

The Servant Leadership Practice among school leaders promotes the development of Teacher Professionalism in Malaysia: a Conceptual Review

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Abstract

This concept paper discusses and purpose the practice of Servant Leadership among school leaders in the development of Teacher Professionalism in Malaysia. Teachers and school leaders play an important role in achieving educational transformation. Therefore, the development of teacher professionalism should grow in line with the Malaysia Education Blueprint (2013-2025). Researchers uncover servant leadership practices in helping school leaders improve teacher development in managing school organization more effectively. To find the information needed, the researcher used a library study. Based on Findings, the study of servant leadership practices has helped to enhance teacher professionalism in increasing the excel of students. The findings of the study will fill the gaps of future literature review of servant leadership practices among school leaders.

Keywords: Servant Leadership, School Leaders, Development of Teacher Professionalism, Teachers and Literature Review.

Introduction

Education is at the heart of a nation's development, an education-oriented society is one of the most important departments for national development. The quality of services needs to be improved and education customers are demanding higher quality education, so teachers should embrace change in education. In this case the Headmaster is the head of the school in charge of change management. As a school leaders have the responsibility to lead his followers to achieve the vision and mission of the school. The Ministry of Education Malaysia has launched several plans to improve the quality of Malaysian Education. Among the Malaysian education plans that have been launched by the Ministry of Education in improving the quality of education are the Malaysia Education Blueprint (2013-2025), the Master Plan of professionalism and the continuing professional development plan.

The Continuing Professionalism Development Plan is developing to complement professionalism development efforts for teachers and school leaders. Existing professionalism development activities known as In-Service Training and Staff Development Training will be enhanced in line with the ongoing Development of Professionalism practices. The Development of Professionalism practices aims to transform the practice and to improve the quality of teachers and school leaders as well as improve their teaching profession. Competent and effective teachers and school leaders are the determining factors for student success. A competent teacher can enhance student learning. A competent Principal / Headmaster can manage learning, create a conducive learning environment and guide teachers to enhance student learning. Competencies and teachers and school leaders can be enhanced through formal and informal involvement in Development of Professionalism practices activities. School leadership is important in shaping a school In enhancing teacher competence in line with the Development of students' potentials and talents with their balance of physical, emotional, spiritual, intellectual and social.

Literature Review

The success and sustainability of a teacher in his or her career is intertwined other requirements for the preparation of relevant teachers to continue to develop themselves and professionalism through various formal educational activities and programs, informal and informal. Teachers will face many kinds of changes it is either inside or outside the profession. Classroom teachers are the most important individuals in the school who need to be responsive to any changes that may occur in the field of education. Therefore, every teacher should be prepared in terms of mentally, emotionally and physically to be a part of education throughout lifelong learning.

School leaders or administrators have a great responsibility to ensure that teachers are given the opportunity through a professional development process be persistent. Professional development may be deemed compulsory because the skills and knowledge the development activities aim to enhance are considered important for teacher quality.

Efficient and visionary school leaders strive hard to lead teachers: from the first day of the school day. We know this will be over the effect that the relationship with the new staff could have had earlier, better, at best, their respective Department names. School leader can offer help and requires what is needed in the process of preparing for registration as a family member of the school. This is possible increase the interest and psychological readiness of the teacher and so on help them become successful teacher of the nation.

It is important that school leaders who practice the practice of servant leadership will always cooperate with and assist teachers in creating both very important for the development of teacher professionalism. Fostering collaboration between school leaders and teachers provides individual opportunities in alleviating personal and professional issues at the same time. Fostering collaboration demands value and cooperative sharing in working as well as loving one another. In schools that are culturally based, their teachers will be resourceful to one another. The highlight of the venture this is the formation of a professional learning community.

Development Of Teacher Professionalism

The development of teacher professional development is defined as teacher learning in which they learn to develop knowledge and skills as well as teaching pedagogy to help develop student talent and potential (May Britt Postholm, 2012). There are a number of activities that can enhance teacher-teacher performance for the development of teacher professionalism, professional learning community (PLC), discourse of knowledge research, benchmark tour, coaching and mentoring, innovation, book review, workshop, writing, courses and Academic Improvement (Desimone, 2009; Gulamhussein, 2013).

