



The Effectiveness of Student-Centered Leadership Practices Of The Principal in Sekolah Berasrama Penuh Integrasi Tun Abdul Razak, Pahang : A Pilot Study

Sharifuddin Suhaimi, Muhammad Faizal A Ghani*, Norfariza Mohd Radzi
Faculty of Education, University of Malaya
mdfaizal@um.edu.my*

Abstract: Effective leadership is vital in educational settings to foster a positive and productive school environment. Student-centered leadership, which emphasizes the needs, experiences, and voices of students in decision-making, is a key strategy for achieving this goal. This pilot study examines the effectiveness of student-centered leadership practices of the principal from the perspectives of students and teachers, focusing on key areas such as setting achievement targets, fostering high expectations, strategic resource planning, quality teaching practices, enhancing teacher competencies, and creating a conducive school environment. A quantitative survey method was employed, gathering responses from a total of 132 respondents, consisting of 96 students and 36 teachers, at Sekolah Berasrama Penuh Integrasi Tun Abdul Razak, Pahang. The survey, consisting of 30 items, demonstrated high reliability (Cronbach's Alpha = 0.97). Data were analyzed using SPSS version 29.0 with descriptive statistics, including mean and standard deviation. Results indicate a high perceived effectiveness of student-centered leadership practices, with mean scores above 3.63 across all domains. Despite these positive outcomes, ongoing refinement and adaptation of leadership practices are essential to ensure sustained educational success.

Keywords: Student-Centered Leadership, Educational Leadership Practices, Religious School

Introductions

In any educational system, school leaders serve as pivotal agents, guiding institutions towards achieving their educational objectives and fostering environments conducive to learning and development. The Malaysian Education Development Plan 2013-2025 underscores the significance of leadership in driving educational reforms, recognizing it as a cornerstone for enhancing school effectiveness. This plan aligns with global recommendations, emphasizing the need for continuous professional development, targeted training, and the enhancement of leadership skills among school leaders. The ultimate goal extends beyond mere academic achievement; it seeks a holistic approach to education that encompasses academic, spiritual, and social dimensions, which is particularly pertinent in the context of religious schools (Kementerian Pendidikan Malaysia, 2013).

The evolution of educational leadership has seen the adoption of various models, each bringing unique contributions to improving teacher effectiveness and student outcomes. Transformational leadership, for instance, focuses on inspiring and motivating teachers and students to exceed expectations, thereby fostering an environment of high performance and growth. Instructional leadership emphasizes optimizing the teaching and learning process through structured guidance and support, ensuring that educational goals are met efficiently. On the other hand, servant leadership centers around prioritizing the needs and development of students, positioning their growth as the focal point of all decision-making processes. Distributive and situational leadership models also contribute by encouraging shared



responsibilities and adapting to specific school contexts, respectively, thereby promoting a more inclusive and responsive leadership approach.

Despite the advancements and diversity in leadership models, there remains a significant gap in the research and implementation of student-centered leadership within religious schools in Malaysia. Previous studies, such as those by Norhalimatun Saadiah Ayub et al. (2020) and Edy (2022), reveal that student-centered leadership practices are not as widely adopted in these settings, leading to missed opportunities for maximizing students' academic, spiritual, and social development. Unlike traditional leadership models that may focus primarily on top-down directives, student-centered leadership aims to cultivate an environment where students' voices are prioritized, and their needs directly shape the leadership agenda. This approach is particularly important in religious schools, where the holistic development of students is a core mission.

To bridge this gap, this pilot study explores the perceptions of both students and teachers regarding the effectiveness of student-centered leadership practices in a religious school setting. Utilizing Robinson's (2011) theoretical framework, the study provides a rigorous foundation for understanding how student-centered leadership can be effectively implemented to support not only academic excellence but also the spiritual and social growth of students. Focusing on religious schools is critical as these institutions are uniquely positioned to influence the comprehensive development of students, beyond just academic performance.

