

## Needs Analysis Review: Constructs of Integrated Principal Leadership Model and Counselling Approach

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### Abstract

*The needs analysis study was carried out to investigate the issues related to principal leadership and counselling that led to the need for constructing the Integrated Principal Leadership Model and Counselling Approach (M-KIPK) which was developed using the design and development research (DDR). This study was carried out qualitatively and quantitatively. In the needs analysis phase, data collection was conducted through questionnaires distributed to 282 participants from eight (8) MRSMs in Perak. Descriptive statistics namely frequency and percentage were used to analyse the data while the qualitative study involved interviews of 13 participants who have had experience in leadership and counselling. The findings showed that the participants' confidence on the need for counselling approach in principal leadership practice and that counselling knowledge would improve the administrative quality of principals was high with mean values of 4.46 or 97.90% and 4.52 or 98.50% respectively. In conclusion, the construction of the M-KIPK Model is necessary in the management of the principal leadership in the school with the inclusion of the counselling constructs. Therefore, the implementation of the M-KIPK Model will assist principals in improving their leadership qualities.*

**Keywords:** Needs Analysis, M-KIPK model, Design and Development Research (DDR),

*Principal Leadership and Counselling in Leadership.*

### Introduction

Needs analysis is the most important phase as it will determine how the model construction process is implemented. There are several steps in the need analysis phase which are to confirm the existence of research gaps, determine research goals, ensure the need for consumerism, identify the resources needed in the next development process and prepare model development plans (Aniza, Norlida & Saedah, 2015). Through this phase of analysis, the development of the model is identified to be evaluated and considered. The purpose is to ensure that the specifications of the model to be developed are clear and meet the goals and needs of the target group. It also ensures that the development design of this module is truly a necessity (Reinbold 2013) to solve problems based on the objectives of the study. Needs analysis is also a method used to identify the gap between the current situation and the target situation (Witkin, 1997). According to Paris & Saedah (2016), needs analysis is the value of judgment for certain groups that have problems that need

to be resolved. Therefore, the needs analysis phase in this study aims to investigate existing issues and the need to develop the M-KIPK model. The model designed will serve as a practical guide and the M-KIPK construct will assist principals in smoothing the governance of the school's organization with greater excellence.

### **Background of the Study**

The implementation of the Malaysian Education Development Plan (PPPM) 2013-2025 demands greater accountability among principals. This is because the excellence of an educational institution can be proven through the excellence of the leadership of the principal (Ding, Kuo & Tai, 2019), who needs to understand, translate and guide the staff towards actions that meet the goals that have been set. This situation requires knowledgeable, skilled and high-potential educational leadership to bring positive results (Roselena & Mohd Izham, 2015; Grootenboer, 2018). Through the 5th shift of P PPM, it is clear that the Ministry of Education (MOE) has demonstrated the desire to ensure that the school leadership has high quality principals/headmasters to drive school performance (MOE, 2013). In this regard, the MOE in an effort to prepare the best leaders, has prepared the Malaysian School Competency Standard (SKKSM) as a guide for the principals (MOE, 2006). It was further enhanced using the KOMPAS Model (MOE, 2009), and subsequently the National Professional Qualification course for Education Leaders (NPQEL).

However, the uncertain environment in the world of education such as the vulnerability of the principal's duties (Shafinaz Maulod, 2017), decision-making and problem-solving skills (Norazlinda Saad & Surendran Sankaran, 2016), emotional stress and cross-cultural issues have demanded that psychologists and counsellors actively engage in dealing with these issues and also engage in leadership structures in schools (Fassinger & Good,

2017). This situation reflects the appropriateness and need for counselling in facing the challenges in educational institutions through the application of a counselling approach that should be held by leaders in educational leadership. Furthermore, according to Kelly and Finkelman (2011), the counseling approach should be implemented in various fields such as education, business and medicine. In addition, the approach of counseling in schools has become important as an effort to complement the harmony in the educational climate in schools (Ching Mei See & Kok-Mun Ng, 2010). The counselling approach is an authoritative, reliable and effective approach (Suradi, 2005; Manchelah, 2017). This profession is built on a solid and convincing knowledge base. Counselling knowledge should not only be practised by counselling practitioners or individuals who study specifically about counselling but this knowledge of counselling should be learned and should be conveyed to all walks of life (Wango, 2014; Wan Azizah Wan Ismail, 2019).

