



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

APRIL 2014, VOLUME 2, ISSUE 2, 1 - 21

E-ISSN NO: 2289 – 4489

IMPLEMENTATION OF STRATEGIC EDUCATION POLICY PLAN AT MICRO-LEVEL CONTEXTS: MANAGEMENT AND LEADERSHIP CHALLENGES

Hussein Hj Ahmad (PhD)

ABSTRACT

The relationship between the concept of implementation and policy has often been a subject of unending debates and controversy among relevant scholars, policy analysts, politicians, administrators and professionals alike, particularly in the field of public education. As suggested by many scholars of public education policy, successful implementation of centrally planned education program depends, in almost all instances, upon linkages in an implementation chain, especially between different departments and organizations at the local management level, and more importantly at the micro-level context in the classroom.

This paper intends to analyze the critical role of major departmental players and organizational stakeholders in the strategy of implementing the latest macro-level education policy plan of Malaysia, which is labeled as 'Malaysia Education Blueprint' 2013-2025 (Preschool to Post-Secondary Education). The paper takes the position that the 'Blueprint' is a strategic and long-term policy plan, which is somewhat different from the normal series of the 'Five-Year Education Development Plan' of Malaysia. However, the critical questions that need to be discussed are varied and plentiful particularly with respect to the constraints in the implementation process, and especially in terms of the preconditions necessary to a achieve a meaningful implementation of the Blueprint. The paper is also intended to posit some strategic management and leadership approaches against formidable challenges in the transformation process of public education in Malaysia.

Keyword: Education policy, Implementation Shortfalls and Gaps, Management and Leadership Approaches

Corresponding Author:
Department of Educational
Management, Planning and Policy,
Faculty of Education,
University of Malaya,
Malaysia
Email: Hussein@um.edu.my
Tel: +603 7967 5126



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

INTRODUCTION

The relationship between the concept of implementation and policy has often been a subject of unending debates and controversy among relevant scholars, policy analysts, politicians, administrators and professionals alike, particularly in the field of public education. While many of them tend to define 'implementation' as if it has a 'symbiotic' relationship to policy, others argue that it is wrong to take it for granted that the process of putting policy into action will be a smooth and straightforward one. But as Gunn argues (in Michael Hill, 1984, p128) 'Academics have often seemed obsessed with policy formation while leaving the "practical details" of policy implementation to administrators (1978, p1). However, as Michael Hill pointed out further, the very strength of the study of 'implementation' in stressing the importance of that process as distinguishable from the 'policy-making process and deserving of attention in its own right', has tended to an over-emphasis on the distinctiveness of the two processes. Hence, 'there has been a tendency to treat policies as clear cut, and controversial entities whose implementation can be quite separately studied' (p128).

Implementation: The Centralized System Model of Top-Down Approach

Many education public policy studies have indicated that a distinction is made between policy making, policy implementation and the evaluation of the policy outcomes, whereby the model bears a relationship of these three dimensions with 'inputs' going into a 'decision system' and producing 'outputs'. Quite rightly, this model implies that there is no 'black box' in terms of the process which goes into the system while in actual fact, many things can go wrong between policy formulation, implementation processes, and output. A good case study that has often been cited by scholars is on the United States of America's policy of 'War on Poverty' and 'Great Society' in the late 60's which they indicated has many failures or very limited success. Similarly in Malaysia, the New Economic Policy (1970-1990), initiated by the Government to restructure society and eradicate poverty has met with mixed results to the extent that some scholars emphasized its overall failure in achieving its goal.

It is important to indicate that successful implementation of grand policy designs, as in the case of Malaysia, the education 'Blueprint' or Malaysia Education Development Plan (MEDP) 2013-2025 or in Bahasa "Pelan Pembangunan Pendidikan Malaysia (PPPM), depends primarily upon the relationship between linkages of different departments and organizations not only at the central divisional level of educational management or macro-level, but also at the state/regional departments of education or meso-level, and more importantly at the institutional level or local micro-level, principally at the class room in school. It must be argued that if actions depend on a number of links in an implementation chain, then the degree of cooperation between the stated bureaucratic agencies required to making those links work perfectly has to be very close to 100 per cent. This 'linkaging' framework must be operational and workable in order to avoid a situation whereby a number of 'small deficits' cumulatively create a 'large shortfall'. Such a situation is what scholars of public education identified as 'implementation deficits'.

Such cumulative deficit is 'less than perfect' as pointed out by a scholar, Christopher Hood (1976), of educational administration concerning the impact of United Kingdom's centralized system of public education. He suggested that one way of analyzing implementation problems is to begin by thinking about what 'perfect administration' would be like, comparable to the way in which economists employ the model of perfect competition. Perfect administration could be defined as a condition in which external elements of resource availability and political acceptability are combined with 'administration' to produce policy implementation (p. 6). In this regard Hogwood



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

and Gunn (1984) posited ten pre-conditions necessary to achieve perfect implementation of any grand design policy plans (*for example, the MDEP 2013-2025, ours*). Briefly:

1. Circumstances external to implementing agencies do not impose crippling constraints.
2. Adequate time and sufficient resources are made available to the program.
3. There should be little constraints in terms of overall resources at each stage in the implementation process and the required combination of resources is actually available.
4. The policy to be implemented is based upon cause and effect.
5. The relationship between cause and effect is direct and there are few if any intervening links.
6. There is a single implementing agency which need not depend upon other agencies for success. If other agencies must be involved, the dependency relationships are minimal in number and importance.
7. There is complete understanding of, an agreement upon the objectives to be achieved: and these conditions persist throughout the implementation process.
8. In moving towards agreed objectives, it is possible to specify, in complete details and perfect sequence, the tasks to be performed by each participants.
9. There is perfect communication among, and coordination of, the various elements involved in the program.
10. Those in authority can demand and obtain perfect obedience.

In essence, Gunn's list epitomizes the top-down approach to implementation. He also pointed out that it is important for the transformation plan to include the provision of advice to those at the top on how to minimize the implementation deficits. On a similar note, Sabatier and Mazmanian (1979) strongly indicated that policy is normally taken to be the property of the policy makers at the top and the issue to be tackled must, therefore, include:

1. The nature of policy (the policy must not be seen as ambiguous).
2. The implementation structure (keep links in the chain of implementation to a minimum).
3. The prevention of outside interference (particularly political, non-governmental organizations – NGO, parents and community at large).
4. Control over implementing actors.

It must be noted that the success of regulatory policies may often rest upon the extent to which they have unanticipated consequences. In such a situation, inter-organizational linkages may create hazards for any successful policy implementation. Thus, it is important to avoid these hazards by clarifying the mandates, the consistency in the communication of the policy and the security of the resources that are made available.