The findings from this study are expected to offer actionable insights and practical guidance for improving leadership practices in religious schools. By actively engaging with the perspectives of both students and teachers, the research aims to identify strategies that can lead to enhanced academic outcomes and a more enriched educational environment. Furthermore, the study has the potential to empower stakeholders especially school leaders to adopt more holistic and inclusive approaches to leadership that are better aligned with the diverse needs of their students.

In conclusion, continued exploration of student-centered leadership in Malaysian religious schools is essential for fostering a comprehensive and well-rounded education. This study not only addresses a critical research gap but also provides valuable recommendations for school improvement, supporting educational leaders in navigating the complexities of modern education and ensuring that all students receive a balanced and fulfilling educational experience.

Literature Review

The concept of leadership has undergone significant evolution over time, making it challenging to establish a singular, universally accepted definition. Angelle and Schmid (2007) highlight that leadership lacks a fixed definition, and Adelekan and Erigbe (2021) support this view, emphasizing that leadership is continually reinterpreted. Among the shared elements in various definitions, leadership is commonly understood as a process that involves influence, operates within a group setting, and focuses on achieving goals aligned with a shared vision (Cummings et al., 2008). Leadership often includes motivating individuals and driving organizational change to reach these objectives (Reed et al., 2019).

Despite the diversity of definitions, Raffo and Clark (2018) acknowledge the complexity of leadership, which leads to multiple perspectives and theoretical frameworks. Vecchiotti (2018) describes leadership as a dynamic concept, continuously shaped by social interactions, research advancements, and evolving societal norms. Moffitt (1995) further emphasizes that the essence of leadership lies in the influence-based relationship between



leaders and collaborators, aimed at achieving common goals. Vance and Larson (2002) also recognize the profound impact leadership has on individuals, groups, and organizations.

In the educational context, student-centred leadership has gained prominence as a progressive approach, shifting focus from traditional teacher-centred methods to prioritizing student learning and holistic growth. York-Barr dan Duke (2004) argue that student-centred leadership promotes a collaborative and reflective environment that enhances teaching by addressing the specific needs of students. Eich (2008) extends this by proposing that student-centred leadership fosters a learning environment tailored to students' interests, encouraging their active engagement in the learning process.

Robinson et al. (2008) emphasize that student-centred leadership focuses on fostering students' development, empowerment, and growth. Other scholars, including Aaron (2019) and Rosch and Collins (2017), stress the importance of involving students in leadership roles through initiatives such as student leadership bodies and civic engagement activities. These opportunities contribute to students' development of leadership skills, self-efficacy, and overall personal growth (Armstrong & McCain, 2021).

Katsioloudes and Cannonier (2019) argue that student-centred leadership not only cultivates leadership abilities but also promotes personal growth, self-awareness, and resilience. By integrating reflective practices and experiential learning, students are able to enhance their leadership competencies and gain a deeper understanding of themselves as leaders (White & Guthrie, 2016).

A review of prior research on student-centred leadership underscores its positive impact on student outcomes and the broader educational environment. Robinson et al. (2008) conducted a meta-analysis that revealed that leadership styles focused on teaching and learning have a more significant influence on student outcomes than other leadership styles. Beatty and Manning-Ouellette (2022) explored the effects of student-centred leadership teaching on leadership identity and capabilities in undergraduate students, concluding that active participation in student-centred learning strengthens leadership abilities, self-confidence, and critical thinking.

In their study, Farnsworth et al. (2019) examined the connection between principal-centred leadership and teacher trust in 59 schools across the United States. Their findings revealed a strong positive relationship between learning-centred leadership and trust, contributing to a more cooperative and collaborative school environment. Li et al. (2023) investigated distributed leadership's effect on adolescents' social and emotional skills, showing that student-centred leadership, when combined with high teacher self-efficacy, improves both social and emotional student outcomes.