Therefore, in order to improve the competency of the principal, there are studies that suggest that principals should be aware of the approach in counselling. According to Shahril @ Charil Marzuki (2013), an effective principal should have the characteristics of a "motivator" and a good counselor. This opinion is in line with the findings of an interview with the former Minister of Education, Tan Sri Dato' Muhyiddin bin Haji Mohd. Yassin (2011) cited in his book entitled "The Viewpoint of Muhyiddin Yassin". He suggested that principals should have counselling knowledge and skills. Therefore, the counselling approach is the best added value in enhancing the social skills, interpersonal skills and leadership of the principal to develop caring, excellent and effective governance.

## Research Objective

The design and development research involves several phases that use different methodologies for data collection purposes (Saedah, Norlidah, Dorothy & Zaharah, 2013). This study was conducted based on the need for constructing the Integrated Principal Leadership Model and Counseling Approach (M-KIPK). Needs analysis is the first phase of design and development research. The objectives of this study for the needs analysis phase are as follows;

1. Analysing the need for constructing the Integrated Principal Leadership Model and Counseling Approach (M-KIPK)

Based on the objectives of the study, this research is also to obtain the answers to the following research questions;

1. Is there a need for constructing the Integrated Principal Leadership Model and Counseling Approach (M-KIPK)?

## Methodology

Two methods were used in this phase of the study, namely questionnaires to obtain quantitative data and unstructured interviews for qualitative data. The location of the study for the collection of qualitative study data involved eight (8) MRSMs in the State of Perak. The quantitative method involved 13 study samples, namely the principal (3) deputy principal (1), head of department (4), chief warden (2), senior teacher (2) and chief of staff (1). The selection of the location of the study takes into account the criteria of the study participants who are selected purposefully and almost resemble the actual sample of the study. Researchers believe that the same issues and problems also occur at the actual

study location by conducting the needs analysis and considering the criteria of the sample and the location. Based on the purpose of the study to develop an M-KIPK model, then this research is context-specific where the selected study participants are based on the problems that exist in the context being studied (Saedah et al., 2013).

A total of 282 out of a total of 755 participants from MRSM in Perak participated in this study. The study consisted of the principals, members of the college management meeting, teachers and staff. The selection of participants in the study among the members of the college leadership is aimed at obtaining real information based on the criteria of having at least 5 years of leadership experience. The selection of samples aimed at this can indirectly obtain information based on the current phenomenon that occurred at the location of the study (Creswell, 2008). Patton (2002) stated that the not too large number of samples allowed researchers to investigate things more deeply.

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Table 1.1 Distribution of Participants in terms of Position

Category	Participant's Profile	Total	
		Number	Percentage(%)
Position	Principal	2	2
	Management	18	6
	Teacher	167	60
	Staff	92	33
	Total	282	100

Meanwhile, interviews were conducted to obtain qualitative data. The researchers provided an unstructured interview protocol and verified by 3 experts. The unstructured interview method aims to obtain information that focuses more on the purpose of the study i.e. identifying the problems and needs of the modules to be developed (Ritchie & Lewis, 2003). Interview questions were related to professionalism in principal leadership practice, the need for counseling approach

in principal leadership practice, key characteristics of leadership constructs and counseling constructs and the need for constructing the Integrated Principal Leadership Model and Counseling Approach (M-KIPK). The findings will be used to determine the requirements in the construction of the model. Both the instruments of the interview protocol and the questionnaire were distributed to three experts for verification of the validity of the content.

## Results

### Qualitative Data

Interview findings were analyzed using thematic format focusing on qualitative analysis of interview data (Catherine, 2015). This method will provide an opportunity for study participants to voice their opinions according to their own ideas and the results of the qualitative data obtained are reliable (Cohen, 2008). After the interview, an analysis of the interview transcripts was done to examine the meaning and feedback of the study participants. Thematic analysis of the entire transcript was carried out by comparing all the responses from the participants. The characteristics of the requirements identified in developing the M-KIPK leadership model are based on a number of required characteristics as stated by McEwan's Instructional Leadership Model (1998) i.e., the leadership style of the

principal who is a good listener, acknowledges the problems faced by his or her employees, provides assistance when needed, skilled in problem solving, calm, and caring. The main dimensions of this model are the concern and formation of a positive and conducive work environment. Moreover, this model also emphasizes the construction of a positive environment that will improve the quality of work (Wenner & Campbell, 2017).

### **Construct I: The importance of increasing the level of professionalism in principal leadership practices.**

The development of a teacher's professionalism is closely related to "the ability and skills to perform tasks as they are. According to Abd Majid, Faizah & Majid, (2016) the professionalism of teachers is closely related to the increase in problem solving skills particularly in teaching that is diverse, multidimensional

and specific to the context, the increase in knowledge among teachers and readiness to change over time. Based on this domain, it can be formulated that the development of teacher professionalism is complex but, on the realization, that knowledge related to teaching and education is formed from various responses.

