A Study to Investigate the Leadership Styles and Skills of Malaysia Independent Chinese Secondary Schools in 21st Century Education Era

二十一世纪马来西亚华文独立中学的领导风格与技能研究

Kajian Penyiasatan Gaya Kepimpinan dan Kemahiran Sekolah Menengah Persendirian Cina Malaysia dalam Era Pendidikan Abad Ke-21

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Abstract: Education reform occurs in this 21st century era due to the rapid changes in technology and globalization. Therefore, the school curriculum and management must also need to change aligning to Malaysia Education Blueprint 2013-2025. In which, it states that students need to develop the 21st century skills such as creativity, collaboration, critical thinking, and communication. Through the educational programmes to make them successful in this competitive world. Hence, the principals should change their roles and responsibilities in teaching and learning because school leaders act as supervisors, school policy makers, and facilitators in school. Furthermore, they are not only focus on school administration, but they also need to develop effective leadership skills to help teachers and other management staffs in teaching and managing the schools. The school leaders' leadership skills have significant influences on the students' learning and achievement. There are four styles of leadership in this study which are servant leadership, transformational leadership, situational leadership, and instructional leadership. This study aims to explore and examine the elements of 21st century's school leadership in Malaysian Independent Chinese Secondary Schools (MICSS) as well as to investigate the relationship between principals' work experience and leadership skills and styles. This study used quantitative research to assess the perception used of leadership skills by the principals and the relationship between the work experience as a principal and leadership skills and styles. The findings also revealed that the participants demonstrated transformational leadership as they

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were more focusing on teamwork skills, developing effective communication, building harmony relationship with others, and setting school mission and vision for the teachers to improve the students' learning. Nonetheless, the study also revealed that there was no significant relationship between the participants' work experience as a principal and leadership skills and styles. The findings of the study can provide more information and serve as a reference and tool for the principals to increase their awareness of the 21st century leadership skills as well as plan the professional development programmes to enhance their leadership skills and abilities to improve or enhance teaching qualities.

【论文摘要】由于技术的日新月异和全球化的影响，教育在21世纪发生了变革。因此，学校课程和管理也需要改变，以配合2013-2025年马来西亚教育蓝图。该蓝图指出学生需要能够通过教育计划培养21世纪的技能，如创造力、协作、批判性思维和沟通，以便他们能够在这个竞争激烈的世界中取得成功。有基于此，校长应该改变他们在教学和学习中的角色和责任，因为学校领导在学校中扮演监督者、学校政策制定者和促进者的角色。此外，他们不仅关注学校行政，还需要培养有效的领导技能，以帮助教师和其他管理人员进行教学和学校管理，因为学校领导的领导技能对学生的学习和成就有着重大影响。本研究将领导风格划分为仆人式领导、变革型领导、情境型领导和指导型领导四种。本研究旨在探索和审视马来西亚华文独中（MICSS）21世纪学校领导的要素，并调查校长的工作经验与领导技能和风格之间的关系。本研究使用定量研究来评估校长对领导技能的看法，以及作为校长的工作经验与领导技能和风格之间的关系。这项研究的结果表明，参与的校长表现出变革型领导力，因为他们更加注重团队合作技能、发展有效的沟通、与他人建立和谐的关系，并为教师设定学校使命和愿景以改善学生的学习。此外，这项研究也揭示，参与者作为校长的工作经验与领导技能和风格之间没有显着的关系。研究结果也可以提供更多信息，作为校长提高他们对21世纪领导技能的认识、参考和实施方法。同时，校长也可以规划专业发展计划以提高他们的领导技能和能力，以便改善或提高教学质量。

Abstrak: Reformasi pendidikan berlaku pada era pendidikan abad ke-21 akibat perubahan teknologi yang pesat serta globalisasi. Oleh itu, kurikulum dan pengurusan sekolah juga perlu diubah agar selaras dengan Pelan Pembangunan Pendidikan Malaysia 2013-2025 yang menyatakan bahawa pelajar perlu dapat mengembangkan kemahiran abad ke-21 seperti kreativiti, kolaborasi, pemikiran kritis, dan komunikasi melalui program pendidikan untuk menjadikan mereka berjaya dalam dunia persaingan ini. Oleh hal yang demikian, pengetua harus mengubah peranan dan tanggungjawab mereka dalam pengajaran dan pembelajaran kerana pemimpin sekolah bertindak sebagai penyelia, pembuat dasar sekolah, dan fasilitator di sekolah.

Selain itu, mereka bukan sahaja menumpukan kepada pentadbiran sekolah tetapi juga perlu membangunkan kemahiran kepimpinan yang berkesan untuk membantu guru dan kakitangan pengurusan lain dalam pengajaran dan pengurusan sekolah kerana kemahiran kepimpinan pemimpin sekolah mempunyai pengaruh yang signifikan terhadap pembelajaran dan pencapaian pelajar. Terdapat empat gaya kepimpinan yang dikemukakan dalam kajian ini iaitu kepimpinan pelayan, kepimpinan transformasi, kepimpinan bersituasi dan kepimpinan pengajaran. Kajian ini bertujuan untuk meneroka dan mengkaji unsur-unsur kepimpinan sekolah abad ke-21 di Sekolah Menengah Persendirian Cina Malaysia (MICSS) serta untuk menyiasat hubungan antara pengalaman kerja pengetua dengan kemahiran dan gaya kepimpinan. Kajian ini menggunakan kaedah kuantitatif untuk menilai persepsi yang digunakan terhadap kemahiran kepimpinan oleh pengetua dan hubungan antara pengalaman kerja sebagai pengetua dengan kemahiran dan gaya kepimpinan. Dapatan kajian ini mendedahkan bahawa pengetua menunjukkan kepimpinan transformasi kerana mereka lebih menumpukan pada kemahiran kerja berpasukan, membangunkan komunikasi yang berkesan, membina hubungan harmoni dengan orang lain, dan menetapkan misi dan visi sekolah untuk guru meningkatkan pembelajaran pelajar. Selain itu, kajian juga mendedahkan bahawa tidak terdapat hubungan yang signifikan antara pengalaman kerja pengetua dengan kemahiran dan gaya kepimpinan. Dapatan kajian boleh memberi lebih banyak maklumat dan menjadi rujukan serta alat kepada pengetua untuk meningkatkan kesedaran mereka tentang kemahiran kepimpinan abad ke-21. Mereka boleh merancang program pembangunan profesional untuk meningkatkan kemahiran dan kebolehan kepimpinan mereka demi penambahbaikan atau meningkatkan kualiti pengajaran.

1. INTRODUCTION

1.1 Research Background

According to Malaysia Education Blueprint (hereinafter referred to as Blueprint) 2013-2025 (MOE, 2013), the education transformation occurred and the education already shifted to a new era education system. Education not only focused on knowledge but also emphasized the students' capacities and skills due to globalization as Schrum and Levin (2016) agree that the schools need to transform to meet the requests of the 21st century, it will require more than the information, effort, and vitality of those instructors. Thence, the roles of the principal are important. Globalization refers to the world without barriers and everyone is a global citizen. Therefore, the school management also needs to change since current teaching instructions should integrate with technology tools as Oluremi (2013) stated that the school management faces the challenge in this 21st century because the education request a proficient instruction director who will be able to confront modern involvement, initiate, deflect emergencies, resolve challenges, overcome impediments and make critical positive commitments to national advancement. Therefore, the responsibility of school leaders involves applying their effective leadership style to meet the current education trend.