Kiliñç (2014) found that learning-centred leadership significantly enhances teacher professional development, promotes trust among staff, and boosts student academic achievement, affirming the positive effects of this approach on various stakeholders. Similarly, Donaldson (2019) demonstrated that principals who actively engage in the learning process foster improved teaching practices and better student outcomes, advocating for principals to act as educational leaders rather than mere administrators.

In summary, the literature emphasizes the importance of leadership styles that prioritize students' needs, cultivate trust among stakeholders, and promote positive educational outcomes. By fostering student-centred leadership, educational institutions can create environments that support holistic student development, enhance trust among teachers, and lead to improved academic performance and overall success.



Methodology

This study employs a set of questionnaires to evaluate the effectiveness of student-centered leadership practices in religious school. This study employs total population sampling, a form of purposive sampling in which all members of a population that meet specific criteria are included in the research. This method ensures that all relevant perspectives are represented by targeting respondents who possess specific characteristics or criteria pertinent to the research objectives (Palinkas et al., 2015). For this study, 132 participants were selected for their direct relevance to the research objectives, comprising 96 Form 5 students and 36 teachers from Sekolah Berasrama Penuh Integrasi Tun Abdul Razak in Pekan, Pahang.

Prior to data collection, approval was obtained from the Educational Planning and Research Division (EPRD) of the Ministry of Education Malaysia. Data were collected over one week through the distribution of structured questionnaires designed for the participants to answer. The research instrument was adapted from the study by Robinson (2011) to align with the Student-Centered Leadership Model. Each item on the questionnaire was measured using a five-point scale: Never Happens (1), Rarely Happens (2), Sometimes Happens (3), Often Happens (4), and Always Happens (5). The survey data was analyzed using descriptive statistical methods, including mean and standard deviation, utilizing the Statistical Package for Social Science (SPSS) version 29.0. To describe the level of effectiveness of principal' practices in student-centered leadership, the mean scores obtained were interpreted using the mean score table by Nunally and Bernstein (1978), as shown in Table 1.

Table 1. Interpretation of Mean Scores

Mean Score Range	Level of Effectiveness	Interpretation
1.00 to 2.49	Low	Less satisfactory
2.50 to 3.79	Moderate	Moderately satisfactory
3.80 to 5.00	High	Satisfactory

Note: Nunally and Bernstein (1978)

The reliability of the research instruments was evaluated through Cronbach's Alpha, which resulted in a value exceeding 0.85 across all domains, as presented in Table 2. This indicates a high level of internal consistency and reliability in measuring the constructs of interest. A Cronbach's Alpha value above 0.6 is considered indicative of acceptable reliability in social science research (Heale & Twycross, 2015).

Table 2. Summary of Reliability Scale

Domain	Cronbach's Alpha Value	Number of Items
a) Setting Targets For Student Achievement	0.85	5
b) Fostering High Expectations For Student Success	0.92	5
c) Strategic Resource Planning For Schools		
d) Leading Quality Teaching Practices	0.89	5
e) Developing Teacher Competency Programs	0.93	5
f) Creating A Conducive School Environment	0.95	5
	0.94	5
Overall	0.96	30



Result And Discussion

Result

The following are the general findings based on the domains of student-centered leadership practices of principal in Sekolah Berasrama Penuh Integrasi Tun Abdul Razak in Pekan, Pahang.

Effectiveness Of Student-Centered Leadership

The data indicate varying levels of perceived effectiveness of student-centered leadership across different domains, based on feedback from both students and teachers. For the domain of setting targets for student achievement, students report a high level of effectiveness (mean = 4.11, SD = 0.65), while teachers rate this even higher (mean = 4.39, SD = 0.42). According to the interpretation of mean scores, both groups find the leadership's ability to establish meaningful goals for student success to be satisfactory, with teachers expressing a higher level of satisfaction.