The findings from the interview showed that all respondents thought it is important to improve the professionalism of the principal leadership in the school.

*"It is important for principals to enhance their self-esteem such as self-confidence, motivation, building relationships, and creativity in enhancing the school climate by listening and supporting the issues raised" (ST1)*

*"It is very important that the principal is an excellent administrator, manager and co-curriculum leader. Principals need to know how to win the hearts of teachers and staff or solve problems ethically" (ST2)*

*"The principal's professional attitude is very important so that he or she will be able to tell the difference between his own needs and the needs of the organization, and he or she doesn't make decisions based on emotions" (ST4)*

*"The principal especially needs to always improve in terms of professionalism, knowledge, style, skills to face the community. What's more, as a principal, times are constantly changing and different" (ST5)*

### **Construct II: The need for a counselling approach in principal leadership practice.**

Counseling is closely related to human management and is very significant in the context of employee development and well-being. Effective counselling services can help employees solve problems not only related to the workplace but also those related to family and personal problems. Therefore, the findings from the interview

also acknowledge the importance of counseling in the leadership of principals in schools.

*"It is necessary, I make it as a guide, because counselling is a relationship built on the basis of trust, ethics of secrecy, autonomy and actions that are beneficial to the employees". (ST1)*

*"Counseling in principal leadership is very important; the principal should act as a counsellor despite having a full-time counsellor. The attitude of a counsellor a principal needs is; ready to listen and ready to help which is to listen first to what the problems faced by the teachers and staff before arriving at a decision. So, it is very important that counselling skills is learned by leaders in schools". (ST2)*

*"If you follow the situation at school today, this counselling approach is very necessary. From the point of view of principal leadership, counselling can be used in managing employees. If the principal is only good at giving instructions without understanding the root cause of the issues that arise, it will surely create a non-conducive working environment and there will be displeasure against the principals' leadership (ST4)*

*"I believe that the existing counselling approach will help the principal to use positive firming and counselling approaches, besides also helping the principal in managing negative behaviour among the staff and the principal, and the principal will believe that every human being has his own potential which needs to be polished". (ST8)*

*"I believe there needs to be a counselling approach in principal's leadership because this practice can bring excellence to the school. Principals must understand, listen well and always practice the best leadership attitude. Effective principals and leaders are capable of using various*

*counselling and leadership styles and are able to plan creative ideas according to the current occurrence and situation of the school". (ST13)*

**Construct III: The constructs of leadership and counseling that can improve the administrative qualities of the principal as a leader in the school.**

Construct is a basic framework specially designed to describe a study. Constructs result from views or opinions determined by systematic scrutiny and processes. Kerlinger, (1986) explained that construct is a concept with an additional meaning, deliberate and realized, created with a scientific purpose. By itu, there are construct features that have been suggested by the study participants as a result of the interviews conducted.

Among them are as follows:

*"Principals need to know that the constructs of counselling such as understanding and motivating employees will reduce the pressure on teachers and staff because we feel more comfortable and more enthusiastic about working when we have leaders who we trust and understand." (ST 3)*

*"The things that need to be practised to succeed and effectively influence the followers, are namely having a clear vision and planning, involving all parties, having a strategy and continuous improvements and there needs to be a reflection of every action taken. Meanwhile, the features of the counselling contract are such as understanding skills, leadership skills, identifying the potential of each individual and trusting the teachers and staff in performing the tasks". (ST 4)*

*"Principals need to know how to solve issues related to emotions, relationships between humans and changing administrative narratives that are encouraging rather than punishing. Principals must also have leadership*

*adaptation skills based on the current situation. In terms of counselling there are skills to build relationships and a good environment as well as practising effective communication to improve administrative effectiveness " (ST 7)*

*"Among the constructs are firmness in making decisions while in terms of counselling there must be skilled in managing issues, emotions of teachers and staff". (ST 10)*

**Construct V: The Need for Constructing the Integrated Principal Leadership Model and Counseling Approach (M-KIPK).**

According to the National Development Career Association (NCDA, 2010) counselling is a process that involves professional relationships between different individuals, families or groups to resolve issues to achieve mental health, education and individual career goals. Employees in organizations both upper, middle and lower levels can be exposed to stress not only due to the workplace but external factors of the organization such as household, financial, family and neighbouring problems which cause employees to experience stress and thus affect the current work performance in the organization (Isrosnaizah Ishak and Salleh Amat 2016).