In addition, school principal leadership impacts authoritative capacity and understudy results which principals determine schools' execution and school's adequacy. Hence, the school administrators need to change the framework so that the school leaders can develop the school more effectively. In expansion, compelling school authority is required to empower the youthful individuals to acquire the abilities and information required within the twenty-first century (Adams et. al., 2020a). School leaders include principals and the headmaster, they play various roles in the school other than the head of the management as Bakht et. al., (2020) stated that school principals play a role in all aspects of the school system such as educator, manager, strategic problem solver, supervisor and learning leader supervisors, barterers, advocators, servant leaders, and learning leaders. Hence, the responsibilities of the school leader are overseeing the school and driving all the school administration to achieve the schools' needs and goals. Besides, they are also responsible to contact operators to realize the mandates of partners and policymakers (Kadri et. al., 2021,). Furthermore, Fullan (2010) also reported that the key to changing the quality of teaching is within the control of the principal to make a difference in leading the organizations and frameworks changes. According to Kapur (2018), leadership has alluded as the impact that's applied by one person over the others to structure the exercises or the connections inside the bunches or the organizations. Therefore, school leaders are those who can influence the management, teaching policies, policies, and qualities of a school because they involves work and guides the teachers toward improving educational processes in educational institutions. School leaders are moreover required to memorize modern parts and moving from plant supervisors to pioneers of instruction constituted a serious break with standard working strategies for the tremendous lion's share of principals (Hauge et. al., 2014). Principals in the private high school serve as the school's policymakers, supervisors, decision-making people, and business people who are responsible to take care of the entire school in all aspects. Therefore, they influence the present and future of the school.

Furthermore, principals also play a role as supervisors in the school to provide teaching support and guidance for the teachers in teaching progress to meet the stakeholders' needs and demands as they need to develop different strategies to support the teachers either by providing materials or improving the schools' facilities as well as collaborating with the parents and community to develop an effective school curriculum to meet the current generations' students' needs and interest (Edamo & Netshitangani, 2018). Besides, the principal is also involved in the teaching evaluation process to assess the teachers' teaching qualities to meet the students' needs as Oluremi (2013) stated that the principals ceaselessly channel all endeavors to arrange and coordinate the activities and curriculum of the school in order to meet the objectives and targets of the school. It includes surveying the execution of each perspective of the framework and making an essential alteration for effective recycling. The achievement of all these capacities depends exclusively upon the principal's authoritative and management skills. Heidmets and Liik (2014) support that school principals are significantly affecting the teachers' wellbeing at the schools such as teachers emotional, job satisfaction, burnout, teaching professional development, and teachers' turnover. Therefore, principals are also responsible for the finance and business management, instructional and curriculum development, staff-management as well as person who implement the school's objective and goals (Oluremi, 2013). Therefore, the skills and leadership of the principals need to be improved to make the schools' education system in accordance with current education needs. As the principals make decisions on the relevance and scope of the curriculum for the school, as well as, design a framework of implementing plans in the organization to achieve predetermined objectives and goals. Leaders who conceptualize a vision and plan for tackling advanced innovation for educating and learning are exceptionally critical due to the desires of 21st-century understudies and teachers, especially given the proceeding have to move forward with accomplishment for all students (Augspurger, 2014).

On the other hand, technology innovation is also another issue that occurs in the education system since the globalization and the school leaders are aware that traditional management is not suitable in the 21st century. School leaders will certainly have to get it and be arranged to coordinate into their schools a modern era of modern innovation, which in turn will require them to put a high need on staff development including the teachers and principals. Therefore, there is no way to ignore this technology's influence on

teaching and learning as well as the education system. Furthermore, Kaume (2016) also supports that the traditional management worldview keeps up an internal canter with the point of cutting costs, maintaining rules, and division of work. This style is essentially progressive with accentuation on control, implemented benchmarks, a dictator with a drill sergeant approach to authority, and the result mechanical introduction to basic plans, high-level specialization, and inflexible departmentalization. In Malaysia, there are many Independent Chinese Secondary Schools (hereinafter referred to as MICSS) that have several function departments and each department has its roles and responsibilities in the school system. However, this style is less suitable in the current education trend since education is moving forward to 21st-century education, thus, school leaders should restructure the school structure to become less hierarchical and more straightened as well as more flow organizations (Ayiro & Sang, 2010).

In Malaysia, there are three types of schools which are government schools, international schools, and MICSS. Government schools are monitored by the Ministry of Education (MOE) whereas international schools and MICSS are monitored by their respective schools and their school's policy and decision are not influenced by MOE. MOE of Malaysia developed the Key Performance Index (KPI) to ensure that every government school has delivered effective education and guarantees the quality of education in Malaysia (Kadri et.al., 2021). However, the MICSS lack of rules and standards that the teachers need to follow to ensure the teaching quality. Therefore, the role and responsibility of a principal in a MICSS is important to lead the school to meet the 21st-century education and make the school to be aligned with the Blueprint. Even though, The United Chinese School Committees' Association of Malaysia (UCSCAM) is responsible to develop the curriculum and education blueprints as well as provides teaching support for the MICSS, but, this association cannot involve in every MICSS's management decision and planning. Therefore, the leaderships of each school leader is important to ensure that the school education system, teaching, and learning as well as school development are aligned with the Blueprint because regardless of government schools or MICSS, educational goals and objectives should meet the nation's Blueprint to prepare 21st-century students and achieve educational development consistency. Catherine O'Brien et. al., (2019) also stated that without the essential leadership, school board, common and state approach, and asset bolsters, maintaining the changes require over-the-top exertion and commitment from the schools. School boards have to do their part in making an organizational culture that empowers creativity, innovation, and business enterprise. School-level leaders, instructors, and students have to be discharged from current prohibitive structures in order to meet these modern desires. Thence, school leaders' leadership skills and style are critical issues in the 21st century.

1.2 Problem Statement

According to Blueprint 2013-2025 (MOE, 2013), one of the aspirations is to ensure high-performing school leaders in every school. Therefore, it can seem that the quality of school leaders is one of the factors that lead the students' outcome in learning. Furthermore, there is an international research on school leadership that shows an outstanding principal is one that focused on instructional and not administrative leadership. Besides, the past research also showed that effective school leaders can raise student outcomes by as much as 20% (Adam, et.al., 2020a). Therefore, the school leaders should prepare themselves to become 21st century leaders to help the students adopt these skills such as critical thinking, problem-solving, persistence, collaboration, and curiosity. Additionally, there is a need to initiate innovation in the education leadership approach in MICSS because, in today's innovation-driven economy, individuals require a distinctive blend of aptitudes to face this education challenge. In expansion to foundational aptitudes such as proficiency and numeracy, students require competencies like collaboration, inventiveness, and problem-solving and character qualities like determination, interest, and initiative. There are several studies conducted in Malaysia by Ali and Emma (2020), Lee (2007), Chan and Sidhu (2009), Fahimirad et. al., (2016), and Ghazali et. at., (2021), they had conducted on research regarding the effective educational leadership in schools for either government schools or higher education and the studies found that the schools leaders need to attend the leadership training course to improve the leadership skills such as technology skills and effective communication skills. However, there are less research studies focusing on MICSS Principals' leadership skills and styles. Therefore, the researcher conducts this study to investigate

the leadership skills of the MICSS.

1.3 Objective

The objective of this study was to explore and examine the elements of 21st century school leadership in MICSS.

1.4 Research Questions

The research questions of this study are:
1. What are the 21st century leadership styles and skills of school leaders in MICSS?
2. Is there any significant relationship between the age of the principals and the type of leadership?

1.5 Hypothesis

The research hypothesis of this study is:
1. There is a significant positive relationship between the age of the principals and the type of leadership.

1.6 Scope of Study

This research explores the elements of leadership skills of MICSS principals such as managerial skills, innovative skills, communication skills, personal and social skills as well as leading skills. The research focuses on MICSS which are excluded from government schools and international schools.