In evaluating the domain of maintaining high expectations for student achievement, students provide a moderately satisfactory rating (mean = 3.89, SD = 0.56), slightly lower than that for goal setting but still within the satisfactory range. Conversely, teachers offer a higher score (mean = 4.26, SD = 0.49), reinforcing a strong agreement with how these expectations are communicated and upheld, categorized as satisfactory.

Regarding strategic resource planning for schools, students rate this domain as moderately satisfactory (mean = 3.63, SD = 0.69), indicating some room for improvement in their perception of resource management. In contrast, teachers provide a more favorable rating (mean = 4.01, SD = 0.56), which falls into the satisfactory category, reflecting greater satisfaction with how resources are systematically organized.

When assessing leadership in promoting quality teaching practices, students assign a score of 3.85 (SD = 0.63), which falls within the satisfactory range, while teachers give a higher rating of 4.17 (SD = 0.53), also categorized as satisfactory. This suggests a stronger belief among teachers in the leadership's effectiveness in this area.

Table 3. Student Perceptions: Effectiveness Level of Student-Centered Leadership of Principal Based on Domains

Domain of Student-Centered Leadership	Mean	Standard Deviation	Level	Interpretation
Setting Targets For Student Achievement	4.11	0.65	High	Satisfactory
Fostering High Expectations For Student Success	3.89	0.56	High	Satisfactory
Strategic Resource Planning For Schools	3.63	0.69	Moderate	Moderately Satisfactory
Leading Quality Teaching Practices	3.85	0.63	High	Satisfactory
Developing Teacher Competency Programs	3.80	0.65	High	Satisfactory
Creating A Conducive School Environment	3.96	0.72	High	Satisfactory
Overall Mean	3.87	0.55	High	Satisfactory

For the domain of developing teacher competency programs, students rate the effectiveness at 3.80 (SD = 0.65), which is considered satisfactory, while teachers rate it slightly higher at 4.05 (SD = 0.71), also falling within the satisfactory range. Both groups see room for improvement, although teachers are more positive.



In terms of creating a conducive school environment, students rate leadership effectiveness at 3.96 (SD = 0.72), categorized as satisfactory. Meanwhile, teachers assign the highest score across all domains (mean = 4.36, SD = 0.51), reflecting strong satisfaction with the leadership's efforts in fostering a positive school climate, also categorized as satisfactory.

Overall, the perceived effectiveness across all domains is consistently satisfactory for both students and teachers at Sekolah Berasrama Penuh Integrasi Tun Abdul Razak, with teachers consistently reporting higher satisfaction levels.

Table 3 shows that students generally perceive the principal's leadership as satisfactory, with the highest ratings in setting student achievement targets and creating a conducive school environment. Table 4 reflects teachers' perceptions, which are consistently more positive across all domains, particularly in the areas of setting achievement targets and fostering a positive school environment.

Table 4. Teacher Perceptions: Effectiveness Level of Student-Centered Leadership of Principal Based on Domains

Domain of Student-Centered Leadership	Mean	Standard Deviation	Level	Interpretation
Setting Targets For Student Achievement	4.39	0.42	High	Satisfactory
Fostering High Expectations For Student Success	4.26	0.49	High	Satisfactory
Strategic Resource Planning For Schools	4.01	0.56	High	Satisfactory
Leading Quality Teaching Practices	4.17	0.53	High	Satisfactory
Developing Teacher Competency Programs	4.05	0.71	High	Satisfactory
Creating A Conducive School Environment	4.36	0.51	High	Satisfactory
Overall Mean	4.20	0.47	High	Satisfactory

Discussion

The findings of this pilot study indicate that both students and teachers generally view principal leadership practices as effective. However, a consistent pattern emerges where teachers rate the principal's leadership more favorably than students across all six domains. This discrepancy suggests that teachers may have a deeper understanding of the principal's strategies and resource management practices, likely due to their closer involvement in these processes.