Professional learning Community (PLC)

PLCs refer to collaborative practices among committed educators and collectively set goals or build insights and work collectively to achieve goals (DuFour & Many, 2006) For example, the goal for teachers is to ensure student learning is implemented more effectively effective for good performance. Whereas for leaders and specialists, the goal is to ensure that their leaders and experts are always outstanding and credible. This collaboration promotes a sense of belonging, goals, vision and mission, perseverance and provides opportunities for teachers and school leaders to engage in improving their own learning. As a result, the development of professionalism can be continuously enhanced throughout life. Schools as a community, including leaders and teachers, are important in establishing orientations for the school's internal and external environment to convey a clear vision and to support professional learning and sharing among teachers (Opfer and Lavicza, 2011).

Generally there are four types of PLCs namely Lesson Study, Peer Coaching, Learning Walk and Teacher Sharing Sessions. Lesson Study means collaborative teachers looking for issues / problems and improvement steps in a teaching and then executing action plans, planning, actions and follow-up (Lim & Chia, 2016 and Pang, 2016) Peer Coaching is a helpful teacher helping each other others preparing, observing and commenting improvements and exchanging ideas for improvement in teaching and learning in the classroom. The Learning Walk, in turn, is the teachers exploring from classroom to classroom, observing and taking notes with specific focus and instruments. Teacher Sharing Session means that teachers are free to create whatever sharing of teaching and learning in the classroom and take place on a one-to-one basis. Each PLC activity will assist teachers in self-reflection with their peers to further develop their pedagogical knowledge and skills in line with the development of teaching professionalism.

Discourse of knowledge

Knowledge discourse refers to the discussion or exchange of ideas verbally (face-to-face or online) that includes dialogue sessions, briefings, weekly / monthly gatherings and other activities. This activity can be followed at the organizational, state, national and international levels. Involvement as a participant, panelist or panel member for sharing, expertise, experience, best practices will provide a broader perspective or a new perspective in education.

Research

Research is an activity for obtaining data and information as a basis for improving understanding of an issue / practice, problem finding alternative solutions. Engaging in research activities such as action research will enhance the ability to critically analyze data

and facts. For example, PPP is encouraged to conduct action research to improve teaching and learning practices and solve student learning problems.

Action Studies is a self-study questionnaire conducted by participants, education practitioners, teachers or education as researchers in the social situation itself. As researchers, they carry out practical actions (interventions) aimed at improving or improving the quality of their practices, as well as improving their understanding of practices and situations. It involves the process of reflecting, planning, executing and observing (KPM, 2008). Basically teachers are more isolated and less likely to enjoy collaborative interactions with each other all the time unless they are determined by school leaders. Therefore, action research is something that is recommended in teachers where they examine their students' weaknesses and develop frameworks and implement actions to address student-student weaknesses while contributing to and developing the development of teacher professionalism (West, 2011).

Benchmark tour

Benchmarking visits is a benchmarking activity for organizations identified as implementing best practices on a variety of matters relevant to organizational improvement. These activities need to be strategically planned and focused on emulating others' success in implementing a program. The findings from this visit will form the basis for implementing actions at the organizational level. Follow-up reports focus on what is learned and improvements at the individual and organizational levels need to be prepared.

Coaching and Mentoring

Coaching and Mentoring (Coaching and Mentoring) is a continuous process of mentoring that involves interaction and learning between two mentors and mentees in relation to tasks and responsibilities. These interactions include professional, cultural, social and personal competencies. Through continuous interaction, potential and improvement are identified strategically and more focused. For example, department heads / school leaders and field specialists as mentors, to guide and encourage each other, share best practices and ensure fellow staff meet professional standards.

Innovation

Innovation is the creation of something new or adding value to an existing one. Innovation encompasses ideas, work procedures, systems, methods, technologies and the like that are the result of creative and innovative thinking. Ongoing innovation will enhance creativity and personal quality as well as enhance organizational competitiveness. Innovation can be done individually or in groups such as the Innovation and Creation Group.