1.7 Significant of Study

School is an institution where the students learn the knowledge and skills from the curriculum and principals are important people who are responsible to make the final decision on the school education system and curriculum. Therefore, the leadership of the principals is a critical issue to explore in this study since the MICSS are not directly monitored by the government, thus, this study can increase the principals' awareness in their leadership as Bakht, et. al., (2020) stated that the success of a school is highly dependent on the skillfulness of leader of the school that made weight on school leaders to act with defenses more than some time recently. Consequently, the 21st century leaders require solid administration aptitude to be effective to actualize 21st century abilities for long-term alter. Besides, the Blueprint is planning for all the Malaysian learners, thus, if there has an education system gap between the government school and private high school, then, there will be differences in educational quality in Malaysia. Thence, this study helps to explore the 21st century leadership in MICSS as educational leadership has affirmed that the quality of authority hones in a school can make a noteworthy distinction to the learning and accomplishment of students because the strategies for school improvement and students achievement must incorporate endeavors to move from principals from fundamentally directors to instructional leaders (Kaume, 2016).

Furthermore, the researcher interviewed three principals of MICSS to collect some ideas about leadership, the researcher realized that the school leaders are lacking the 21st century's leadership skills to manage the school. Therefore, it will influence the students' development since the students need to develop 21st century skills, so, the school leaders need to improve their leadership skills and knowledge to become 21st century leader as Gilbert (2017) support that 21st century principals need to be well-prepared to face the unavoidable challenges, they need the significance of solid legitimate proficiency to advance school change, and the utilized of recreation as a preparing and proficient improvement apparatus in instruction. Edamo and Netshitangani (2018) support that Ethiopia had launched the leadership improvement initiatives as part of the overall School Improvement Program (SIP) to improve the quality of education offered to the school children (Edamo & Netshitangani, 2018). Therefore, it seems that there is a need for the principals to improve and adjust their leadership skills to meet the 21st century education challenges. In conclusion, school leaders should be equipped with 21st century skills that can help them build a good relationship with others and these skills can help for school improvement. Therefore, this study can help to explore and understand distinctive abilities that can offer assistance to school leaders to enhance their hones to thus construct a positive environment (Bakht et. al., 2020). Additionally, there should be a study to expand the

research area since Kadri et. al., (2021) stated that there is a need to conduct a study to investigate MICSS principal leadership in Malaysia to expand the research area. Therefore, this study can provide a more extensive view of the school leadership in Malaysian schools since the school principals' leadership significantly affects the teaching quality. Consequently, this will directly influence the students' achievement, skills, and abilities that help them to meet the 21st century labor market as principals are the persons who are responsible to make and revise the school education policy and plan.

2. LITERATURE REVIEW

2.1 Knowledge and Skills of Current School leaders should Omit

Education systems must be aligned to national education policy for country development and prepare 21st century students. Since the 21st century education reform occurs due to technology development and globalization, thus, the roles and the responsibilities need to be refined to meet current trends as Bernhardt (2015) stated that the different aptitudes and competencies required for the world's interests ruled by quickly extending worldwide systems and moving financial challenges have to be more keenly to be included in the school educational programs. Therefore, the education system and school education policy need to be revised and change to face these 21st century education challenges. Besides, the traditional administration approach points to the enhancement of efficiency and asset utilization in an inactive and steady mechanical environment and this worked well when markets, items, and advances remained generally steady but its shortcomings have been uncovered with the ever-changing globalization and mechanical advancement (Kaume, 2016). Thence, school leaders should revise their management style and leadership skills to continuously improve the teaching and learning as Kadri et. al., (2021) conducted survey research about the skills and leadership competencies of the principal in 21st century in the Malaysian world of education. They found that there are four elements of principal leadership competencies which are personal and social skills, managing skills, leading skills, and transformative skills. Furthermore, the finding also found that the level of leadership competencies of a principal is very high as the competencies of a principal can drive an organization to become great since the leader can oversee the organization viably (Kadri et. al., 2021). In addition, Mansor and Hamzah (2015) researched also show that there are five primary competencies that a quality leader must have such as knowledgeable, skilled, positive personality, contributing to the organization, and eagerness to lead. These competencies can be utilized as a premise within the arrangement of quality leaders.

Additionally, Kaume (2016) also conducted a case study to examine the issue of 21st century leadership in Kenya secondary schools. The finding showed that secondary school principals in Kenya focus on administration such as formulating the school's policies and implementing the policies as well as management. However, they do not act as the supervisors who direct, guide and inspire the lead. Therefore, the researcher supposes that 21st century leaders should be planning all the school society, have well-being of educating, non-teaching and students, include partners and students in choice making, have capacity to execute completely the choices made, be equitable, have compelling communication, make a conducive culture for learning, have collaboration and linkages, be receptive, utilize multi-directional communication mode, be inventive, be always present and punctual, and be knowledgeable. In addition, principals also play important role in students' achievement since their responsibilities include the control of human and school resources and materials for the accomplishment of the school's visions and goals (Oluremi, 2013). Therefore, the school's development and quality of teaching depend on the effectiveness of the leadership of the principals as Edamo and Netshitangani (2018) stated that responsibilities of the school leaders are starting to alter by giving the essential vision and support for bringing approximate changes within the school. Therefore, the leadership of the principals is a significant influence on school improvement. Besides, schools' progress and success are characterized by solid school-wide authority and a shared vision. Consequently, the leadership in schools ought to provide support and direction as well as help the school teachers to fulfill the targets of the alter. Bakht et. al., (2020) conduct exploratory research to identify the practice of secondary school leaders of Rawalpindi city omit recommended 21st century 4Cs leadership

skills which are competence, character, compassion, and courage during the pandemic. They found that school leaders have positive view towards the utilization of 21st century authority abilities as these aptitudes are exceptionally critical and required for today's authority. Together with the utilization of these abilities, it moreover concluded that proficient advancement workshop on 21st century authority abilities exceptionally imperative for school leaders. If they have no basic knowledge and understanding of a few abilities, with the assistance of workshops, they can develop these skills and can go up against the unique challenge they confronted in their authority because it is obvious that COVID-19 could be a flip over the world and numerous changes happened within the instructive setting. To confront those challenges, gallantly school leaders must know 21st century abilities.

2.2 Different Leadership Styles

John Dewey proposed that the defenders of 21st century learning contend schools have a social duty to supply understudies with learned people's challenging encounters and openings to think imaginatively, collaboratively, and over the boundaries that regularly isolate what is commonly instructed in school (Bernhardt, 2015). Adam et. al., (2020b) also agree that compelling school leadership is required to empower youthful individuals to secure the abilities and information required within the twenty-first century. Consequently, school leaders presently are anticipated to lead the education and learning management, make proficient learning communities while supporting school brilliance by making strides examination. Additionally, Navickaite (2019) agrees that the school principal not only focuses on administration, but is also involved in other school tasks such as school events arrangement, sorting out, overseeing, and controlling, and also responsible for the improvement of the school as a learning organization, and for the students' accomplishments. It means that being a school principal, he or she is involved in different roles in the school such as teacher's supervisor, teaching evaluator, and school administrator because he needs to be dependable for the administration of an organization.

National Proficient Capability for Instructive Pioneers (NPQEL) presupposes that Malaysian principals are presently seen as instructive leaders and not simply fair supervisors of their schools. Therefore, NPQEL central goals are to guarantee all principals are prepared with information, abilities, compelling administration and authority hones to address the current challenges and long-standing time requests of driving a school and changing a framework (Adam et. al., 2020b). It means that current school leaders need to integrate leadership skills in their school management and also apply different styles of leadership to meet the school's vision as well as improve students' achievement and teaching quality. Kaume (2016) agree that all lead learners ended up being talented within the patterned intelligent preparation of demonstrating collective capacity for collaboration and engaging each other through shared authority as they take an interest as learners and work as 'guides on the side' in working with instructors to create directions changes. All these directions administration forms are clustered into three administration ranges which are know-ability, mobilize-ability, and sustainability. Therefore, Marzano et. al., (2005) conduct a meta-analysis to investigate the effectiveness of school leadership in K-12 schools in the U.S and they found that there have four styles of leadership which are instructional leader, servant leader, situational leader, and transformation. Thence, these four leadership styles were foundational to this study analysis.