In the domain of Setting Targets for Student Achievement, both students and teachers rated the principal's leadership practices as highly effective, with teachers showing particularly strong agreement. This finding underscores the principal's effectiveness in setting clear, actionable goals for student success, which is a cornerstone of student-centered leadership. The higher ratings from teachers likely reflect their direct involvement in collaborating with the principal to develop and implement these goals, highlighting the importance of shared leadership and collective responsibility in enhancing student outcomes.

Moreover, effective principals possess the capacity to formulate strategic plans and reinforce sound decision-making skills. These competencies are critical for fostering a visionary leadership style that aligns with the increasingly complex and dynamic challenges in contemporary education. This perspective aligns with Huang et al. (2018), who identified that effective principals not only articulate a clear vision and set specific goals but also coordinate teaching practices and curriculum alignment to indirectly boost student achievement. Their actions create an environment conducive to improved learning outcomes.



Further supporting this view, Demiroz (2020) and O'Donnell dan White (2005) suggest that effective principals play a pivotal role in elevating student achievement by concentrating on improving the school's learning climate and defining its mission. By doing so, they create a cohesive and focused educational environment where both staff and students can thrive. The emphasis on a positive school climate and a well-defined mission underscores the need for strategic leadership in fostering an atmosphere of continuous improvement and academic excellence.

In the domain of Fostering High Expectations for Student Success, students provided a high and satisfactory rating of the principal's efforts, though this rating was slightly lower than that of the teachers. This difference suggests that while both students and teachers recognize the principal's role in maintaining high expectations, teachers perceive these efforts more positively. The higher ratings from teachers may reflect their closer alignment with the principal's vision and a greater involvement in upholding these expectations, underscoring the importance of a shared vision and active collaboration in fostering a culture of high standards.

Okoth and Getange (2019) who assert that principals are responsible for establishing the tone, direction, and expectations that shape the educational environment towards achieving high academic standards. An effective principal not only articulates these standards but also ensures their consistent application and integration into the school's culture and daily practices.

Furthermore, Robinson et al. (2008) found that aligning school leadership with high academic standards and a clear, focused mission enables principals to significantly enhance their impact on student achievement. This reinforces the idea that the effectiveness of a principal is not solely in defining high expectations but also in embedding these expectations into the school's culture and practices, thereby creating a sustainable environment for academic excellence.

In the domain of Strategic Resource Planning for Schools, students reported moderate satisfaction, suggesting perceived deficiencies in how resources are managed within the school. This perception points to a potential gap in understanding or communication regarding the allocation and utilization of resources. In contrast, teachers provided higher ratings in this domain, indicating greater satisfaction with the systematic organization of resources. This disparity highlights the importance of enhancing transparent communication and increasing student involvement in resource management discussions to align their perceptions more closely with those of the teachers.

Principals play a crucial role in strategic resource planning, where aligning resource allocation with teaching and learning objectives is vital. Vuuren and Bank (2023) emphasize that effective principals strategically organize resources, ensuring their efficient use to support teaching practices and enhance student achievement. Similarly, Odide (2021) argues that principals must ensure students have sufficient access to teaching and learning materials while prioritizing efficient resource use to support educational practices and improve student outcomes. This reinforces the need for principals to adopt a strategic approach to resource management that fosters a well-supported learning environment, benefiting both students and teachers.

In the domain of Leading Quality Teaching Practices, students assigned a satisfactory rating, albeit lower than that of teachers. This disparity suggests that while students acknowledge the principal's efforts in promoting quality teaching, they may perceive areas where further improvement is needed. In contrast, teachers' higher ratings indicate they view the principal's leadership in this domain as more effective, possibly due to their direct involvement in or the benefits they receive from these initiatives.



This observation aligns with the findings of Yang dan Jiang (2021) who emphasize the significance of instructional leadership by principals in enhancing teaching effectiveness within schools and fostering holistic student development. Furthermore, Amirul Hidayat (2021) highlights the critical role of principals in providing guidance, support, and supervision to teachers, ensuring the quality of teaching and learning practices. This necessitates principals' active engagement in supervising and mentoring teachers to improve their instructional performance. By focusing on these leadership dimensions, principals can create a supportive environment that not only improves teaching quality but also enhances overall student outcomes.