It might also be noted that policy can indeed be an extremely slippery concept. As suggested by Hill, M. (1997), there are different characteristics of policy with different approaches, such as a 'general policy' which is in actual sense a 'general stance'. For example in Malaysia is Look East Policy. Some policies may also be clear cut with 'concrete formulation', for example the National Education Policy in Malaysia. A policy may really emerge through an elaborate process that is likely to include the stages which are conventionally described as implementation. Regardless, policies are complex especially when they are translated to action.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Implementation studies often faced problems in identifying what is being implemented because policies are complex phenomena, sometimes obscure, ambiguous and sometimes meaningless. In the most extreme cases, policies may be the concern of politicians, and more symbolic in nature without any intention to secure implementation. However, many regulatory policies often require parliamentary enactment by lawmakers and the Parliament. In general, however, policies have the following characteristics, as argued by Barrett and Hill (1981) who posited the following:

1. They represent compromises between conflicting values.
2. They involved compromises with key interests within the implementation structure.
3. They involved compromises with key interests upon whom implementation will have an impact.
4. There are framed without attention being given to the way in which underlying forces, particularly economic ones will undermine them (p89).

Policy Implementation in a Centralized Bureaucratic Education System: Shortfalls and Deficits

As generally suggested by many scholars of public education, successful policy implementation of centrally planned education programme depends, in almost all instances, upon linkages in an implementation chain, especially between different departments and organizations at the local management level, and more importantly at the micro-level in the classroom. They also argue that theoretically it requires a very high degree of cooperation between all relevant agencies to make those links work systematically, efficiently and systemically in concert, in order to avoid a situation in which a number of 'small deficits' that will create cumulatively 'large shortfalls' or what is termed as 'implementation deficits'.

In general, the expansion of education throughout the world especially in the latter part of the twentieth century has occurred simultaneously with the development of a strong central government. In the field of education in many countries, strong central governments, for example Malaysia, have the tendency to standardize not only the education laws, rules and regulations (in Malaysia the 1996 Education Act) but also on the contents, procedures and processes of schooling (curriculum regulations and administration). Not only the governance and control of education ended up more centralized than ever before, but also the philosophical policies, systems and structures in many countries became centralized. Several critical questions regarding the impact of centralized bureaucratic system are often studied by scholars. Such questions appear as of the following:

- How does the centrally organized bureaucratic system determine and constrain effective educational management in a school and at classroom level?
- What role can participatory management play in motivating critical educational actors to influence educational outcomes at the school or university or both?
- How has the bureaucratic organization of education at different levels – national, state, district and school--utilized participatory management strategies?
- Why do well-formulated educational transformational designs often fail to make any sustainable impact at school and classroom levels?

These are critical questions, but they do not have direct answers and simple solutions. They involve complex issues and many considerations. Particularly in Malaysia, the implementation of the eleventh policy thrusts of the MEDP 2013-2025 can be a daunting and challenging task. This is because it focuses on two lofty policy objectives based on MDEP 2013-2025's 'system aspiration' (access, quality, equity, unity and efficiency) and 'student aspiration' (knowledge, thinking skills, leadership skills, bilingual skills, ethics and spirituality, and national identity) in order to



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

achieve the goal of educational excellence comparable to international standards based on TIMSS (Trends in International Mathematics and Science Study) and PISA (Program of International Student Assessment) (ref. Exhibit 7 and 8).

Centralization and the Implementation of the MEDP Blueprint: Questions and Perspectives

Question: Can Malaysia Education Development Plan (MEDP) 2013-2025 which is centrally designed be implemented, sustained and enhanced in the educational environment at the school/classroom level?

In management terms, it is well recognized that education in many educational settings is a loosely-coupled system. It is characterized by vaguely defined structures of roles, responsibilities and allocation of functions. However, very often, there is a mismatch between the organization chart and the activities of the institutional or organizational units. More often than not, there exist a lot of jurisdictional ambiguities, duplications, bureaucratic red-tapes and bottle-necks, and redundant operations across organizational units, causing boundary conflicts between units and subsystems, especially control of resource and program (Nagel & Snyder 1989).

According to a report findings of a ten-year UNESCO study (Chapman, 1997), there are seven critical factors that are often noted as influencing school-and classroom-level practice. The longitudinal UNESCO study was conducted in eight developing countries - South Korea, Papua New Guinea, Thailand, the Philippines, Indonesia, Trinidad and Tobago, Jordan, El Salvador by a group of research scholars, organized by the International Institute for Educational Planning UNESCO, Paris (1989-1999). Seven critical findings were identified and cited as the rationale for a decentralization policy, especially in terms of school governance, administration and classroom management.

On reflection, these findings have direct implication on the implementation strategy of the Malaysian Education Blueprint (MEDP) 2013-2025.

1. Centralized policies never (or seldom) get communicated to all schools/principals/teachers as the principal actors of the implementation process.

On this issue, the argument is that school heads and teachers do not often realize that they are supposed to be doing something different. The direct implication here is that centralized level officials from the top educational bureaucracy, especially the Ministry officials (both technocrats and bureaucrats) who are responsible for formulating policy and programs, may not have an overall responsibility to monitor or evaluate the implementation process and identify problems to ensure that programs and policies are effectively communicated to school and implemented in classroom, where relevant.

2. If centralized policies get communicated to schools heads and teachers, they are in vague terms.

On this issue, the argument is that school heads, teachers and personnel either implement strategic policy of MEDP 2013-2025 incorrectly, in part, or not at all. The critical factor here is that there is a conceptual and operational implication with respect to their perception. Firstly; centrally designed policies such as the MEDP 2013-2025 for implementation are easily arrived at through consensus by central policy officials at higher levels of policy generalities. Differences are easily ironed out, as problems of meaning of policies are deferred to the implementers at the implementation stage. However, implementation process often falters as real intentions and objectives of policy or plans are not well concretized. This is often due to an absence of mutual consultations between top officials and schools principals, headmasters and teachers. Hence,



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

there is generally an absence of shared meanings between them and their interpretations do not often meet.

3. Centralized policies and programs coming from the top are (often) seen as inappropriate.

On the third issue, it is argued that teachers see centralized policies as inappropriate and out of touch with realities of school and classroom environments. There are two implications. Firstly, in some educational settings there are teachers or teacher unions who choose not to implement policies and program that they disagree with. For example, emphasis on greater student involvement in curriculum activities mandated by central policies may undercut or undermine teacher and parental emphasis on examination and test performance of their students. Similarly, some school cluster programs have failed because some of their colleagues resist working with headmasters of other schools or some principals do not wish to work at the same school premise with primary school headmasters, e.g. the primary school cluster program; the Vision school program.