2.2.1 Instructional Leader

According to Ali (2017), an instructional leader could be a term utilized to allude to foremost or instructor inclusion in classroom interaction. The hones of a center such as guaranteeing successful educating and learning, checking directions enhancement, standards-based change, team-building, creating a school learning environment, and compelling communication with all partners. Chabalala and Naidoo (2021) also stated that instructional leaders refer to leadership that's coordinated at instructing and learning forms that produce intuition concerning the educational programs between instructors and learners. Therefore, they focus on teaching instruction as Alemayehu (2021) supports that a principal who is an instructional leader will set clear objectives, assets to educating, regulating the educational modules, observing lesson plans, and evaluating education are all duties of instructional leaders. Besides, they also

need to fortify their directions administration, instructional leadership ought to fulfill the taking after, make or build up completely agreed-upon objectives, be able to protect and utilize a comprehensive record of the school's advance, relate a feeling of obligation for the bunch, create the propensity and aptitude of basic and self-evaluation, and get a handle on gathering and prepare information of standards and abilities in achieving them using school individuals to disseminate authority. Furthermore, the principals' leadership capacities, especially within the range of directions administration, are basic to the adequacy of the school because the principal is involved in teaching evaluation, creation, execution, assess the programs, survey arrangements, and strategy plans, making targets, enlisting modern instructors, parent, and community intelligent, assigning, and accentuation on understudy teaching quality (Alemayehu, 2021). Ali (2017) conducted a survey and quantity approach to study the relationship between school effectiveness, instructional leadership, and school culture, the findings show that there has a significant relationship between instructional leadership and school effectiveness. Thence, effective instructional leaders will impact others to use fitting directions hones with their extraordinary information on the significant subject matter. Besides, it also shows that principals ought to guarantee that instructors are given significant and proceeded proficient improvement as the key responsibility of principals is to make strides 'instruction' in order to help instructors to educate in a way that empowers learners to realize their best scholarly comes about (Ali, 2017)

2.2.2 Servant Leadership

Servant leadership can be characterized as an authority style in which a leader makes followers steadfast and creates representatives by centering on followers' care. Besides, servant leadership not only advances the employees' improvement but also contributes to the complete authoritative development (Kumar at. al., 2022). Furthermore, as servant leaders, he or she is responsible to recognize each individual's capacities and engage people to end up the ideal they can be. Therefore, servant leadership may be a hone chosen by leaders who discover satisfaction in serving others inside their prompts circle of impact. It is an other-oriented approach to authority, which shows through one-on-one prioritizing of followers' personal needs and interface and is worldview re-orientates the concern for the self towards the concern for others inside the association, as well as the bigger community, and guides the others to end up more autonomous, learned, and service-oriented (Swart et. al., 2021). Additionally, servant leaders show compassion and kindness and recuperate teacher's enthusiastic sufferings as they characterize and make a secure and trusting work environment for instructors to work, create a compelling school vision and enable instructors to be independent in order to enhance their ability, and listen to teachers' voice and improve communication among instructors and leaders (Wu at. al., 2019). Therefore, servant leadership can be one of the social support that ensures school instructors from the impacts of stressors in terms of mental and physiological well-being in different ways.

2.2.3 Situational Leadership

Situational leadership style requires a leader to execute her or his authority in line with the requests as well as needs of the circumstance. Besides, it is an approach for leaders to get their behavior, the characteristics of their subordinates, and use their authoritative style to deal with different situations (Heli at. al., 2021). Raza and Sikandar (2018) stated that situational leadership refers to the capacity of a leader to alter the behavior of his adherents. Thence, the situational leadership is concerned with the part of adherents at a given formative level to work in a particular environment as Marzano, et. al., (2005) stated that the essential rule of basic situational leadership is that the leader adjusts her or his leadership behavior to followers' "maturity," based on their readiness and capacity to perform a particular errand.

2.2.4 Transformational Leadership

Transformational school leadership is the approach that centers on the school vision and objectives, inspiration, advertising person bolster, symbolizing proficient hones and values, illustrating tall execution desires, and creating structures to assist interest in school choices (Khumalo, 2019). There are four components in transformational leadership which are charisma or idealized impact, motivational inspiration, mental incitement, and individualized thought (Yamamoto & Yamaguchi, 2019).

Transformational leadership is more concerned with the follower's feeling and need as Lai and Ye (2020) stated that transformational leadership concerns parties including feelings, morals, measures, values, and objectives and they are willing to put the organizational needs before their personal needs which can offer assistance back to the organization. Besides, transformational leaders act like coaches and advisors who energize their adherents to undertake modern and imaginative ways, techniques, or approaches to handle organizational issues as a hone-driven approach can offer assistance to form a space for developments, such as integration, collaboration, and issue tackling (Lowery & Akinola 2017).

3. METHODOLOGY

This section provides an overview of the research design, population and sample, the instrumentation, data collection procedure, and methods used to analyse the data collected from the questionnaire.

3.1 Research Design

This study is quantitative research where the researcher is a third person to explore and survey the participants about their leadership skills. Besides, the researcher chooses quantitative research method because of a desire to study the responses of MICSS towards the leadership skills. In addition, the researcher uses survey to study the leadership skills of principals among MICSS in more deeply.

3.2 Population and Sample

There has a purposive sampling in this study where the researcher takes entire the population which is 60 respondents from the 60 schools as Etikan (2016) stated that purposive sample is the researcher chooses what must be known and sets out to look for individuals who can and are willing to supply the information by takes the entire population since this study focus on MICSS principals. Therefore, the respondent would be MICSS principal. According to The UCSCAM, there have 60 MICSS in Malaysia.

3.3 Instrumentation

NASSP's Leadership Skills Self-assessment (Roslyn, 2013) will be used in this research to assess the perceptions of leadership use by the principals. There has total 67 statements and has ten parts of leaderships skills in this questionnaire which are setting instructional direction, teamwork, sensitivity, judgment, result orientation, organizational ability, oral communication, written communication, development of others, and understanding own strengths and weaknesses. Setting instructional direction consisted of nine statements, teamwork consisted of six statements, sensitivity consisted of nine statements, judgment consisted of nine statements, results orientation consisted of five statements, organizational ability consisted of seven statements, oral communication consisted of seven statements, written communication consisted of four statements, development of others consisted of six statements, and understanding your own strengths and weaknesses consisted of five statements. All questions are closed-ended questions with 5-point Likert scale (1=almost never, 5=almost always) where respondents only indicate one level from each statement.

This research will utilize existing questionnaire since the past analyst had conducted a pilot test to test the validity and reliability as Punch (2003) expressed that utilizing the existing study can be incredible for the investigator in case the existing questionnaire's reliability is high and the estimation instrument had been utilized by other analysts. Besides, there has a quantitative study conducted by Dempster (2013) to assess the leadership skills of the principals and the reliability of the questionnaire was 0.96. Besides, the researcher also adds three demographic questions in this questionnaire to gather information regarding participants' working experience as principal, age, and gender.

3.4 Data Collection Procedure

After getting approval from the Quest International University Joint Research Ethics Committee, the researcher sent the letter of approval to the 60 schools' principal to get the approval to conduct this survey

in their schools. After that, the researcher sent the participant consent forms to all the principals. After the participants read the consent form and agree to take part in this research, the researcher sent the questionnaire to the principals to fill up the questionnaire. The researcher distributed the google survey link to 60 participants and gave them one week to fill up and return it to the researcher. The researcher used an online google survey form for distribution because it makes the principals more convenient to answer the questionnaire. There have two sections of the survey which section A is demographic details and section B is 67 statements. The respondents need to fill up the number of years of experience as a principal, age, and gender in the section A of the survey. After that, the respondents need to answer 67 statements that are related to the leadership skills in section B. After one week, the researcher collected the data from the google sheet which returns by the respondents.