In the domain of Developing Teacher Competency Programs, students rated the effectiveness as satisfactory, though slightly lower than the ratings given by teachers. This suggests that while students acknowledge the efforts to improve teaching quality, they may perceive the need for further enhancement in teacher competencies to better their learning experience. In contrast, teachers' more favorable ratings indicate their positive perception of the principal's ongoing support for their professional development. This difference highlights the importance of ensuring that initiatives aimed at enhancing teacher competencies are not only effective but also visible to students, who are the ultimate beneficiaries of these efforts.

Yulanto et al. (2018) argue that principals should place a strong emphasis on continuous professional development programs to effectively lead initiatives that enhance teachers' competencies, thereby improving overall teaching quality. Prioritizing improvements in this area would enable principals to take on a more impactful leadership role in planning and supporting the empowerment of teachers' competencies. By doing so, principals can ensure a sustainable and high-quality teaching environment that directly contributes to better educational outcomes.

Finally, In the domain of Creating a Conducive School Environment, students rated the principal's leadership effectiveness as satisfactory, while teachers provided the highest score across all domains. This disparity suggests a strong level of satisfaction among teachers regarding the principal's efforts to cultivate a positive school climate. However, the slightly lower rating from students may indicate that, while they acknowledge the principal's initiatives, they may have different or additional expectations regarding what constitutes an optimal school environment.

Therefore, the adequacy of physical facilities in schools is fundamental to supporting student achievement and fostering a conducive learning atmosphere. Studies by Arshad et al. (2018, 2020) have underscored the positive impact of well-maintained school facilities on students' academic performance and the overall quality of the teaching and learning experience. This perspective is further supported by Olowo (2023), who emphasizes that effective school leaders recognize the importance of keeping classroom facilities in good condition to enhance teaching and learning activities. Ensuring a well-maintained physical environment is thus a critical component of creating a supportive and effective educational setting, benefiting both students and teachers.

These insights underscore the need for a focused approach to enhancing principal leadership practices across all six domains, particularly in areas such as communication, resource management, and the visibility of leadership efforts related to teaching quality and teacher competency development. By aligning the expectations and perceptions of all stakeholders, the effectiveness of principal leadership can be significantly strengthened, fostering a more cohesive and supportive school environment.



Conclusion

This pilot study reveals that both students and teachers perceive the principal's leadership practices at Sekolah Berasrama Penuh Integrasi Tun Abdul Razak, Pahang, as generally effective, with teachers consistently giving higher ratings than students. The findings suggest a need for improved transparency and communication to better align stakeholder perceptions and address gaps in understanding of leadership practices. By fostering a more inclusive approach that involves all stakeholders, the school can enhance its educational environment and strengthen the effectiveness of its leadership practices. Future research should explore these dynamics further by incorporating qualitative insights and expanding the scope to include multiple schools.