Book Review

Reading books and sharing knowledge is one of the activities of Continuing Professionalism (PPB). The PPP is required to read books from the fields of knowledge, skills and values and practices of professionalism. "Book Review" is the process of getting the content idea and creating a synopsis in writing. Ratings and critiques are also encouraged in the review process. Involvement in these activities enhances understanding and knowledge of a field and is shared with fellow workers through presentations or writing.

E-learning

E-Learning is a concept of learning, training or educational program carried out using electronic media as an intermediary for the entire movement of data and teaching information. In Malaysia, e-learning is accessible and used by all teachers such as e-Teachers Portal, Online i-Think Course (KiDT), Virtual Learning Environment (VLE FROG), Public Sector e-Learning (EPSA) and other portals that enhance teacher professionalism (KPM, 2016). According to Khalid & Strange (2016) there are several factors that hinder the participation and knowledge of online teacher sharing. Some of the barriers are teacher professional work schedules, lack of technology skills and lack of technology knowledge and emotional barriers that make teachers less involved in online learning. These emotional barriers are the fear of critics, leaders or facilitators who want to control the dialogue from leading it, or the lack of linguistic skills to give and receive constructive criticism.

There are also five factors that contribute to the development of professionalism based on online platforms namely teacher influence, technological complexity, communication opportunities, platform purpose and the different roles of participants in communication. Duncan-Howell (2010) found that online platform networks offer teachers to discover new ideas and teaching methods enhanced by the critical reflection process within the Educators community.

Writing

Writing and work is the activity of recording experiences, best practices, expertise, new ideas, innovations, research results and so forth whether in the form of books, journals or articles in periodicals or creative works. The writing process involves reading, understanding and analyzing professional literature. This activity will generate the ability to work scientifically and creatively.

Academic Improvement

The academic improvement program refers to the initiative of teachers with the permission of the head of the Department in furthering students into advanced diplomas, bachelor's, bachelor's and doctoral degrees full-time or part time either locally or abroad. Academic improvement programs will enhance knowledge and deepen relevant areas and areas of development.

Courses

Courses are formal and structured activities that involve the use of specific modules. Other examples related to the course are workshops, seminars, conferences, colleges, forums and conferences (M.Taylor & Kinsella, 2011) Most courses are centered and face-to-face. Some are implemented online based on needs and suitability.

Servant Leadership

The success and success of an educational organization depends on the leadership of the Leader in the management and administration of the school including in honing his staff. There are various leadership practices practiced and practiced by leaders in achieving the vision and mission of the organization. Interpersonal leadership and laissez-faire leadership are found to be non-significant leadership traits in improving job satisfaction (Ramazan, 2019). As a result, the development of professionalism will also be stalled. This is different for

Servant Leadership. It is an important leadership that leaders must practice. This is because this leadership practice has its own uniqueness. Servant Leadership is a philosophy and practice in leadership developed by Robert K. Greenleaf (born 1904 in Terre Haute, Indiana; died in 1990) in his book 'The Servant as leader'. According to him, 'Servant-Leaders' serve the organization by giving priority to subordinate needs.

The motivation for Servant leadership is to inculcate their personal values throughout the organization through a modeling process that demonstrates a desirable action. This is because leaders in their leadership show their values to their subordinates through positive actions and directives from time to time within an organization. Therefore, the personal values of a leader are considered as a source of influence in promoting the development of professionalism for organizational success. Greenleaf (1970) outlined nine servant leadership, namely: listening skills, empathy, recovery, awareness, persuasion, concept formation, vision, leadership and commitment to building others and building a community. According to Larry Spears (1998) outlines ten characteristics of servant leadership namely listening, empathy, restoring sensitivity, vision, trust, Conceptualization / management, commitment to subordinate development and community building.

Servant Leadership gives priority to the interests and needs of its staff or subordinates. When the needs of its staff are met, it will indirectly impact the productivity of the organization's vision and mission (Milton Sousa & Dierendonck, 2017). Al-Mahdy et.al (2016) also noted that there is a positive and strong relationship between supervision towards improving team skills, servant leadership dimensions, and job satisfaction.