4. Over expectation of teacher capabilities in implementing the objectives of student aspiration in terms of knowledge, thinking skills, leadership skills, bilingual skills, ethics and spirituality, and national identity.

The fourth issue is that actions and activities expected of teachers to implement new policies and practices place demands on them that they are unprepared or unwilling to meet. This finding concerns expectation of teacher's capability. The argument is that actions and activities expected of teachers to implement new policies and practice place demand on them that they are unprepared or unwilling to meet. There is a widely-held assumption that all teachers are alike because they have generally similar experience, professional and academic qualification. On the contrary, there are clear variation and differences among teachers in terms of specialized knowledge base and experience, not to mention degree of commitment, attitude, motivation, satisfaction, and values.

Making new demands from the top on teachers requires them to learn new things. They have to teach in more creative and innovative ways. The new documents in the MEDP 2013-2025, in fact require time, energy, commitment incentives and professional persuasion and mandatory directives. To most teachers, it is against the hypothesis which is called 'work life hypotheses'. The hypothesis suggests that teachers tend to resist innovations that make demand on their extra time and energy for greater dedication of professional duties.

This is even more so, if it does not benefit them in terms of extra income e.g. in the Malaysian context teaching aids preparations for the implementation of a new curriculum (KBSR) or the recently launched Standard Primary School Curriculum (KSSR) of the MEDP 2013-2025.

5. Means and support for implementing new policies are inadequate.

The MEDP 2013-2025 did not elaborate of the details on the funding vis-à-vis the set thrusts of the Blueprint i.e. access, quality, equity, unity and efficiency. This finding concerns the means and support for implementing new policies if the financial support is inadequate. If infrastructure support does not come in timely, or are not transparent, these cause breakdowns in implementation process. The direct implication of the finding is interesting. It is often observed that stated policy transformation strategies are generally well-articulated. However, the complementary support systems are left much to be desired. Hence, in many countries, very often there is a mismatch between policy objectives missions, goals and visions vis-a-



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

vis the means provided for implementation. In some countries the gaps are enormous. In fact, all systems must be complementary and well-coordinated in terms of financial support and infrastructure, whenever new programs for educational transformation are to be implemented (e.g. in the context of Malaysia, the examples are the implementation of Smart Schools, Cluster Schools, Prestige-Schools, High Performance Schools.)

6. School based information available at national level (i.e. EMIS) often does not include information on school variables and pedagogical practices at the classroom.

On this issue, the argument is that macro-level information and data do not help much in solving micro-level issues at school and classroom level. Information on school system at the macro policy and planning level are normally organized on an aggregated basis and quantitatively design for macro-planning strategies in terms of operational level at the school and classroom. EMIS---unless with specialized software for e-learning and e-administration programs--- is of little value for principals, headmasters. Hence, to improve quality of administration at school and efficiency at classroom level, there must be at strategy for a concerted effort to strengthen EMIS activities (i.e. e-learning and e-administration program) as school-based management (SBM) initiative at the school level.

7. Seemingly good policies interact in negative ways.

On this issue the argument is that many of the well thought-out policy decisions at the central level are too focused on conformity of implementation, rather than diversity of methods of implementation, based on local or school context. This finding suggests that seemingly good policies interact in negative ways. In this regard, the implication is clear. Interventions that are often designed to correct problems more often than not create and generate more problems. The reason is that generally some interventions do not consider unanticipated issues or willfully overlook other issues during the planning stage. Very often, centrally planned strategies fail during implementation because unanticipated factors and issues were not identified at the planning stage. SBM as a strategic initiative can counter such problems in order to sustain the transformation process.

To summarize the first finding is that centralized policies never (or seldom) get communicated to all schools, especially those that are located in rural and remote areas of the country. Thus, school heads do not often realize that they are supposed to be doing something different. Second, if centralized policies get communicated to schools, they were in vague terms. In such situations, school heads and the administrative personnel at the schools either implement the policies incorrectly, in part, or not at all. Third, centralized policies coming from the top are (often) seen as inappropriate because teachers see the centralized policies and directives out of touch the realities of the classroom and school environment. Fourth, there is an apparent feeling of over expectation of teacher capabilities that the actions and activities expected of them to implement new policies and practices place demands on them that they are unprepared or unwilling to meet. Fifth, the means and support for implementing new policies are generally inadequate. Very often, financial and infrastructure support do not come in timely, or are transparent, causing breakdowns in implementation. Sixth, School-based information available at national or central level, for example, data collected and collated under the Educational Management and Information System (EMIS) do not include information on school variables and pedagogical practices at the classroom level. Indeed, macro level data and information do help much in solving micro level issues at school and classroom level. The study's seventh finding suggests that seemingly good practices very often interact in negative ways. Many of the well thought-out policy decisions at the central level are too focused on conformity of implementation rather than diversity of method of implementation based on local and local context.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Framework of Policy Mission of Public Education in Malaysia

It is well-acknowledged that the Malaysian public education mission is governed by many internal and external environmental factors. These factors tend to have an influence on the operation of the public education system from pre-school through the universities as they interact and interplay within the formal public education environment.

The first factor consists of environmental elements of the policy mission in respect of achieving the goals of national unity and regional integration. There are clear variations and diverse groupings of citizens with backgrounds that are different and inherently varied, especially in terms of ethnicity, language, religion and geographical regions. The policy mission environment of the Blueprint (MEDP 2013-2025) includes also the National Education Philosophy, the Educational Act 1996 and the related laws of higher education institutions. The second factor is the ideological guidelines in terms of internalizing the cultural norms, beliefs and values that are implicitly and explicitly contained in the National Ideology or Rukun Negara and the challenges of Vision 2020.

The third factor is related to the legal aspects of the operational rules, regulations and procedures with respect to the activities of human capital development, teaching service and staffing conditions, infrastructure, installations, supply of facilities and equipment. The fourth factor is the missionary goals of educational excellence in terms of scholastic achievements, Islamic Knowledge, socialization of ethics and morality towards character building of the 'glocal' Malaysians. The fifth factor that influences the pedagogical process of learning in classrooms and lecture halls comes not only from the socio-cultural, socio-economic and socio-political internal environment, but also from external elements brought about by the processes of globalization, especially by the ever changing technological environments and information systems of ICTs.

All of these factors in some way or other contribute to the development of the public education curriculum at school and programs at tertiary levels of education in Malaysia. The influences from all of these factors do have an impact on students' behavioral character particularly, in respect of their cognitive, affective and psychomotor domains both at the input stage, and even more so at the output product stage of the public education system.