References

- Aaron, T. (2019). Black Women: Perceptions and Enactments of Leadership. *Journal of School Leadership*. <https://doi.org/10.1177/1052684619871020>
- Adelekan, S. A., & Erigbe, P. (2021). Organizational Leadership Styles and Employees' Performance in Nigerian Deposit Money Banks. *Emaj Emerging Markets Journal*, 10(2), 36–42. <https://doi.org/10.5195/emaj.2020.202>
- Angelle, P. S., & Schmid, J. B. (2007). School Structure and the Identity of Teacher Leaders: Perspectives of Principals and Teachers. *Journal of School Leadership*, 17(6), 771–799. <https://doi.org/10.1177/105268460701700604>
- Armstrong, J., & McCain, K. D. (2021). Narrative Pedagogy for Leadership Education: Stories of Leadership Efficacy, Self-Identity, and Leadership Development. *Journal of Leadership Studies*, 14(4), 60–70. <https://doi.org/10.1002/jls.21724>
- Arshad, M., Haq, M. N. U., & Khan, M. G. (2020). Status of Physical Facilities and Students Achievement at Public and PEF Partner Schools in Punjab, Pakistan. *Global Political Review*, V(I), 163–171. [https://doi.org/10.31703/gpr.2020\(v-i\).19](https://doi.org/10.31703/gpr.2020(v-i).19)
- Arshad, M., Qamar, Z. A., & Gulzar, F. H. (2018). Effects of Physical Facilities at Public Schools on Students' Achievement in Punjab, Pakistan. *Global Social Sciences Review*, III(IV), 102–113. [https://doi.org/10.31703/gssr.2018\(iii-iv\).07](https://doi.org/10.31703/gssr.2018(iii-iv).07)
- Beatty, C. C., & Manning-Ouellette, A. (2022). Exploring leadership learning through short-term study abroad experiences. *Journal of Leadership Education*, 21(1), 1–15.
- Cummings, G. G., Lee, H., MacGregor, T., Davey, M., Wong, C., Paul, L. B., & Stafford, E. (2008). Factors Contributing to Nursing Leadership: A Systematic Review. *Journal of Health Services Research & Policy*, 13(4), 240–248. <https://doi.org/10.1258/jhsrp.2008.007154>
- Demiroz, S. (2020). The Relationship Between Secondary Schools Students' Perceptions of School Climate, Their School Belonging and Their Academic Achievement. *Education Reform Journal*, 5(2), 60–77. <https://doi.org/10.22596/erj2020.05.02.60.77>
- Donaldson, M. L. (2019). *How Principal Evaluation Is Associated With Principals' Leadership Practices*. <https://doi.org/10.3102/1434318>
- Edy, S. (2022). Contribution of Islamic Worldview to Leadership and Student Learning Outcomes. *Al-Hayat Journal of Islamic Education*. <https://doi.org/10.35723/ajie.v6i2.244>
- Eich, D. J. (2008). A Grounded Theory of High-Quality Leadership Programs. *Journal of Leadership & Organizational Studies*. <https://doi.org/10.1177/1548051808324099>
- Farnsworth, S. J., Hallam, P. R., & Hilton, S. C. (2019). Principal Learning-Centered Leadership and Faculty Trust in the Principal. *Nassp Bulletin*.