3.5 Data Analysis

The researcher used SPSS to analyses the data from the questionnaire. Descriptive statistics Pearson's correlation were used to answer the descriptive RQ1 and RQ2.

Table 1
Framework of Data Analysis

Research Question	Data Required to answer the research question	Data analysis to answer the research question
RQ1: (descriptive question) What are the 21st century leadership skills and styles for school leaders in MICSS?	- Data from the scale measuring the perception of leadership use by the principals.	Descriptive statistics: frequencies; mean, standard deviation.
RQ 2: (Relational question) Is there significance relationship between the working experience of the principals and the type of leadership?	- Data from interval scale measuring the perception of leadership use by the principals. - Data relating to principals' working experience as principal.	Inferential statistics: Pearson's correlation

For each skill, summing the responses across the statements and dividing the scores by the number of associated statements created a composite score. The composite scores ranged from 1 to 5. Higher scores indicate higher perceptions of application of the skill, and lower scores indicate lower perceptions of application. On the other hand, inferential statistical was used for RQ2 as the researchers want to examine the relationship between the two interval variables, thus Pearson product-moment was used for the analysis since the researcher conducted normality test to check whether there is normal distribution in the population, and the result showed that there is a normal distribution where $p<0.01$. Pearson's correlation coefficient is a measure of the strength of a linear association between two interval variables which is the principals' score on the perception of leadership and is denoted by r. In this survey, Pearson's correlation coefficient was used to measure the relationship between the principals' working experience and their perceptions of leadership used in the school. Pearson's r ranges from -1 to +1. If the value is 0, then it means there is no linear relationship between the two variables. A value greater than 0 indicates a positive association, which means if the value of one variable increases, the value of the other variable increases as well. If the value is less than 0, it indicates a negative association, which means if the value of one of the variables increases, the other variable decreases.

4. RESULT

This section presents the results of the statistical tests conducted to obtain the data analyses for this study. Descriptive statistics were conducted to provide means and standard deviation of each skill in this study. The bivariate correlation analysis was conducted to determine the correlations between the principals' experience year as principal and the leadership styles.

4.1 Summary of Demographic of Research Participants

The study sample for this research was purposive sample which focused on MICSS principal. Online survey was sent to 60 principals in 60 MICSS. Participation in the survey was voluntary. The return rate for the survey was 51 out of the 60 resulting in a percentage of 85 %. Table 2 provides the statistical of the gender of the participants where there was 13 females and 38 males.

Table 2
Gender of the principals

Variable	Male	Female
Gender	38	13

Besides, Table 3 provides summary about the participants' age group where there was 18 participants were at age from 41-50, 13 participants were at age from 51-60, and 20 participants were at age from 61-70.

Table 3
Summary of the Participants' Age

Variable	N
41-50	18
51-60	13
61-70	20

Additionally, Table 4 provides summary about the participants' working experience as principal, there were 22 participants having one to five years of working experience as principal, eight participants having six to ten years of working experience as principal, three participants having 11 to 15 years of working experience as principal, eight participants having 16 to 20 years of working experience as principal, and 10 participants having more than 20 years of working experience as principal.

Table 4
Summary of the Participants' Working Experience As Principal

Variable	N
1-5	22
6-10	8
11-15	3
16-20	8
More than 20	10

4.2 Summary of Item Means and Standard Deviations for Leadership

Based on Table 5 to Table 14, there are 10 subscale leadership skills in the questionnaire which are setting instructional direction, teamwork, sensitivity, judgment, result orientation, organizational ability, oral communication, written communication, developing others, and understanding your own strengths and weaknesses. There is five-point Likert scale with 1 representing almost never and 5 representing almost always. Descriptive statistics were used to make initial conclusion based on means and standard deviation. For setting instructional direction skill, the highest mean was item 8 "I acknowledge and celebrate the

achievements and accomplishments of others in their efforts to ensure student success" which had a mean of 4.47 (SD=0.587). However, the lower mean was item 4 "I set measurable objectives for student academic success and effective instruction" which had a mean of 4.06 (SD=0.903). The result of the descriptive statistics for setting instructional direction skill obtained from SPSS can be viewed in Table 5.

Table 5
Means and Standard Deviation for Setting Instructional Direction

No	Variable	M	SD
	Skill 1: Setting Instructional Direction		
1	I articulate a clear vision for the school and its effort related to teaching and learning.	4.33	0.653
2	I set high performance expectations related to teaching and learning for myself and for others.	4.18	0.684
3	I encourage innovation to improve teaching and successful learning for every student.	4.25	1.09
4	I set measurable objectives for student academic success and effective instruction.	4.06	0.903
5	I generate enthusiasm and work to persuade others to work together to accomplish common goals for the success of every student.	4.25	0.716
6	I develop alliances and resources outside the school to improve the quality of teaching and learning.	4.24	0.862
7	I clearly articulate expectations regarding the performance of others as it relates to effective instruction and student success.	4.24	0.680
8	I acknowledge and celebrate the achievements and accomplishments of others in their efforts to ensure student success.	4.47	0.578
9	I seek commitment of all involved to a specific course of action to improve student learning	4.19	0.749

For teamwork skill, the highest mean was item 15 "I assist the team in maintaining the direction needed to complete tasks" which had a mean of 4.55 (SD=0.541), but the lowest mean was item 12 "I contribute my ideas and opinions toward reaching solutions and improving student success" which had a mean of 4.30 (SD=0.616). It indicated that the overall respondents perceived that they helped the team by guiding and assisting them, but, the principals less likely to provide idea and suggestion. The result of the descriptive statistics for teamwork skill obtained from SPSS can be viewed in Table 6.

Table 6
Means and Standard Deviation for Teamwork Skill

No	Variable	M	SD
	Skill 2: Teamwork		
10	I support the ideas and views offered by team members to resolve problems and improve learning.	4.39	0.826
11	I encourage others to share their ideas and opinions regarding improved teaching and learning.	4.43	0.574
12	I contribute my ideas and opinions toward reaching solutions and improving student success.	4.30	0.616
13	I assist in the operational tasks of the team.	4.41	0.571
14	I seek input from team members regarding ideas to improve learning.	4.31	0.677
15	I assist the team in maintaining the direction needed to complete tasks.	4.55	0.541
16	I seek to develop consensus among team members.	4.31	0.678

For sensitivity skill, the highest mean was item 19 "I voice disagreement without creating unnecessary conflict" which had a mean of 4.47 (SD=0.702). However, the lowest mean was item 24 "I take action to divert unnecessary conflict" which had a mean of 4.16 (SD=0.644). Therefore, it indicated that the overall respondents perceived that they frequently developed harmony relationship with others. The result of the descriptive statistics for sensitivity skill obtained from SPSS can be viewed in Table 7.

Table 7
Means and Standard Deviation for Sensitivity Skill

No	Variable	M	SD
	Skill 3: Sensitivity		
17	I interact appropriately and tactfully with people from different backgrounds.	4.35	0.658
18	I elicit perceptions, feeling, and concerns of others.	4.18	0.684
19	I voice disagreement without creating unnecessary conflict.	4.47	0.702
20	I anticipate responses of others and act to reduce negative impact.	4.45	0.610
21	I communicate necessary information to the appropriate persons in a timely manner.	4.37	0.662
22	I express verbal and /or non-verbal recognition of feelings, needs, and concerns of others.	4.33	0.653
23	I respond tactfully to others in emotionally stressful situations or in conflict.	4.29	0.672
24	I take action to divert unnecessary conflict.	4.16	0.644
25	I respond in a timely manner to others who initiate contact with me.	4.24	0.651

For judgement skill, the highest mean was item 27 "I exercise caution when dealing with unfamiliar issues and individuals" which had a mean of 4.43 (SD=0.671), the lowest mean was item 32 "I use relevant sources for data and information to confirm or refute assumptions" which had a mean of 4.24 (SD=0.651). The result of the descriptive statistics for judgement skill obtained from SPSS can be viewed in Table 8.

