculum development, school improvement, effectiveness, teacher research and teacher development. School improvement approaches focus on schools as a unit of change school improvement focuses on schools as units of change that focus on the problems and internal situation of one or more schools.

2. Theory / model

The model used in this study is the Star Model. According to Galbraith et al (2002), an organization is most effective when it is “the five main components of an organizational pattern”. They are strategies, structures, processes and capabilities, reward systems and individual practices. If there is no clear strategy or disagreement, there will be confusion. Structures need to be integrated with strategy, otherwise there will be friction. Processes and capabilities, too, if the development of a cooperative mechanism is ignored, tensions will arise. In addition, if the reward system does not support the goal, there will be internal competition. Individual practices, if teachers are incapable and powerless, will result in poor performance.

3. Literature Review

Education and change are a closely related phenomenon because 'change is a reality that is always present for all who work in education' (Lumby, 1998: 191) and changes in the education system is inevitable (Oliver, 1996).

Part of the education system, the changes and reforms that have gained momentum in the latter half of the 20th century, have been emphasized and, as Cheng (1996) points out, as education goals improve, change is very important. According to Halsall (2001); Sullivan and Shulman, (2005), innovation and concern for student achievement culminated in efforts to achieve widespread and continuous improvement. According to Patchen, (1991); Potter et al., (2002), a new emphasis on school improvement is the improvement in student achievement through teacher behaviour and actions and the improvement of school culture. Fullan, (2009, pg. 112) says that the post-reform era of 2009 will be the maturity

of systematic reforms with 'a growing professionalization of reform - self-awareness, a deliberate effort to use ever-changing knowledge to continuously improve the entire system. In fact, multiple contexts of change can be a possible explanation for this variation, along with the material and political of change (listed by Dawson, 1994, as three determinants of change).

The important role that principals play in change and improvement is a consistent theme in research literature: According to Earley and Weindling, (2004, pg. 3), many research studies and reports from school inspectors and others claim that leadership, especially leadership, is an important factor in school effectiveness and the key to organizational success and improvement. Generally, leadership is characterized by a change in management that is contrary to management, which is often described as a maintenance activity (Bush, 2008; Fullan, 1991; Kotter, 1990; and Glover, 2000). This is because leaders are based on the concept of change and improvement. The experience of school leaders is very important because of success or failure. Change is, as Lumby (1998: 201) argues, linked to the 'reality of their experiences in school. Ghamrawi (2010) examined the role of the subject committee chair in establishing, promoting and nurturing teacher leadership, and found that subject leadership is considered to be far more critical than senior leadership. The chair of the subject committee is found to play a key role in creating a departmental culture that builds a sense of common purpose, generates energy and builds a community based on respect and trust, collective responsibility for the learning of all students. According to Tam (2010), emphasizing the important role of subject leadership including learning the role of the head of the *subject* department in curriculum change.

4. Issues in Malaysia from the Aspects of Educational Change

In the book of Development of Education 2001-2010 (KPM, 2001), The Ministry of Education Malaysia stated that educational development from the Policy Development Age to National Vision Policy has made significant progress especially in the provision of infrastructure, educational facilities and teaching training. Strategies to increase educational opportunities have achieved their goals. However, what is currently being seen is that there are a number of issues arising in relation to the achievement of the National Education Policy, including matters relating to the structure of education; access to education; equity; quality of teaching staff; infrastructure imbalance; Implementation

of the PPSMI Program; and relevant curriculum. This is in line with Sufean's (2004) opinion that there are many educational issues that can be argued, namely administration, education level, educational technology, school organization and teaching.

4.1 Education Structure

Some issues related to the structure of education include secondary structures that do not align well with the needs, for example:

- a. The number of years of school education structure in Malaysia is not the same as most other countries in the world;
- b. There is no uniformity in admission to Institutions of Higher Learning (HEIs) due to the variety of obstacles;
- c. Most students choose to graduate from the Malaysian Certificate of Education (PM); and
- d. The scope of the Tier 1 to 6 curriculums is very broad.

4.2 Education Access

In line with current technological developments, MOE has introduced Information and Communication Technology (ICT) in education which includes aspects of infrastructure, teacher training and training. KPM has undertaken various ICT projects with the provision of computers as the main activity of providing ICT infrastructure. However, some of the issues and problems that affect the use of ICT in teaching and learning process are related to:

- a. unbalanced computer supply between urban and rural schools;
- b. computer software for R&D is difficult to obtain;
- c. in-service training for teachers to operate computer systems in schools that are less effective;
- d. poor computer maintenance at school; and
- e. Insufficient numbers of teachers trained in ICT.

Thus, it is a challenge for the MOE to ensure that every school has access to computers in the interest of making every student and teacher ICT literate.