<https://doi.org/10.1177/0192636519871624>

- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing*, 18(3), 66–67.
- Hidayat, A. (2021). The Effect of Principal Supervision on Teacher Performance Improvement. *Eduvest - Journal of Universal Studies*, 1(11). <https://doi.org/10.36418/edv.v1i11.270>
- Katsioloudes, V., & Cannonier, N. (2019). Investing in critical leadership development with undergraduate students: A qualitative examination of a semester-long internship. *Journal of Leadership Education*, 18(4), 50–66.
- Kementerian Pendidikan Malaysia. (2013). Malaysia Education Blueprint 2013 - 2025. *Education*, 27(1), 1–268. <http://linkinghub.elsevier.com/retrieve/pii/S0742051X10001435>
- Kilinç, A. Ç. (2014). Examining the Relationship between Teacher Leadership and School Climate. *Educational Sciences: Theory and Practice*, 14(5), 1729–1742.
- Li, Z., Li, Q., & Liu, W. (2023). *How Distributed Leadership Affects Social and Emotional Competence in Adolescents: The Chain Mediating Role of Student-Centered Instructional Practices and Teacher*. <https://doi.org/10.20944/preprints202312.1663.v1>
- Moffitt, B. W. T. (1995). A Beginning Synthesis of Leadership and Communication Studies. *Journal of Leadership Studies*, 2(3), 145–153. <https://doi.org/10.1177/107179199500200312>
- Norhalimatun Saadiah Ayub, Mohd Isa Hamzah, & Khadijah Abdul Razak. (2020). The Practice of Ta'dib Leadership Among Islamic Education Teachers. *International Journal of Academic Research in Business and Social Sciences*. <https://doi.org/10.6007/ijarbss/v10-i3/7352>
- Nunally, J. C., & Bernstein, I. H. (1978). *Psychometric theory*. New York: McGraw-Hill.
- O'Donnell, R. J., & White, G. P. (2005). Within the Accountability Era: Principals' Instructional Leadership Behaviors and Student Achievement. *Nassp Bulletin*, 89(645), 56–71. <https://doi.org/10.1177/019263650508964505>
- Odide, M. O. (2021). Financial Resource Management and Its Influence on Students Academic Performance in Public Secondary Schools in Langata Sub-County, Nairobi County-Kenya. *International Journal of Scientific Research and Management*, 9(11), 2658–2737. <https://doi.org/10.18535/ijstrm/v9i11.11em13>
- Okoth, E. A., & Getange, K. N. (2019). *Influence of Principals Role in Setting Direction on Academic Performance: Perceptions in Public Secondary Schools in Kisumu County, Kenya*. <https://doi.org/10.7176/jep/10-2-14>
- Olowo, B. F. (2023). Appraising the Roles of Head Teachers in Maintenance of Classroom Physical Facilities in Osun State Primary Schools, Nigeria. *Innovare Journal of Education*, 27–31. <https://doi.org/10.22159/ijoe.2023v11i3.47439>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42, 533–544.
- Raffo, D. M., & Clark, L. A. (2018). Using Definitions to Provoke Deep Explorations Into the Nature of Leadership. *Journal of Leadership Education*, 17(4), 208–218. <https://doi.org/10.12806/v17/i4/c1>
- Reed, B. N., Klutts, A. M., & Mattingly, T. J. (2019). A Systematic Review of Leadership Definitions, Competencies, and Assessment Methods in Pharmacy Education. *American Journal of Pharmaceutical Education*, 83(9), 7520. <https://doi.org/10.5688/ajpe7520>
- Robinson, V. (2011). *Student-centered leadership* (1st ed.). Jossey-Bass.



- Robinson, V., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635–674. <https://doi.org/10.1177/0013161X08321509>
- Rosch, D. M., & Collins, J. D. (2017). The Significance of Student Organizations to Leadership Development. *New Directions for Student Leadership*, 2017(155), 9–19. <https://doi.org/10.1002/yd.20246>
- Vance, C., & Larson, E. (2002). Leadership Research in Business and Health Care. *Journal of Nursing Scholarship*, 34(2), 165–171. <https://doi.org/10.1111/j.1547-5069.2002.00165.x>
- Vecchiotti, R. (2018). Contemporary Leadership: The Perspective of a Practitioner. *Journal of Leadership Studies*, 12(2), 40–45. <https://doi.org/10.1002/jls.21573>
- Vuuren, J. J. van, & Bank, F. van der. (2023). The Development of a Behavioural Competency Framework for School Principals. *Sa Journal of Industrial Psychology*, 49. <https://doi.org/10.4102/sajip.v49i0.2050>
- White, J. V., & Guthrie, K. L. (2016). Creating a meaningful learning environment: Reflection in leadership education. *Journal of Leadership Education*, 15(1), 60–75.
- Yang, L., & Jiang, L. (2021). *Thoughts on Principal's Teaching Leadership and Its Cultivation*. <https://doi.org/10.2991/assehr.k.210806.055>
- York-Barr, J., & Duke, K. (2004). What Do We Know About Teacher Leadership? Findings From Two Decades of Scholarship. *Review of Educational Research*. <https://doi.org/10.3102/00346543074003255>
- Yulanto, D. M., Sudira, P., & Aristya, P. D. (2018). Quality of Continuous Professional Development for Automotive Engineering Productive Teachers. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 24(2), 192–197. <https://doi.org/10.21831/jptk.v24i2.20023>