Table 8
Means and Standard Deviation for Judgement Skill

No	Variable	M	SD
	Skill 4: Judgement		
26	I assign priority to issues and tasks within the school's vision for teaching and learning.	4.27	0.603
27	I exercise caution when dealing with unfamiliar issues and individuals.	4.43	0.671
28	I avoid reaching quick conclusions and making decisions with limited data.	4.41	0.638
29	I evaluate information to determine the elements that affect teaching and learning.	4.31	0.706
30	I communicate a clear learning-related rational for each decision.	4.35	0.627
31	I seek additional information about issues and events relevant to the school and its mission.	4.27	0.695
32	I use relevant sources for data and information to confirm or refute assumptions.	4.24	0.651
33	I ask follow-up questions to clarify information.	4.25	0.627
34	I seek to identify the causes of problems.	4.39	0.634
35	I establish relationships between issues and events.	4.27	0.666

For result orientation skill, the highest mean was item 40 "I see the big picture related to student learning as the mission of the school" which had a mean of 4.39 (SD=0.695), the lowest mean was item 39 "I consider the long-term and short-term implications of decision on teaching and learning before taking action" which had a mean of 4.24 (SD=0.737). The result of the descriptive statistics for result orientation skill obtained from SPSS can be viewed in Table 9.

Table 9
Means and Standard Deviation for Result Orientation Skill

No	Variable	M	SD
	Skills 5: Results Orientation		
36	I take action to move issues toward closure in a timely manner.	4.35	0.716
37	I take responsibility for implementing initiatives to improve teaching and learning.	4.27	0.666
38	I determine criteria that indicate a problem or issue is resolved.	4.25	0.716
39	I consider the long-term and short-term implications of decision on teaching and learning before taking action.	4.24	0.737
40	I see the big picture related to student learning as the mission of the school.	4.39	0.695

For organizational ability skills, the highest mean was item 47 "I use available resources effectively to accomplish the student learning goals of the school" which had a mean of 4.25 (SD=0.744), the lowest mean was item 45 "I establish timelines, schedules, and milestones" which had a mean of 4.11 (SD=0.739). The result of the descriptive statistics for organizational ability skill obtained from SPSS can be viewed in Table 10.

Table 10
Means and Standard Deviation for Organizational Ability Skill

No	Variable	M	SD
	Skill 6: Organizational Ability		
41	I delegate responsibility to others.	3.81	1.05
42	I monitor the progress and completion of delegated responsibilities.	4.22	0.701
43	I develop actions plans to achieve goals related to student learning.	4.19	0.693
44	I monitor progress and modify plans or actions as needed.	4.18	0.628
45	I establish timelines, schedules, and milestones.	4.11	0.739
46	I prepare effectively for meetings.	4.19	0.749
47	I use available resources effectively to accomplish the student learning goals of the school.	4.25	0.744

For oral communication skill, the highest mean was item 53 "I clearly present thoughts and ideas in communication with small groups" which had a mean of 4.37 (SD=0.564), the lowest mean was item 50 "I use correct grammar" which had a mean of 4.00 (SD=0.748). The result of the descriptive statistics for oral communication skill obtained from SPSS can be viewed in Table 11.

Table 11
Means and Standard Deviation for Oral Communication Skill

No	Variable	M	SD
	Skill 7: Oral Communication		
48	I demonstrate effective presentation skills.	4.06	0.858
49	I speak articulately.	4.09	0.671
50	I use correct grammar.	4.00	0.748
51	I tailor message to meet the needs of each unique audience.	4.29	0.807
52	I clearly present thoughts and ideas in one-on-one conversations.	4.29	0.577
53	I clearly present thoughts and ideas in communication with small groups.	4.37	0.564
54	I clearly present thoughts and ideas in formal, large-group presentations.	4.33	0.712

For written communication skill, the highest mean item was 55 "I write concisely" which had a mean of 4.19 (SD=0.566), the lowest mean was item 57 "I express ideas clearly in writing" which had a mean of 4.02 (SD=0.893). The result of the descriptive statistics for written communication skill obtained from SPSS can be viewed in Table 12.

Table 12
Means and Standard Deviation for Written Communication Skill

No	Variable	M	SD
	Skill 8: Written Communication		
55	I write concisely.	4.19	0.566
56	I demonstrate technical proficiency in writing.	4.12	0.711
57	I express ideas clearly in writing.	4.03	0.893
58	I write appropriately for each of the different audiences in the school community.	4.03	0.871

For developing other skill, the highest mean was item 59 "I share information and expertise from my professional experiences to assist the professional growth of others" which had a mean of 4.29 (SD=0.641), the lowest mean was item 63 "I ask a protégé what he/she perceives to be strengths and weaknesses and what he/she wants to improve" which had a mean of 4.00 (SD=0.755). The result of the descriptive statistics for developing other skill obtained from SPSS can be viewed in Table 13.

Table 13
Means and Standard Deviation for Developing Others

No	Variable	M	SD
	Skill 9: Developing Others		
59	I share information and expertise from my professional experiences to assist the professional growth of others.	4.29	0.641
60	I motivate others to change behaviors that inhibit their professional growth and student learning.	4.06	0.925
61	I suggest specific developmental activities to improve others 'professional capacity to contribute to student learning.	4.25	0.627
62	I give behaviorally-specific feedback focusing on behaviors, not the person.	4.18	0.740
63	I ask a protégé what he/she perceives to be strengths and weaknesses and what he/she wants to improve.	4.00	0.775
64	I seek agreement on specific actions to be taken by a protégé for his/her development and growth.	4.24	0.651

For understanding our own strengths and weaknesses skill, the highest mean was item 66 "I recognize and manage my own developmental needs" which had a mean of 4.18 (SD=0.740), the lowest mean was item 65 "I recognize and appropriately communicate my own strengths" which had a mean of 4.09 (SD=0.806).The result of the descriptive statistics for understanding our own strengths and weaknesses skill obtained from SPSS can be viewed in Table 14.

Table 14
Means and Standard Deviation for Understanding Our Own Strengths and Weaknesses

No	Variable	M	SD
	Skill 10: Understanding our Own Strengths and Weaknesses		
65	I recognize and appropriately communicate my own strengths.	4.09	0.806
66	I recognize and manage my own developmental needs.	4.18	0.740
67	I actively pursue personal growth through participation in planned developmental activities.	4.11	0.765

4.3 Summary of Item Means and Standard Deviations for 10 Leadership Skills

There were 10 leadership skills in the questionnaire, the researcher accumulated each items' score and divided it into 10 leadership skills. The highest mean was "teamwork" leadership skill which had a mean of 4.39 (SD=0.381), the lowest mean was "written communication" leadership skills which had a mean of 4.10 (SD=0.477). It indicated that the overall respondent mostly applied their teamwork in their school management. However, their written skills were less likely applied in their management. The mean score for 10 leadership skills is average and the mean is more than 4.00, it indicated that the overall respondents were acting as transformational leaders who act like coaches and advisors who energize their adherents to undertake modern and imaginative ways, techniques, or approaches to handle organizational issues as a hone-driven approach can offer assistance to form a space for developments, such as integration, collaboration, and issue tackling (Lowery & Akinola, 2017).The mean and standard deviation for 10 leadership skills can viewed in Table 15.