4.3 Equity Education

In the implementation of Education Development 2001-2010, every educational institution under the Ministry of Education Malaysia (MOE) will ensure that there is sufficient and quality effective infrastructure for effective curriculum and curriculum implementation. As such, educational inputs that include teachers, financial provisions, teaching materials and support programs will be distributed fairly to all schools to reduce the gap between schools (Advantaged schools) and Advantages schools. (Source: Education Development 2001-2010, KPM). However, after about seven years of implementing the program, there are still too many schools in Malaysia to enjoy the promised amenities. This has led to some issues related to equity or the provision provided by the MOE inadequate for the implementation of teaching and learning in schools. For example, the ministry does not provide much-needed infrastructure, such as classrooms with specialized facilities, especially rural or inland schools. In addition, other facilities such as teaching and learning resources and textbook equipment are still *lacking*.

4.4 Instructor

Lack of skilled teaching staff is also an issue in effective educational education. According to statistics released by the Education Development Planning Division (BPPDP) of the Ministry of Education, in 2000, 61.8 teachers were made up of female teachers and the MOE was facing problems with their placement. In addition to the issues raised above, there are a number of other issues that arise regarding the achievement of the National Education Policy, including:

- a. School leadership is still unable to function fully as an effective management and instructional leader;
- b. Access to schools is limited. All schools still need to follow a uniform system, procedures and approaches that do not take into account the ability, special ability and potential for schools to implement their own educational policies and programs;
- c. The same service is provided to all schools despite the fact that schools have different needs, strengths and weaknesses and capabilities;
- d. Safety in some schools is not fully guaranteed;
- e. The benchmarks for securing schools in Malaysia in comparison with schools in developed countries are limited;
- f. The organizational structure between the administrative layers in the MOE does not render the policy channel and implementation plan less systematic and effective;

- g. The delivery system is still inefficient and effective especially in terms of providing assistance; and
- h. Information systems are not comprehensive and are not integrated.

5. Implications

The National Philosophy of Education has in fact provided some implications for the education system in our country such as the implications of the curriculum as it encompasses several aspects of subject-level syllabus changes that are based on integrated programs such as the Integrated Primary Schools Curriculum (KBSR) to the Revised Primary School Curriculum (KSSR)) and the Secondary Curriculum Integrated Curriculum (KBSM) has been converted to the Secondary School Curriculum (KSSM). The school curriculum is also seen to have undergone changes in teaching materials that emphasize the values that are embedded in all subjects to achieve the goal of producing a balanced and harmonious human being. The personal change of educators is in line with their positive outlook and vision in the pursuit of a profession or profession to achieve the aims and objectives of the National Education Philosophy. It is the birthplace of innovative, knowledgeable, virtuous and dedicated educators. Change of facilities so that students have the opportunity to develop their intellectual, spiritual, emotional, social and physical potentials in a holistic and balanced way. Changes in school culture activities that are conducive to instilling good values in students' minds. Changes in school climate are conducive to giving students a love of knowledge and thus establishing a culture of reading among them.

6. Conclusion

Change is a good sign and it depends on value and it depends on one's value and perception on whether or not it can be implemented and the impact or implications of the new change. In the event of change, new skills and knowledge must be acquired so that the individual does not fall into disrepair. The process of learning something new doesn't come easily. It requires an understanding of the importance of individual level changes to ensure success. Leaders need to be smart in adopting the theme of change in their organization, as a way to enhance the competitiveness of their business. Leaders must reflect the change in the eyes of everyone, and provide examples of change for everyone to see about the existence of the change. Leaders must inspire everyone, to face change in their work, to face change in their families, to change their lives. And in all aspects aimed at increasing the morale and confidence of the

organization, in order to win competition in the strict business. Leaders must encourage and direct every heart and every mind, to think and act in the spirit of enhancing all the potential of the organization, in order to better deal with all the great potential, by changing the things that hinder the success of the organization. Leaders need to be wise in guiding everyone to stop reading for long. And, invite everyone to take actions that help the organization. Focuses on improving performance, on management's ability to cope with uncertain changes. Leaders should always use simple and clear thinking patterns, so that everyone in the organization is not stuck in complex ways of thinking, so that the meaning of the change is not escaped. A simpler mindset will bring all the best solutions through logic and reason, the truth of which can be measured. Therefore, simple thinking will lead its leaders and followers in the path of intemperance in search of all kinds of best solutions, all of which can still be measured truthfully with a cleverly sound mind; all the best solutions are basically there, just the need for strong and reliable leadership, to be more simple, clear, and patient in following the easy path to the top of the solution for a powerful and rewarding change. A strong and powerful leader can certainly be a great star, in every move and steps toward better change. So the leader of change, who brings happiness to everyone in the embrace of peace and comfort.

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