Leaders who have leadership qualities such as mutual trust, respect, inspiration and communication between supervisors and followers, ensure motivation can contribute to improving performance and job satisfaction (Belias and Koustelios, 2014). This will certainly help to further the development of professionalism. Gilley et al. (2011) describe servant leaders as working partners in achieving organizational and individual success.

Today, the organizational environment requires leaders who serve and care for their followers so that the mission and objectives of the organization can be achieved rather than relying solely on the small success of the leader or manager of the organization. (Ozyilmaz & Cicek, 2015). Spears (2004) identifies ten characteristics of Servant leader practice namely awareness, commitment to people growth, community building, conceptualization, empathy, vision, healing, hearing, persuasion, and supervision.

In the analysis of this literature study there are seven items of servant leadership practice among school leaders that influence the development of teacher professionalism, Creating value for the community, behaving ethically, conceptualizing, emotional healing, putting followers first, empowering, and helping followers grow and succeed (Liden & Henderson, 2008)

Creating Value For The Community

Servant Leaders not only build a community that works for just one institution, but within the larger community. According to the study of Ibrahim & Din (2016) this Servan leadership practice also builds relationships with the community and always prioritizes the needs and

wants of its staff and is not egocentric. It is this fundamental principle that benefits from this leadership style that has led many researchers to explore and deepen this leadership. Servant leaders focus on the growth and well-being of others including those organizations and communities they belong to. Servant Leadership priorities in schools go beyond their own to help their own employees not only develop and perform well without neglecting the environment and the community (Barbuto et.al, 2014)

Behaving Ethically

Ethics is a behavior that leaders must have. In servant leadership, leaders with ethical behavior will increase the confidence of their subordinates to trust their leaders under any circumstances. Workers' trust in leaders will enhance their work performance and satisfaction. Modeling leaders' behaviors such as integrity, ethics, and putting the needs of others above their own and providing help and support to others and developing their potential and talent through employee development training will enhance organizational performance (Spears, 2010; Schneider & Macey, 2011).

Conceptualizing

Servant Leaders demonstrate a broad system of thinking and provide a clear concept to an institution. Servant Leaders are constantly looking at problems facing organizations and figuring out how to solve them outside of the reality box based on long-term concepts (Larry C. Spears, 2010). In the context of Servant leadership, School leaders should have broader conceptual thinking. School leaders need to have the vision and orientation of mid-school teacher assignments. Teachers will implement Daily assignments based on existing orientation while middle school leaders will oversee and assist teachers in identifying problems and improvements in teaching and learning. school leaders will prioritize the needs of teachers and middle school leaders in helping to further develop professionalism in line with increasing student enrollment. School leaders also need to maintain a good balance between the orientation, operations and skills development of teachers and students in achieving organizational success. According to Zhang et.

Emotional Healing

Positive relationships in servant leadership between leaders and workers can enhance and build a broken workforce to enhance job performance. Positive influence in the workplace can give a good mood or mood and will positively impact the workforce (Carlson et al. 2011). Servant leadership also emphasizes the "natural feeling that a person wants to serve, to serve first" (Greenleaf, 1977), which prioritizes the needs of his followers and establishes a good relationship with them. As such, this will also provide opportunities for teachers in schools to build a platform for teacher development and professionalism. It can be concluded that servant leaders are the catalyst to transform and improve themselves and others so that unity can be achieved through emotional recovery by creating a positive workplace.

Relevant Post-Study Studies

Significant research and writing on teachers and the role of schools in the development of teacher professionalism and servant leadership practices by school leaders are as follows. There are a number of factors at the organizational level that impact on the development of teaching professionalism, namely, organizational support in terms of time, workload and management support, recognition of participation, research focus, and financial and

resources allocated to the professional learning team (Gast et. al, 2017). There are also several factors that influence the development of teacher professionalism including school leadership, school climate, school size and school socioeconomic status (Merchie & Vanderlinde, 2016).