Table 15
Means and Standard Deviation for 10 Category Leadership Skills

No	Variable	Means	Standard Deviation
1	Setting Instruction Direction	4.25	0.386
2	Teamwork	4.39	0.381
3	Sensitivity	4.32	0.382
4	Judgment	4.32	0.357
5	Result orientation	4.30	0.441
6	Organization ability	4.14	0.370
7	Oral communication	4.20	0.362
8	Written communication	4.10	0.477
9	Developing other	4.17	0.465
10	Understanding our own strengths and weakness	4.13	0.636

4.4 Relationship Between Working Experience as Principal and Leadership Style

Normality test was conducted to examine the normal distribution in population. The normality test was significant, thus there was a normal distribution. Thus, Pearson correlation analysis was used to examine the relationship between the working experience as principal and leadership skills. The result showed that there was no significant relationship between the working experience as principal and 10 leadership skills. It indicated that the principals' leadership skills and styles were not related to their work experience. The result of the correlations between leadership skills and work experience as principal can viewed in Table 16.

Table 16
Correlations between 10 leadership skills and work experience as principal

No			Working experience as principal
1	Setting Instruction Direction	Pearson Correlation	0.05
		Sig. (2-tailed)	0.727
2	Teamwork	Pearson Correlation	0.126
		Sig. (2-tailed)	0.378
3	Sensitivity	Pearson Correlation	0.001
		Sig. (2-tailed)	0.995
4	Judgment	Pearson Correlation	0.169
		Sig. (2-tailed)	0.236
5	Result orientation	Pearson Correlation	-0.188
		Sig. (2-tailed)	0.186
6	Organization ability	Pearson Correlation	-0.009
		Sig. (2-tailed)	0.947
7	Oral communication	Pearson Correlation	0.103
		Sig. (2-tailed)	0.471
8	Written communication	Pearson Correlation	-0.190
		Sig. (2-tailed)	0.181
9	Developing other	Pearson Correlation	-0.187
		Sig. (2-tailed)	0.188
10	Understanding our own strengths and weakness	Pearson Correlation	0.099
		Sig. (2-tailed)	0.489

*$p<0.05$

5. DISCUSSION

This section provided an overview of the purpose and research questions guiding this study as well as a summary of the findings, conclusions, and interpretations of these findings.

5.1 Overview of the Study

21st century education faced a challenge due to rapid technology development and globalization as Dimmock and Walker (2000) stated that there is a relationship between the administrative and social frame of globalization where the administration concepts appear worldwide in nature, the "actual hone of administration is context-bound, interceded by the convictions, values, and yearning of the instructive supervisors and the overseen. Russell (2020) stated that the late nineteenth, the twentieth, and presently the twenty-first centuries is a cycle for the education era that had numerous characteristics in common: persistent and iterative changes to organizational structures to suit modern gear and modern operational concepts; the integration of unused innovations to progress capabilities; diverse stages and unused weapons; and the operational concepts behind these frameworks, which in turn drove keeping an eye on and preparing to coordinate all the over into a compelling operational drive. It means that there is a change from the traditional school management to 21st century school management in which the principal did not just focus on administration, but its focus on teaching quality to guide and help the students to develop 21st century skills. Thence, the school principal play important role in school organization and acts as a leader, coach, and supervisor as Toh et. al., (2014) state that altering organizations and frameworks will require principals to urge involvement in connecting to other parts of the framework. They characterize framework administration "as a frame of administration where a head educator or foremost is willing and able to bear

more extensive framework parts and in so doing is nearly as concerned with the victory and achievement of understudies in other schools as he or she is with his or her claim". Therefore, the roles of the principals, the school management, and the school system need to reform to face this challenge as it is driven by the impulse to actualize profound twenty-first-century learning, schools are reconsidering learning and instructional method as well as tinkering with changes to form inventive learning situations, authority plays an imperative part in diffusing and maintaining school-based development systems over schools for twenty-first-century learning (Toh et. al.,2014).

Additionally, the school leader's leadership skills and styles also play a critical part in this education reformation because it affects the school management and also the school's direction to meet the education goals since changes are happening all through the organization, requiring a group to bring around required to alter, frequently applying an understanding of human connections to make strides organizational comes about. Therefore, school leaders must energize their organizations to memorize, enhance, test, and address as well as plan their organizations for alters by continually looking for unused points of view, and empowering interest all through the organization. Besides, organizational leaders and supervisors ought to be mindful of patterns, emergencies, and advancements within the situations in which they work. Thence, they must be strong and versatile in making, expecting, empowering, and reacting emphatically to alter (Dumas & Beinecke, 2018). Furthermore, school leaders should be able to acknowledge the sees of others and appear to appreciate the sees of subordinates by tuning in permits hireling pioneers to get the wants, inspirations, and goals of devotees, in this way guaranteeing that their fundamental and higher-level needs are focused on and organized. Moreover, they also need to be equipped with the capacity to see the world through the viewpoint of others utilizing sympathy empowering them to get it how individuals see their environment and how they think and feel (Martin et. al., 2017). Therefore, school leaders' leadership skills and styles influence teachers' and administration staff's motivation and performance in teaching and learning.

A quantity approach was conducted to explore and examine the elements of 21st century school leadership in MICSS. This study was focused on MICSS principal since this study assesses the perception of leadership by the principals. The Leadership Self-Assessment Survey was distributed via google link to 60 MICSS principals, and 51 principals answered this survey and the return rate was 85%.

Research Questions and Hypothesis

Research Question 1: What are the 21st century leadership styles and skills for school leaders in MICSS?"

Research Question 2: Is there any significant relationship between the age of the principals and the type of leadership?

Research Hypothesis: There is a significant positive relationship between the age of the principals and the type of leadership.

5.2 Findings and Conclusion
This study focused on 10 leadership skills identified by NASSP (Roslyn,2013) which are setting instructional direction, teamwork, sensitivity, judgment, result orientation, organization ability, oral communication, written communication, developing others, and understanding own strengths and weaknesses. The items of the survey were rated based on the perceived use of the skills by the principals themselves.

5.2.1 Major Finding (1)
The results show that principals demonstrate leadership skills in school leadership such as frequently acknowledging and praising teachers for their achievements in their efforts to ensure students' success,

assisting teams in the educational direction needed to accomplish tasks, and do not have disagreements with colleagues. Besides, they do necessary conflict but disagreement, caution in dealing with unfamiliar issues and individuals, and also building a vision related to students' learning as the school's mission as well as making effective use of available resources to accomplish the school's learning goals. Furthermore, they always articulate clearly in group communication, write concisely, frequently share their own professional experience and expertise as well as assist others in their professional success and recognize and manage their own developmental needs. The principals are more focused on helping others, building relationships in a team, and developing effective communication to set and reach the school's mission, thus, they are more concerned about teamwork and leadership skills compared with other skills. Therefore, they utilize transformational leadership and act as an effective transformational leader, he or she delivers and advances a desirable vision or picture of the association or institution as well as ought to energize their teams to accept alter. In addition, transformational leadership seeks to construct the organization's capacity to choose its purpose and to back the improvement of changes to practices of instructing and learning (Asan, 2015). Therefore, the study found that the principal had the highest mean in setting vision and also supporting others in professional development. Moreover, Veeriah et. al., (2017) also supported that as a transformational leader, he or she gave individualized back by tuning in and going to the individual's conclusions and needs and acted as coaches for the instructors as well as supporting their proficient development. Besides, he or she is able to have widely-shared vision and school objectives that illustrates tall execution desires, inevitably, models the proper conduct and offers back for instructors. Therefore, the findings showed that MICSS principals adopt and practice the transformational leadership style in 21st century education era. The findings answered the first research question which is "what are the 21st century leadership styles and skills for school leaders in MICSS?