In order to arrive at quality output of students for the Education Transformation Program through the Blueprint (MEDP 2013-2025), the public education system must not only be managed in concert within the framework of goals, policy and practice of the educational mission, but also the components of the system have to work in well-coordinated synergies, systematically and systemically. It should be realized that quality of outputs in terms of students' characteristics is dependent almost invariably on the quality of input indicators not only in terms of teachers, headmasters and principals, education leaders and administrators, but also in respect of policies, programs and activities within the public school system. In essence, all of these factors can be conceptualized within the framework as illustrated in the following Figure 1.

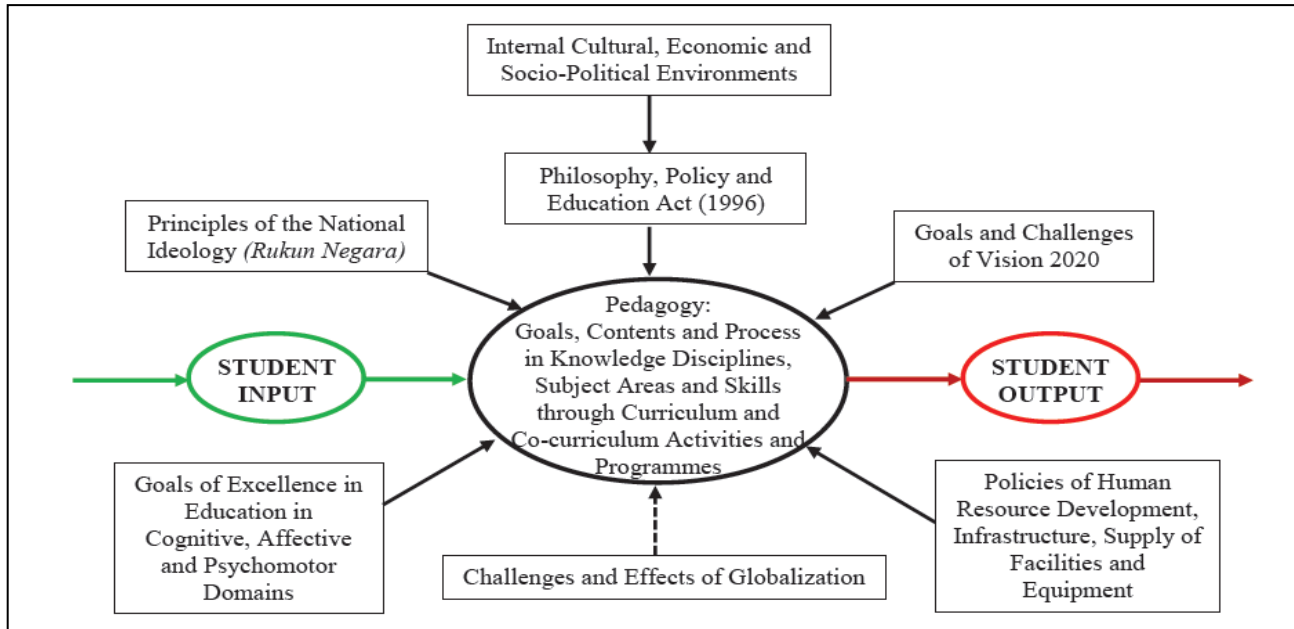


Figure 1. Framework of Policy Mission for Educational Transformation in Malaysia [Source: Hussein Ahmad, 2012 p. 325]

Transforming the Malaysian School: School-Based Management Model

The critical question to ask is: Why is School-Based Management (SBM) a critical strategy for effective school level management in Malaysia? Basically, SBM is a strategic policy initiative to transfer greater degree of authority from the top to the smallest unit of the complex organization of the Malaysian education system that is to the school, which is led by the principal, headmaster and teachers. There are four justifications;

1. SBM strengthens the development and transformational role of the school in the education transformation process;
2. SBM engenders local level initiatives with sustainable locally developed programs for lasting transformation effects.
3. SBM enhances local leadership capabilities in terms of management experience and problem solving, instead of heavily relying on directives from the top; and
4. SBM recognizes the professional role of school heads and teachers as key players, and the community as stakeholders, especially in terms of decisions that affect them.

However, it must be understood that any proposal to transfer power to school heads must be based on two critical factors; first, to transfer authority to principals and headmasters solely in terms of administrative control of implementation. Second, it must be based on another corollary factor; the principal or headmaster must have the capacity, ability and professional knowledge to expertly handle development and transformation issues at the local context.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Three broad strategies need to be strengthened for effective policy initiatives under SBM model:

A. Institutional leadership strategy

1. Principals, headmasters and teachers need to internalize the instructional directions of school and curriculum transformation in terms of vision, mission, objectives and output.
2. Principals and headmasters need to clarify ideas about transformative leadership role, functions, responsibilities and expectations of society.
3. All school leaders need to clarify ideas about leadership roles of external key players in the organizational system of education.
4. Principals, headmasters and leaders in school need to formulate strategies of policy implementation for leadership standards with performance-based criteria and outcome performance indicators at the school level (e.g. quality performance model).
5. Principals and headmasters need to promote the use of research evidence for school improvement programs, both in human resource and infrastructure development.
6. All school leaders need professional knowledge base about quantitative and qualitative data and information and uses within school context.
7. All school leaders need to foster experiential leadership skills in terms of decision making. Effective strategies for implementation and monitoring of school development and events.

Leadership is a critical factor within the domain of authority and power relations in the school system. An analysis of the instructional leadership strategy is important in trying to explain the significance of SBM when power is transferred to the school administrative authority.

However, at least several conditions are necessary before adapting the strategy of institutionalizing leadership authority both in administrative and instructional domain. The site-based decision making strategy concerns at least three models of shift of authority through decentralization. They are: de-concentration which refers to shifts of authority for implementation of rule but not for making the rule. For example, central agency establishes offices for administrations of test and examination at the state and district levels.

Second, the delegation of authority must be through the distribution of power from the central agencies (Ministry / Director General / Divisions Ministry of Education) to the state, divisional/provincial level.

Third, SBM is effective through the process of devolution, which implies that something is given back to the organization from which it had been taken. It provides greater opportunity for clearer delegation of functions for institutions to operate but must conform to national goals and objective. The site-based decision making strategy involve at least four basic approaches:

1. Fostering participatory management techniques by including as many of those that are affected by decisions that are made.
2. Training school heads intensively on the administration process of policy decision making and policy implementation.
3. Engendering staff support for SBM through greater participation, professional commitment and sharing of responsibility.
4. Developing, promoting, enhancing and sustaining the culture of participative management of all school personnel – principal, teachers, administrative assistants and students.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Finally, a critical policy initiative that could strengthen the process of educational transformation is for schools to adopt a functional teacher empowerment strategy. This strategy calls for a set of policy conditions as follows:

1. Must create and sustain the conditions for building and developing teacher professionalization through continuous staff development program
2. Must clarify and clearly delineate functional roles of professional educators at school vis-à-vis educational administrators at district, state and divisional levels of the central organization
3. Must provide more incentives for sustainable staff development programs through teacher wants and requests, instead of prescribing teacher needs through central directives.
4. Must empower teachers and heads of school in domains they know best and to solve problems closest to them.