Darleen and David (2011) state teachers, schools, and learning activities are sub interacting and integrating in a variety of ways to influence teacher learning. He added that strong Collective Interaction Decisions at the school level will result in the teaching of teacher professionalism Although teachers may have a tendency to acquire teaching knowledge based on teaching practices, pedagogical beliefs, previous knowledge and past experience. Pedder and MacBeath (2008) State that schools struggle to develop systems and processes to support knowledge sharing and use this knowledge to enhance collective and individual practices. Rienties and Bohle Carbonell, et al. (2013) and Rienties and Lygo-Baker (2013) find in their survey that teachers who participate in online training with team components report that they are significantly more confident in their overall technology pedagogical content knowledge and use of technology learning in in the classroom after graduation.

Deni and Malakolunthu (2013) and Green et al. (2013) stated that participating in the teacher research community led to experimenting with new ideas, and participating in the practice community resulted in innovative practices. According to Bakah et al. (2012), giving participants the freedom to plan and implement their own professional development program in a team plan will motivate participants as well as support the development of needed innovation. Motivating participants in this way signals support from intrinsic motivation. According to M.Taylor & Kinsella. (2011) the opportunity given to experienced teachers will expand their strength to further the profession in the areas of skills in pedagogy and assessment that can be shared with other teachers. There is still a neglect or on the part of experienced teachers in the development of teacher professionalism (Johnson, 2009). Integration of Soft skills such as problem-solving skills, communication skills, decision-making skills, consulting skills and teacher leadership skills in teacher training programs will also promote the development of teacher professionalism (Kumari, 2017).

Li et.al (2018) illustrates that Organizations must adapt some of the measures to create happiness among workers by establishing fair procedures, maintaining the welfare of their workers' families and health, and fostering a harmonious organizational climate, to maximize the positive impact of workers in the workplace work. In summary, it can be concluded that there are other factors to be considered in the development of teaching professionalism such as information technology integration, soft skills, school climate, organizational wellbeing of organizations, priority for experienced and experienced teachers and school support systems. Therefore, it can be concluded that most researchers support servant leadership as an alternative leadership that can influence the development of teacher professionalism.

Methodology

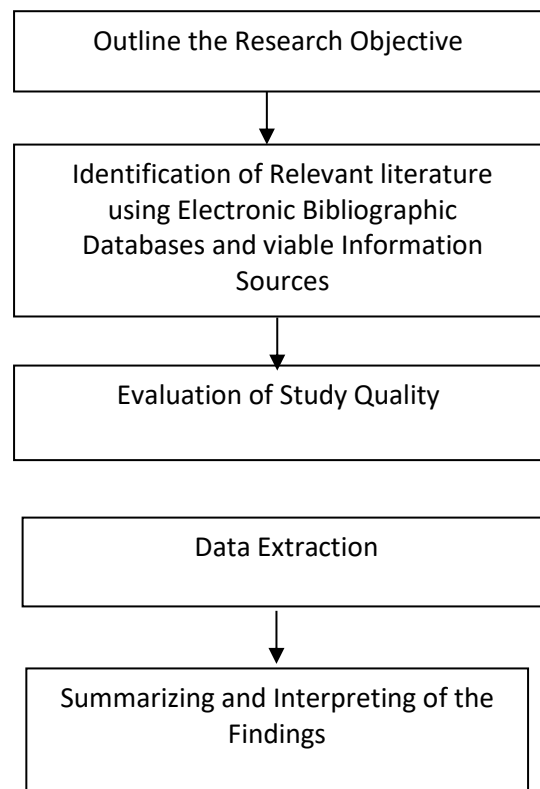


Figure 1 Methodology for carrying out a systematic literature review

This study is a systematic review from a multidisciplinary perspective where servant leadership is the key unit of development of teacher professionalism. By advancing this way, it's feasible to identify the basis of servant leadership practice among school leaders and to explore development of teacher Professionalism of numerous literatures. Based on their works, this article reviews several papers to express how school leaders affect the teachers performance and develop their professionalism . The research agenda that scholars have addressed is whether practice of servant leadership among school leaders influence the development of teacher professionalism. The methodology used is shown in Figure 1. While conducting a systematic review of the literature, electronic search engines specific to servant leadership practice and development of teacher professionalism literature were used and useful literature sources such as libraries. The pertinent articles are retrieved and scrutinized for relevancy after which the next action is to objectively appraise the writings to ascertain methodological quality. Information is obtained from every article in a prescribed manner to allow for conformity, interpretation and summary of the findings. Secondary data was used to get all information and it is based on existing literature.