In this context counseling is urgently needed to help the organization reduce the number of employees who are stress. Although counselling has its own function, it still focuses on the process of helping to achieve organization goals. Therefore, the study participants believe that counselling approaches can improve well-being, reduce stress, overcome depression in the workplace and the best approach in understanding employees' emotional issues. Therefore, it is necessary to create a principal leadership model integrated with the counselling approach. The results of an

interview with the study participants are as follows;

*"For me it is very much needed to build a leadership model integrated with counselling, it is of interest in an organisation, because this leadership approach in the 21st is quite challenging, broad, as it involves diverse human behaviour and unexpected problems whether among students or teachers, so, counselling is vital." (ST 3)*

*"For me, there is a need for leadership and counselling model to be constructed and the module must always be changed when required, in line with the change in time and issues that arise, so that prospective principals or principals can learn the module. For example, the book of Imam Shafie which is interpreted by the students of the Shafi'ah group who interpreted it according to the suitability of the current times. The same is true of the leadership module, it is also necessary to keep up with the passage of time." (ST5)*

*"I hope that this combined model of leadership and counselling becomes a reality and needs to be constantly developed over time." (RT6)*

*"Very necessary, I am confident that it will be a complete and exciting combination of models with the integration of the counselling approach. This will make it a more directed added value as in the counselling approach there are many*

*elements of counselling that are currently used in the principal leadership model towards producing positive employees to achieve the goals of the organization" (ST 8)*

*"I think it's mandatory to integrate leadership and counselling and at least before so, the principal has to understand this kind of model, similar like the basics in communication, building relationships, how to understand body language. I hope that the principals will be able to complete and understand counseling, its constructs and so on" (RT12)*

### **Quantitative Data**

Data obtained from the questionnaire are statistically analyzed using the SPSS (Statistical Packages for Social Science) software. The data obtained from the questionnaire survey on the need to construct the model was analyzed descriptively through the percentage score and standard deviation, to thoroughly explain the data on the need for the construction of the model on the development of the integrated principal leadership and counseling approach model. This analysis is also used to obtain respondents' answers to questionnaires where data can be analyzed accurately and within shorter time. The results of this data analysis are used to view and identify the priority of needs from the perspective of the study participants.

Table 1.2 Analysis of item score for the construction of the integrated principal leadership model and counseling approach constructs

Item	Constructs	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Mean	Sd
S1	The importance of increasing the level of professionalism in the leadership practices of the principal.	1 0.4%	0 0.0%	4 1.4%	115 40.8%	162 57.4%	4.55	0.56
S2	Your confidence in the need for a counselling approach in principal leadership practice.	0 0.0%	1 0.4%	5 1.7%	139 49.3%	137 48.6%	4.46	0.56
S3	Counseling knowledge will improve the administrative qualities of principals as leaders in schools.	1 0.4%	1 0.4%	2 0.7%	123 43.6%	155 54.9%	4.52	0.61
S4	The need for constructing the Integrated Principal Leadership Model and Counseling Approach	0 0,0%	1 0.4%	11 3.9%	137 48.6%	133 47.1%	4.42	0.63
<b>Purata</b>		0.2 %	0.3%	1.92%	45.5%	52.0%	4.48	0.59

Based on Table 1.2, item *The importance of increasing the level of professionalism in the leadership practices of the principal* (S.1), the interpretation of the data indicates high agreement which is at the mean value (M= 4.55. SD=0.56). These findings demonstrate the importance of principals to increase the level of professionalism and leadership practices. Besides, the item *your confidence in the need for a counselling approach in principal leadership practice* (S.2) also showed that the overall mean value is at a high agreement level (M= 4.46, SD=0.56). This means that the study participants were confident about the need for a counselling approach and principal leadership practices integration. For the third item which is *counseling knowledge will improve the administrative qualities of principals as leaders in schools* (S.3), the

mean value and standard deviation are also at a high level (M=4.52, SD= 0.61). Therefore, based on the mean value and standard deviation this shows that the participants are confident that the counseling approach will improve the quality of principal leadership practices in schools. Meanwhile, the last item which is *the need for constructing the Integrated Principal Leadership Model and Counseling Approach* (S.4) also showed a high level of consent with mean value and standard deviation of (M=4.42, SD=0.63). This proves that the study participants agreed that the integration between the principal leadership model and counseling approach needs to be developed. The following is the mean value score interpretation scale.



Table 1.3 Mean value score interpretation scale

Mean Score	Interpretation
1.00-2.00	Low
2.01-3.00	Moderately Low
3.01-4.00	Moderately High
4.01-5.00	High

Source: Yusri (2010)

Therefore, based on the table, when the mean score for the entire item exceeds  $M=4.01$ . This indicates that the respondent expressed agreement at a high level on the questionnaire carried out. Meanwhile, the overall formula of the average value of  $SD=0.56$  showed that the study participants answered at the same scale distribution which is the scale of agree and strongly agree. Therefore, these findings demonstrate the accuracy of the study data as well as meeting the need for research on the importance of constructing the Integrated Principal Leadership Model and Counseling Approach (M-KIPK).