In all of these approaches, there are three underlying assumptions that have to be recognized. First, school administration management and governance must assign authority to people with expert technical knowledge as well as professional competence about how best to operate the education system at the school level.

Second, decision making using SBM strategy implies that the principal not only be trusted with the method of 'what', but also 'how' to do things that could not be done by the officials of the central level. His training as an administrator and a professional educator or teacher must make him knowledgeable in the area he knows best, without sacrificing the principles and elements of subsidiary. Third, the system of school based management must have built-in mechanisms for continuous capacity building programs of all personnel at the local level.

Decentralization and Transformation of Leadership and Management Training

In terms of leadership and management, educational leaders in schools should anticipate that the future environment of the school organization will see a greater degree of decentralization. It has been argued that, administratively, the organization of a tightly-organized centralized system of education seems to determine and constrain effective educational management at school and classroom level.

Proponents of the contrary argument strongly point out that the decentralized system of school governance can generate greater degree of participatory management, especially in motivating educational actors in influencing educational outcomes at the school level. Similarly, it has also been argued that, with centralization, well formulated educational transformation designs often fail to make any sustainable impact at the school and classroom level. Correspondingly, four reasons seem to justify that the school-based management is a critical strategy that would allow for greater improvement in the management in schools of the future.

First and foremost, the school-based management can strengthen the developmental and transformational role of the school transformation process. Second, school-based management engenders local level initiatives with sustainable locally developed programs for lasting transformation effects. Third, school-based management can enhance local leadership capabilities in terms of management experience and problem solving instead of heavily relying on directive from the top. Fourth, school-based management recognizes the professional role of heads of school and teachers as key players and the community as stakeholders at the downstream level in terms of decisions that affect them.

Thus, educational leaders and management staff of the future school need to anticipate not only the implementation policy of decentralization of school administration and management but also the introduction of



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

more open curriculum policies and designs with minimal rules and procedures coming from the central departments and organization. School-based curriculum and co-curriculum with wider subject options for student learning, and school-based assessments and learning evaluations will slowly replace the current policies learning toward fulfilling the requirements of tests and examinations.

Past Orientation of Educational Administration

In terms of management approach, in the Past, the model of school leadership and management has been very traditional in nature. The structure of the education system was tightly based on hierarchy and it is hinged on the conservative approach of the bureaucratic system of administration and governance. Policy directives on curriculum implementation, staffing and infrastructure development of the school sent down through 'circulars' from the central agencies become the source of all of the decision making processes of the downstream activities.

Under such conservative, traditional or perhaps classical style of leadership and management approach, the nature of response of the officials and personnel in the educational organizations and the school system has been overwhelmingly 'reactive'. All activities at the level of the school were designed, organized and tailored to the education laws, rules and regulations as prescribed by the central agencies.

Over the past three decades, however, the model has gradually shifted to slightly different paradigm of leadership and management behavior. With an expanded education system, an ever increasing growth of student population and teachers, greater role and demand of parents and communities through the political system towards ensuring positive development of education as a whole, the paradigm of educational leadership and management seems to have shifted to what is termed as an 'enlightened' form of leadership behavior in organization.

Some leeway had been given to administrators and teachers of the school system so that they can 'bend' some rules and regulations in response to their contextual needs and situations for as long as the main policy guidelines and principles are well-adhered. In this regard, some form of 'proactive' leadership characteristics could be observed in many schools and institutions.

However, in schools of the future, it can be anticipated that leadership and management styles of principals will have to change from the 'enlightened' model of leadership to the 'superleadership' paradigm. The rationale is obvious. As extensively discussed above, the model of teaching-learning methodologies, student characteristics and pedagogical behavior, and probably the formats of curriculum designs in schools of the future would have changed.

In essence, the 'superleadership' model of management is based on the principle that principals as educational leaders in the school system must not only be able to lead their teachers and staff, but they must be able to 'lead them so that they can lead their own selves'. This 'leading others to lead themselves' approach will be the next the dominant leadership paradigm in the years to come.

Strategy for Development of 'Superleaders' in Schools

There is great urgency for the Malaysian education system to develop their school leaders, particularly for the current and future principals, with super leadership characteristics. In this context, there is an apparent need initially for a process of re-examining of the existing philosophy, concepts, paradigms and orientations in the training of Malaysian educational leaders.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

The new focus must be geared especially toward greater appreciation and internalization of superleadership qualities in order to be in tandem with the anticipated leadership orientations of the future educational environment in the country. Toward this direction, the emphasis should be focused on the development of superleadership qualities for principals and the supportive educational leaders in the school system. Staff training institutions like Institute Aminuddin Baki (IAB) , Institute of Educational Leadership, University of Malaya need to also undertake a continual and thorough process of reviewing their philosophy and goals, re-evaluating their programs and refining the existing contents of their training curriculum and modules.

Also, it is important to increase the financial allocations of professional staff development programs for research, advanced training and attachments of young trainees in local as well as overseas centers. At the school level, there is a dire need of programs toward the development of in-house systems of leadership training in all school districts working in collaboration with specialized training institutes and centers which are located in the universities. Toward this end, it is important that there are more senior staff posts to be positioned at Institute Aminuddin Baki than the current number in order to provide the quality super leadership training for the future.

The aim and purpose is to inculcate and develop among principals and educational leaders about the new style and value orientations of superleadership model. The model essentially emphasizes development of positive attitudes and values in terms of professional integrity, competence and capability in conducting their role within the context of the national educational goals and in tandem with the new culture of superleadership training of the international environment.

It has often been assumed that education is a dynamic activity that opens the window of the past and anticipates the direction of future trends of socio-economic and political development. Its critical role at the forefront of development is also seen as leading the way to greater enlightenment through continuous knowledge creation. With unprecedented inventions of the information and communication technologies, the development of education has not only been phenomenal throughout the world, but its impacts have also been pervasive in all aspects of the pedagogical systems and methodologies in the classroom.

Indeed, new approaches and techniques of teaching and learning as by-products of the cyber and computer technologies have generated new and exciting possibilities of education towards greater flexibility for individual as well as group learning, especially in terms of developing their respective competences, capabilities and capacities.