Proposed Model

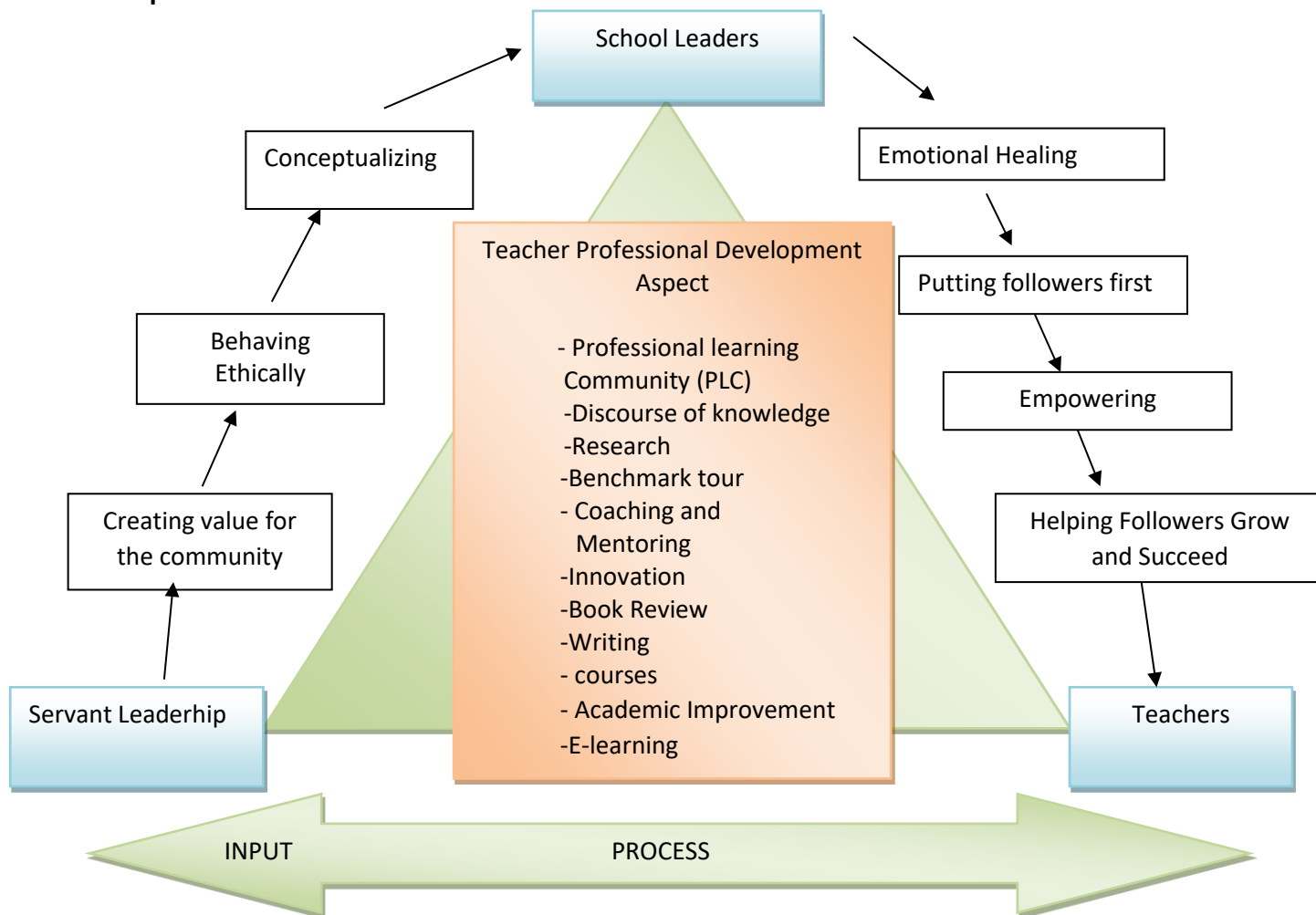


Figure 2 : Proposed Model of Servant Leadership among school leaders promotes the development of teaching professionalism. *Source : Adoption From Blanchard and Thacker,(1999), Liden & Henderson (2008) and Kementerian Pendidikan Malaysia, (2016)*