The finding was consistent with the study conducted by Ali (2017) and its aims to find out the impact of effective educational leadership on school students' performance in Malaysia. The findings indicated that leaders got to construct a high degree of corresponding believe to arrange effectively the blame lines of formal and informal leadership, thus, transformational leadership was effective leadership. However, the finding inconsistent with the study conducted by Chan and Sidhu (2009) which explored the leadership characteristics of an excellent school principal in Malaysia and they found that the situational leadership style was an effective leadership style in Malaysia schools. The different instruments for the study would have different findings since this study assesses the perception used by the principals, but, a study conducted by Chan and Sidhu (2009) used interview and observation methods to examine the leadership skills and styles of the principals. Besides, this finding is also inconsistent with the study conducted by Ghazali et. al., (2021) and the study found that the instructional leadership management model appears dependable to fit the nature of management in school institutions which was the focus of this study. Education setting differences of these studies can also make the finding inconsistent since this study was conducted in MICSS which were not funded by the government, thus, the training and knowledge of the leadership might result in this issue.

5.2.2 Major Finding (2)

The result showed that there is no significant relationship between the principal's work experience as a principal and the leadership styles since there has no significant relationship between work experience as principal and the ten leadership skills. Therefore, the finding did not support the study's hypothesis which stated that there is a significant positive relationship between the age of the principals and the type of leadership.

The finding was consistent with the study conducted by Sawati et. al., (2013) which aimed to find the relationship between leadership styles with qualifications, age and experience of the principals and it found that principals' leadership styles have no significant correlation with age, experience, and qualification. On the other hand, the finding was inconsistent with the study conducted by Brinia and Papantoniou (2015) and the study aims to present the characteristics of leadership such as style adopted and sources of power exercised of high school principals in Greece. They found that leadership skills grow with the educational

and managerial work experience of a school principal. However, this study's finding was confronted with it due to different countries having a different education systems and education training provided for the principals. Furthermore, the finding is also inconsistent with the study conducted by Kotur and Anbazhagan (2014) which aimed to investigate the different leadership styles and factors that influence the leadership styles. They found that work experience and education have significant influences on the workers' leadership styles.

6. CONCLUSION AND RECOMMENDATION FOR FUTURE RESEARCH

This last section concluded the research study which included the implications of the study, conclusion, limitations, and recommendations for future research.

6.1 The Implication of The Study
Instruction has gigantic implications on society, by practicing the foremost imperative leadership standards we are way better in directing and creating youthful individuals in instruction, which empowers them to control their lives and gives them the most noteworthy chances for a bright future. The findings of this study showed that MICSS principals demonstrated transformational leadership in their school management as they paid more attention on professional development, developing effective communication skills to build a friendly relationships with others, and setting a school vision to guide the teachers and management staffs to result in the students' successes in 21st century. Thence, this study contributed a better understanding of MICSS principals' leadership styles and skills as Chan and Sidhu (2009) supported that great principals are sense creators of schools that offer assistance to make a maintainable school climate that will improve students' and teachers' efficiencies. Furthermore, Roebuck (2011) reported that within the 21st century, a school leader should be a proficient leader of learning and also is a dynamic facilitator of change. The reason for the changes in school is to deliver the leading conceivable learning results for students. Therefore, the principals should develop an understanding of the significance of effective leadership because it prepares them to focus on educating and learning which incorporates a coordinated relationship to students' accomplishments.

Additionally, this study served as self-awareness tool as the findings helped the MICSS principals to increase their awareness about the 21st century leadership skills and styles since this study used Leadership Self-Assessment survey to let the principals to perceive how frequently they used these skills in their school management. Moreover, due to the rapid change in the education world such as technology tools and globalization, the 21st century school leaders face a lot of challenges as Roebuck (2011) reported that the challenge for leaders in schools within the 21st century is to be able to get it, react to, and impact instructors to get the significance of creating learning situations that's inventive, bona fide and significant to students who work inside a universally associated world. Besides, Chan and Sidhu (2009) also stated that today's school situations have gotten to be more complex and differing where all children are anticipated to memorize and where high learning guidelines set the vision of educational victory for all students. Therefore, school leaders take responsibility in the teaching and learning to help and guide the teachers and students in this 21st century education era to ensure that the students can survive in this critical period as Schleicher (2012) stated that school institution needs to provide a learning environment and curriculum that develop students' abilities and skills to make them successful in life, hence school leaders should lead the school to reach the superior accomplishment from their schools and allow more prominent independence to schools in planning educational program. Therefore, creating school pioneers requires characterizing their obligations, giving get to fit proficient improvement all through their careers, and recognizing their significant part in making strides in schools and student execution.

Furthermore, this study's findings showed that MICSS principals frequently used effective communication skills, sharing their experience and knowledge in the team, and helping others in the team to reach the school's mission. Therefore, these findings can help the principals to be alert that they moved

from the traditional leadership style to transformational leadership style as transformational leaders as Abubakar, Hamma, and Inuwa (2017) stated that the transformational leadership style depends on high levels of communication from administration to meet the objectives. Hence, leaders propel employees and upgrade efficiency and productivity through communication. In this way, this style of leadership requires the association of administration to meet objectives. Besides, the transformational leaders learned from the past, then, they created new skills to face present challenges and created new picture for the future (Bukusi, 2020). Thence, transformational leaders should have collaboration, communication, and creativity skills to motivate and empower others as Schleicher (2012) agreed that the school leaders should reinforce collaboration, frame systems, share assets, and work together because these engagements extend the scope of administration past the school to the welfare of youthful individuals within the city, town or locale. Moreover, Adero and Odiyo (2020) supported that the 21st century organization turned the conventional progressive administration style upside down and required groups that are energetic, different, enabled and high-performing as 21st century group leader ought to be somebody who can offer assistance to his or her adherents to make the correct choices, bring out the finest in individuals, facilitate cooperation and screen advance without micromanaging the group. In addition, the leaders must be available for communication, energizing the trade of communication through tuning in, assessing the data from diverse viewpoints and gauging the correct sum and sort of communication that he or she can share with workers.

Based on the findings which showed that the work experience of the principals were not related to their leadership skills and styles due to training courses conducted by the internal and external organizations. Therefore, the findings can help the principals to plan and arrange internal training and external training for the teachers and management staffs because they will be future leaders in the teaching and management as Litescu (2020) recommended that professional development ought to be focusing on higher instruction institution, and authority preparation needed to be given early in the professional career and on a continuous premise all through their careers, this can lead to a more prominent leadership viability and offer assistance for them to have self-identify as potential leaders as well as creating 21st century leadership abilities and knowledge.

6.2 Limitations and Recommendations for Future Research

The sample of the study only focused on the MICSS principals, hence, it cannot represent across the variety of the school principals. Therefore, in the future, the sample can be expanded to the three types of the Malaysia schools which are government schools, MICSS, and International Schools. Therefore, the future study can compare the differences among these schools and it also will explore more deeply about the 21st century leadership skills in Malaysia schools context.

Furthermore, this study only used quantitative research method to assess the perceptions used by the school principals. Thence, the findings only focused on how the principals perceived their skills in school leadership. However, it is unable to provide comprehensive information and a picture of principals' leadership skills and styles. Therefore, mixed methods can be used in the future study to investigate and explore the school leaders' leadership skills and styles as Dempster (2013) used mixed methods to investigate and explore the leadership skills and styles in school and the findings included the principals' perception and observation by the researcher, thus, it is able to provide deeply findings in the study.

6.3 Conclusion

In conclusion, this study highlights the importance of 21st century school leadership and the need for 21st century principals to change their leadership styles while catering to the advent of 21st century educational reforms. In addition, the findings can provide a reference for school leaders to improve their leadership skills in school management to meet the 21st century learners' needs. Adero and Odiyo (2020) agreed that the 21st century leaders must have the insights to be able to set up a common string that cuts over these leadership hypotheses. In arrangement to successfully utilize and apply these leadership hypotheses, the 21st century leaders must consider the broader settings in which the leadership happens and how these settings will encourage the integration of a particular administration hypothesis. This implies

that the leaders must check the inner and outer environment of the organization and create setting insights that lead to the fruitful application of these administration speculations and offer assistance to the leaders to solve the complex issues within the present organization.

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