However, it has also been perceived that the education system can take the lead in spreading the wonderful benefits of the new information and communication technologies for as long as there is a state of readiness on the part of the relevant actors and participants to institute and part-take the necessary policy transformations, curriculum change, implementation of new strategies, approaches and activities. In this regard, educational policies, goals and strategies for teaching and learning will have to undergo major, and perhaps, some “revolutionary” changes so that schools of the future will be even more flexible so as to function more as ‘open learning laboratories’ for further educational experimentation, innovation and development.

Transform the Functional Role of Future Malaysian Teachers

Given the past and current scenarios of the worldwide development of education generally, it can be anticipated that schools of the future will have teachers who are free from the ‘tyranny’ of the traditional model of preparing lesson plans and the outmoded methods of teaching-learning techniques. It has been anticipated that they will



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

have to function and perform more effectively as 'enablers, facilitators, problem solvers, catalysts or organizers' in terms of knowledge dissemination in innovative settings of the new educational environment.

Thus, their role as prime movers of new learning strategies will be inclined towards propelling students to learn not only through personal and practical experiences but through observations, inventions, innovations and creations of new knowledge, principally aided by the computer and information systems and technologies. Clearly, the traditional role of the school must go beyond the prevailing curriculum and educational practice where knowledge is disseminated by teachers through interface instruction, textbooks and blackboards.

The irony is, as pointed in a report of 'A Task Force on Public Education for the 21st Century' (2004) in 'Renewing Our Schools, Securing Our Future': *"We are trying to prepare Today's students for Tomorrow's economy with Yesterday's ideas"*.

Transform the Policy of Professional Development of Teachers

It is in this regard that teachers and educators must be continually trained in order to upgrade their knowledge and competencies and to apply new learning methodologies of the computer and cyber systems so as to be effective in their functional role as 'enablers, facilitators and problem solvers' of the anticipated future learning environment.

It is also imperative that strategic policy guidelines for continuous in-service training programs be instituted for all serving teachers in all domains of the educational curriculum, right from the period they enter the education service. The purpose is to ensure a continual enhancement of their level of competence, capability and capacity so that they will be able to manage the newly acknowledged role and to function effectively.

More importantly, specific policies of professional staff development programs in the area of computer applications and management need to be instituted by schools and the relevant educational organizations and departments. The policies must be designed to ensure firstly, that all principals, headmasters and senior education leaders at the school and administrative levels are well informed of the changing character of the teaching-learning environment in schools. Secondly, they are also to be skillfully capable to conduct, monitor and evaluate their administrative role and functions effectively with the aid of the computer system and technologies.

In the context of the changing character of education in schools of the future, the instructional leadership role of school principals, headmasters and seniors school leaders must necessarily be re-oriented to suit to the information and technology-based model of pedagogy and teaching-learning situations.

Transform the Methods of Pedagogy in Classrooms

There are several assumptions whereby future learning orientations in the school system will be different from that of the past and the present. Future development of society will not only be knowledge-based and information-rich, but also the generations will be very skillful and effectively computer literate and savvy. The demand of the market forces of the knowledge economy (k-economy) in the era of the globalization, especially in terms of the information and communication economics, deems it necessary for new modalities of educational opportunities to be made available to all strata of the Malaysian society. Similarly, new approaches with respect to the technical know-how and skills of applications of the computer systems will not only be accessible to all



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

prospective learners, but the computer technologies themselves will also be within reach to all sectors of the population.

Correspondingly, new systems of teaching and learning will also emerge in the future educational environment. Interface method of teaching-and learning will be the practice of the past. It will gradually be replaced by the 'on-line' and 'distance-teaching and learning' methods through 'electronic note-book' techniques from any corner around the globe and during any hour of the day. With the advent of the broadband technologies of the information and cyber systems, the 'e-teaching' and 'e-learning' systems via the education 'super highways' will be greatly enhanced. Thus, it can be anticipated that the modality of the 'e-teaching and learning' system will be the 'in thing' of pedagogy in the future education environment.

It might be observed that, currently the development and wide application of the smart school system and ICT-based models of school development in many parts of the world makes it necessary and relevant for the traditional method of school leadership and management not only be reviewed, re-examined and revised but perhaps revamped.

With the introduction of e-administration and e-filing approach in the management of schools and students of the future, correspondingly the role and functions of the principal and headmasters have to be re-evaluated and revised. Perhaps the conventional style of bureaucratic, directive and top-down models of leadership and management behavior of educational leaders, principals and head masters may be deemed obsolete much sooner than expected in the years to come.

Transform the Instructional Leadership and Management Role of Educational Leaders

Several critical questions may be posed at this juncture: Why is there a need for change in the style of learning? Why should there be a need for a change of the nature of the learning environment? Why should there be a need for a change of teacher behavior especially in terms of pedagogical styles? Why should there be a need for change in leadership and management styles of principals and headmasters in the way they lead and manage the school?

Indeed, all of the questions above generally point to several pertinent observations in the context of the educational and schooling environment of the future. Firstly, learning in schools of the future school will no longer be based solely on the curriculum which has been centrally designed. This is because the underlying philosophy and focus might be traditional and conservative in nature and, which has been organized and prepared by some far-off educational departments or organizations. Shragg (1988) once noted that; *"The longest distance in the world is between an official state curriculum policy and what goes on in the child's mind"*.

Second, it will also no longer be based on a centrally-determined curriculum content where knowledge is fragmented, divided and subdivided into, perhaps, many disintegrated or disjointed parts based on the classical partition of the academic disciplines of subject areas.

Third, the curriculum will no longer be centered on teacher-based knowledge, wherein in the past, the maxim has always been that 'teacher knows best' and that the teacher is the sole provider of knowledge in almost all aspects of the knowledge and skills where the education environment and schooling is located. On the contrary, the focus of the curriculum and what goes in the classroom will be, primarily, centered on the students—their learning competencies, capabilities, growth capacity and self-development. The learning system will necessarily be supported heavily by the tools and applications of the computer technologies that will generally will be accessible to them.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Fourth, given the impact of globalization worldwide in all aspects of the socio-economic, political and cultural environment, the reality of characteristics of the future society is clear. Among others, the future society will be highly knowledge-based, educated, have high hopes, expectations and demands, greater sense of global vision, greater degree of connectivity between peoples of different backgrounds and so on. Correspondingly, the characteristics of future student behavior will reflect a higher sense of inquisitiveness, creativity and articulation. Most of the students will tend to become restless learners, innovative knowledge seekers, imaginatively adventurous and perhaps more unpredictable in learning and social behavior.