Based on Fiture 2, the development of teacher professionalism is divided into three stages beginning with input, followed by process and ending with output. Input Levels contain elements of the needs or demands of school leaders or teachers in any program of teacher professionalism development activities. At this point, school leaders will make sure their teachers understand the school's vision and mission according to its own conceptual requirements. In this regard, school leaders who practice Servant's leadership style will strive to build a united team by fostering mutual commitment, effective communication and reponding to obstacles to focus on the demands of competence their teachers want. In other words, the school leaders will refer to the community's request for full development training. And finally, development training will be carried out in accordance with school ethics practiced by school leaders.

In the Process Level, it is based on the analysis of development training requirements that will study the demands of its committees to carry out training at three main levels namely organizational analysis, individual analysis and job analysis. This is followed by a training design process where the basic planning of the implementation of the training program is

made by school leaders. The analysis of the training and competency needs of the teachers will be emphasized by the leaders by giving priority to the desire of the teachers in line with the competencies they want to improve and enhance for the progress of their students. School Servant Leaders will always put their teachers' needs first and foremost. They will also empower their teachers in selecting, organizing and conducting professional development activities for teachers based on the interests and needs of their teachers. School leaders will also reach consensus through discussion and emotional recovery in building a committed and dedicated teacher community for the school organization. There are a number of activities that are usually used by Servant leadership leaders who are professional learning community (PLC), discourse of knowledge research, benchmark tour, coaching and mentoring, innovation, book review, academic improvement, writing, courses and e-learning. Next, a program of development activities implemented according to what was planned and developed.

At the output level, the evaluation of the effectiveness of the training program will be carried out. This assessment is usually done by distributing questionnaires to teachers who are engaged in the development of teacher professionalism. Based on the results of the implementation of the development program for teachers there will be a form of reduction in the performance gap between teachers which will be shown by the teachers following the training program with the standard work performance expected by School leaders. As such, there will be an increase or increase in knowledge values, skills among teachers who have participated in training programs that adapt or apply these practices and skills into their schoolwork. School leaders adopting a servant leadership style will assist teachers who work under their supervision to achieve growth and improvement in achieving the success of teachers and school organizations.

In addition, the output expected by the school organization is that there is stronger work motivation and higher job satisfaction among its employees who have participated in any teacher development training program. This is because it is in line with Frederick Herzberg's Hygiene-Motivator Theory, which states that employees are more likely to be satisfied if an organization cares about their career development and gives these employees opportunities to grow and develop within the organization. The integration of the three Input-Process-Output stages in the development of Servant leadership-based teacher professionalism will have a positive impact on generating improvements to enhance student engagement.

Conclusion

The development of teacher professionalism should be a priority in every teacher's career planning. The challenges facing teachers now and in the future are increasing. The study of Powell & Correll. (2016) suggest that providing non-strategic knowledge can only increase awareness of the developmental needs of teachers without perfecting teachers with the knowledge and skills to sharpen diverse student achievement. More research is needed to assist the development of teacher professionalism in seeking leadership influence on teacher learning. The development of teacher professionalism should also be refined through the factors influencing students' cultural diversity in developing which is the Limitation of the study in this study (Parkhouse and Massaro ,2019). The integration of Soft skills in teacher training programs will also promote the development of teacher professionalism (Kumari, 2017). Overall, the findings show that servant leadership plays an important role in promoting

teacher professionalism. Therefore, it is important for school leaders to be exposed to the training and training theory needed to enhance their servant leadership practices in an effort to improve teachers and school education in line with the Malaysian development plan.

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