### Discussion and Research Implications

This study proves that the excellence of a school is closely related to the level of THE principal's professionalism. This will result in a principal being rational in making decisions, able to carry out planned activities and achieve the objectives set (Miller, 2014). The professionalism of the principal will also increase the motivation and resilience of teachers, staff and students (Professional Standards for Educational Leaders, 2015). The practice of professionalism of a principal is closely related to the ability of thinking, speed of action and the courage to make decisions, as well as the ability to balance the demands of change and the demands of maintaining the harmony of the school organization. As such, principals need to master a variety of

skills and be prepared for the increasingly complex changes and educational challenges of the 21st century.

In addition, the participants agreed with the opinion that counseling is a professional help process that will assist principals in evaluating and understanding the environment. Wango (2015) also argued that the counselling approach should be applied in the principal leadership practice to shape and develop the capacity and potential of the principal leadership in addressing various issues that occur in educational institutions. Indirectly, this process will result in employees being rational in making decisions, highly skilled and capable of carrying out activities that will help them achieve the objectives set. To achieve this, principals need to know how to use counselling skills, be able to manage conflicts, emotional teachers and staff and strive to better understand the issues that arise among students (Muhyiddin bin Haji Mohd. Yassin, 2011; Nik Aziz Nik Pa & Noraini Idris, 2008). Besides, the participants also argued that counselling approaches are also necessary in managing the behavior of teachers and staff, assisting principals in making decisions, as well as the best method in solving problems that arise in an organization.

Next among the constructs that need to be in the M-KIPK model is that a principal needs to have high communication skills. A good leader will determine the style of

communication that is deemed appropriate based on the question of who, how and which communication techniques should be practiced (Emma Tingkas & Syahrudi Awang Ahmad, 2020). Ineffective communication causes problems in the organization. Therefore, principals need to have expertise in building relationships, inspiring and motivating employees, skills in problem solving, appreciating employees (Personality Standards and Practices of Higher Performance Education Leaders, 2018) and act as advisors who can provide opinions and support when needed. Moreover, the participants also believed that aspects such as listening skills, honesty, empathy, concern, trustworthiness and responsibility are important adaptations of principals based on the leadership values applied. The study participants were also of the opinion that the principal is the role model for human quality development and the organization. Hence, the skills of the principal to make a wise analysis and evaluation before a decision is taken will determine the credibility of the principal.

Overall, the participants agreed that the proposed model which integrates the principal leadership model and counselling approach is essential. The respondents also hoped that the development of this model would enable a mechanism for the construction of leadership module instrument and counselling and the principal leadership course to be implemented. The counselling approach can also be used as tool to assess the level of competency of the principal. In the meantime, there are various issues that occur among students, teachers and staff which will definitely require new knowledge, the implementation of the latest approaches and added value as an alternative in improving the leadership qualities of the principal in the school (Geoffrey Wango, 2015; Isrosnaizah Ishak and Salleh Amat 2016; SCP, 2017). Hence, the results of the interview found that counselling is an important strategy in

solving all issues that occur in educational institutions nowadays.

## Conclusion

Principal leadership is an agent of change and creates a vibrant working environment and is the catalyst for the achievement of the organization's goals (Shazwaatirah Ahamad Walat, 2014). The wisdom of the principal in adopting a positive working environment in the school will determine the level of success or failure of an organization (Suhaili Mohd Yusoff & Khaliza Saidin, 2016). Due to this, good leadership will be respected while poor leadership can create ongoing conflict among the school community. The effectiveness of the principal's leadership also depends on the knowledge, skills learned and the ability to practice the knowledge. Therefore, the former Minister of Education, Tan Sri Dato' Muhyiddin bin Haji Mohd Yassin (2011) suggested that principals should master various administrative knowledge among of which is the knowledge of counselling which would add value to the leadership competencies of principals in schools. The ability of the principal to master counselling constructs such as relationship building skills, questioning skills, analysing skills, listening skills and empathy will give the principal leadership practice an advantage. There are also several other leadership constructs namely professionalism in leadership, caring attitude of principals, the importance of a positive working environment and the principal as the leader of change that are also essential. Furthermore, all participants of the study also agreed on the need to create a leadership model of principals integrated with the counselling approach. The high consensus among the study participants proved that leadership and counselling are mutually in need and significant with the objectives of the study requirements.

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