Model and Impact of Teaching-Learning Orientations: Past, Present and Future

Past

In the content identification activity of the curriculum development stage, past orientation suggests that the curriculum focus is based on clear-cut subject disciplines. Knowledge, facts and information are organized in varied sections and sub-sections of the curriculum to be delivered to students for them to learn and remember. The curriculum content is structured according to the syllabi of the subject areas. Students' learning of the subject contents would be evaluated through periodic tests and examinations after specific periods and lessons in class. The relationship of curriculum development activities and paradigm of teaching-learning orientation with regard to past, present and future is illustrated in the Table 1 below.

The schematic matrix of the relationship suggests that what is taught and learned in the classroom represents a product of the varied functional stages of curriculum preparation, designs and development. In terms of implementation in the classroom, there are at least three distinct periods with different features of curriculum paradigm and models of teaching-learning orientation: Past, Present and Future. A short description of the elements in each of the period is explained in the following sections.

Table 1

Relationship of Curriculum Development Activities and Paradigm of Teaching-Learning Orientation: Past, Present and Future

Paradigm/ Curriculum Development Activities	Past	Present	Future
Implementation stage	Teacher-talk syllabus- based subject areas 'learning to know'	Teacher class activity, directed - adaptation/adjustment, conformity of learning styles 'learning to know' and 'learning to do'	Student learning toward self- actualization, individually guided learning (ICT), freedom of student expressions, 'Learning to be', self-access learning

[Source: Hussein Ahmad, 2012, p. 378]



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

In effect, it is a curriculum-centered development approach of education. The teaching learning situation is wholly based on the syllabi of the centrally designed curriculum. Student creativity in learning throughout the curriculum is very minimal as learning for the sake of passing tests and examinations takes top priority.

The formulation of the curriculum principles emphasizes the process and procedure of the memory-based learning techniques. The pedagogical strategy that is adopted and practiced is the syllabus-based didactic approach of 'teacher-talk' teaching technique and the 'learning to know' model of instruction. As the curriculum is centrally prepared and designed, the learning activity is content-focused whereby mastery and retention of facts and information predominates the classroom teaching-learning process.

The evaluation of the learning outcome assumes a deterministic role since the final 'goal' of learning and education is to score the highest possible marks and grade. Theoretically, the system of assessing the learning outcomes is based on a norm-referenced model of evaluation. Comparisons and analyses of student performances between schools and individuals have become the 'sine qua non' of the educational orientation and program.

Present

Apparently, in the present orientation of teaching and learning in many schools, the trend seems to take a slightly different philosophical shift. The curriculum development philosophy assumes that for the syllabi to be effectively implemented, teacher knowledge and understanding is seen as very vital in the delivery process of the curriculum.

Hence, the curriculum delivery process becomes more teacher-centered as the subject contents need to be transmitted mainly by the teachers teaching the respective subjects. The assumption is the more knowledgeable, competent and skillful the teachers are with respect to their understanding, mastery and teaching of the subject contents, the higher the probability that their students would score well in their school tests and/or national examinations.

However, with the gradual process of decentralizing of the examination system through such approaches as school-based tests and assessments, there appears to be a gradual changing role of the centrally prepared curriculum. The strategy of determining behavioral objectives of learning seems to be more pervasive in the teaching and learning of the prescribed subjects in the school curriculum. The pedagogical style seems to emphasize the enquiring learning approach whereby students are highly encouraged to be interacting actively with their teachers in the classroom.

Nonetheless, in terms of teaching manuals and modules, the designs and contents of the materials, on the most part, are still centrally produced and generally uniform in organization and substance. While teachers are expected to design and devise more additional teaching materials to support what is recommended from the central curriculum centers, their contributions are generally limited due to constraints of factors such as time, teaching workload and limited knowledge and experience.

At the level of curriculum implementation in the current teaching-learning orientation, class activities appear to be more teacher-focused and directed toward ensuring the completion of the syllabi as prescribed in the educational curriculum. With some adjustments and adaptation the teaching-learning orientation seems to conform to the maxims of 'learning to know' and 'learning to do'.

It is observed that the evaluation of educational outcomes under the current educational orientation is primarily based on a two-fold approach. First is the series of school-based assessment tests that are self-designed by



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

teachers and qualitatively controlled through workshops conducted by teachers of the school or district. Second is the centrally controlled national examination system which has been continued since the period of the colonial administration, with adjustments and adaptations over the last four decades. Each one of the examinations at the end of the three levels: Primary, the Lower Secondary, and the Upper Secondary. These examinations are basically norm-referenced in nature as the amount and degree of student learning is measured along sets of national testing instruments and examinations which are centrally designed, administered and organized.

Future

With changing trends in the universal conception and role of education, learning and teaching as outlined earlier, especially in terms of philosophy, goals, and objectives of the educational policy, the pedagogical processes in schools of the future are expected to be quite different from that of the past and present orientation.

It can be anticipated that the future orientations of pedagogy will be strongly student-centered, holistic in approach, multi-disciplined in nature, more integrated in curriculum organization and futuristic in the substantive elements of the curriculum content.

With respect to curriculum content, it might be anticipated that the body of knowledge that will be imparted in schools of the future will be through various channels of learning methodology, more student-friendly in nature and highly technology-driven in character. Learning manuals and modules will be more geared towards generating greater and wider skills of creativity, innovations, and thinking through the most efficient use of the information and communicational medium - the computer.

Students will be greatly challenged individually to develop their personal intellectually innate and acquired characteristics in terms of thinking, creativity and innovations through greater use and applications of the computer-based learning systems. Their innate intelligence, competencies, abilities and imagination will be challenged by the computer applications, which have sophisticated knowledge and information storage and retrievable systems, particularly the broad band Internet systems. Their multiple-intelligence and emotional quotient skills development will invariably be guided more by the Net and the cyber culture than their teachers and parents.

Pedagogically, much of the learning activity will be geared toward knowledge exploration and discovery through technology-driven individual effort or group work and participation. Student-teacher interface learning situations will be much less practiced than in the present and past educational orientations. Problem-based learning that employs imaginative and experiential approaches will become the order of the day whereby the element of self-generated motivation will become the most influential factor in terms of student learning.

The designs of curriculum will be wider in perspectives and scope in order to address the needs of more diverse student groups and a variability of student learning outcomes. It can be expected that the style of student learning will more inclined towards self-actualization especially in their field of competence.

As there would be a widespread application of the computers, learning through the medium will be intensive and widespread in schools of the future. Students will develop and progress more via the computer as a dependable vehicle of learning than perhaps their teachers. Increased percentage of the student populations in the school system will use the computer as a vehicle to develop their thought processes, intellect and verbal expressions when following the 'open' curriculum.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

In such learning situations, it can be anticipated that student evaluations would take different forms from that of the current trends. In this regard, behavioral forms of 'proactive' leadership characteristics could be observed in many schools and institutions.

However, in schools of the future, it can be anticipated that leadership and management styles of principals will have to change from the 'enlightened' model of leadership to the 'superleadership' paradigm. The rationale is obvious. As extensively discussed above, the model of teaching-learning methodologies, student characteristics and pedagogical behavior, and probably the formats of curriculum designs in schools of the future would have changed.

In essence, the 'superleadership' model of management is based on the principle that principals as educational leaders in the school system must not only be able to lead their teachers and staff, but they must be able to 'lead them so that they can lead their own selves'. This 'leading others to lead themselves' approach will be the next the dominant leadership paradigm in the years to come.

The following Table 2 indicates a generalized model of the conceptual relationship between style of management and approach that is generally discernible from the changing leadership and management behavior as practiced in the Past, Present and Future.

Table 2:
Changing Leadership Behavior in Educational Organization

Period/Approach	Past Orientation	Present Orientation	Future Orientation
Management	Traditional/conservative/ classical/management model	Enlightened and creative management model	SuperLeadership management model
Orientation response approach	Reactive in thinking and action	Pro-active/action orientation	Self-leading approach (leading others to lead themselves)

[Source: Hussein Ahmad, 2012, p. 382]

Transform the Leadership Approaches for School Improvement

In terms of leadership and management, educational leaders in Malaysian schools should anticipate that the future environment of the school organization will see a greater degree of decentralization. It has been argued that, administratively, the organization of a tightly-organized centralized system of education seems to determine and constrain effective educational management at school and classroom level.

Proponents of the contrary argument strongly point out that the decentralized system of school governance can generate greater degree of participatory management, especially in motivating educational actors in influencing educational outcomes at the school level. Similarly, it has also been argued that, with centralization, well formulated educational transformation designs often fail to make any sustainable impact at the school and classroom level.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Correspondingly, four reasons seem to justify that the school-based management is a critical strategy that would allow for greater improvement in the management in schools of the future. First and foremost, the school-based management can strengthen the developmental and transformational role of the school transformation process. Second, school-based management engenders local level initiatives with sustainable locally developed programs for lasting reform effects. Third, school-based management can enhance local leadership capabilities in terms of management experience and problem solving instead of heavily relying on directive from the top. Fourth, school-based management recognizes the professional role of heads of school and teachers as key players and the community as stakeholders at the downstream level in terms of decisions that affect them.

Thus, educational leaders and management staff of the future school need to anticipate not only the implementation policy of decentralization of school administration and management but also the introduction of more open curriculum policies and designs with minimal rules and procedures coming from the central departments and organizations.

School-based curriculum and co-curriculum, with wider subject options for student learning, and school-based assessments and learning evaluations, will slowly replace the current policies learning toward fulfilling the requirements of tests and examinations.

With school-based curriculum and school-based learning evaluations and assessments augmented by the technology-based support learning systems, the emotional and social character of future students will be different from that of the present trends with regard to their learning styles, interests and inclinations. The resurgence of new values and proactive social patterns of behavior will dominate the future learning environment in Malaysian schools.

REFERENCES

Barrett, S., & Fudge, C. (1981). *Policy and action*. London: Methuen.

Barrett, S. & Hill, M. J. (1981). Report to the SSRC Central-Local Government Relations Panel on the "core" or theoretical components of the research on implementation, unpublished.

Chapman, R.A. (1970). *The higher civil service in Britain*. London: Constable

Gunn, L. (1978). Why is implementation is so difficult? *Management Services in Government*, 33, 169-76.

Hill, M. (1984). *The Policy Process in the Modern State*. New York: Prentice Hall (3rd ed.), Chapter 4-9.

Hussein Hj. Ahmad. (2013). Education Quality: Diversity of interpretations and analytical approaches. 1st keynote address at 6th Regional International Seminar May at Universiti Kebangsaan Malaysia. Paper is published in the Proceedings of the seminar.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- Hussein Hj. Ahmad. (2013). Policy research culture and its institutionalization in the Malaysian educational bureaucracy: A reflection. In Muhammad Faizal A. Ghani, Norfariza Mohd Radzi, Alina Rane, & Mojgan Afshari (Eds.). (2013). *Educational management in Malaysia*. Kuala Lumpur: UM Press.
- Hussein Hj. Ahmad. (2011). Active Learning. A Keynote Address presented to the International Comparative Education Seminar in Curriculum for Active Learning between Indonesia and Malaysia at the Indonesia University of Education, Bandung. June 9, 2011.
- Hussein Hj. Ahmad. (2010). Developing Leadership Competencies of Teachers and Principals: Case of Malaysia. In Jurnal Manajemen Pendidikan. Jurusan Administrasi Pendidikan, Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta: Indonesia. No. 01/Th.VI/Mei-2010.
- Hussein Hj. Ahmad. (2010). Transformation of Malaysian Education: Strategic Approaches and Development. In Muhammad Faizal A. Ghani, Norfariza Mohd Radzi, Alina Rane, & Mojgan Afshari (Eds.). (2013). *Educational management in Malaysia*. Kuala Lumpur: UM Press.
- Hussein Hj. Ahmad. (2010). Developing Leadership Competencies of Teachers and Principals: Case of Malaysia. In Muhammad Faizal A. Ghani, Norfariza Mohd Radzi, Alina Rane, & Mojgan Afshari (Eds.). (2013). *Educational management in Malaysia*. Kuala Lumpur: UM Press.
- Hussein Hj. Ahmad. (2009). Effective Management of Human Resource in Schools of the Future, in 'Journal of Administrasi Pendidikan', Jurusan Administrasi Pendidikan, Indonesia Education University Bandung; vol. X no 2.
- Hussein Hj. Ahmad. (2008). 'History, Policy and Reform in Malaysian Education', in Ibrahim A. B, 'From Traditional To Smart School: The Malaysian Odyssey', Kuala Lumpur: Oxford Fajar Publications. (Chap. 1, pp. 34-83).
- Hussein Hj. Ahmad. (2006). Developing World Class Leadership Model of Principals for Schools of the Future, in Jurnal PEMIMPIN, *Journal of the Institute for Principalship Studies, University of Malaya*. Vol. 6.
- Hussein Hj. Ahmad. (2004). Strengthening School-based Management: Some Strategic Policy Initiatives Toward Sustainable Education Reform, in Rahimah H. A. and Tie F. H. 'Principalship and School Management', Univ. of Malaya Publication.
- Mann, Dale. (1975). *Policy decision-making in education*. New York: Teachers College Press, Columbia University.
- Sabatier, P. & Mazmanian, D. (1979). The conditions of effective implementation: a guide to accomplishing policy objectives. *policy analysis*, 5 (fall), 481-504.