

The Leadership Of Headmaster In Praya Public Elementary Schools, Central Lombok-West Nusa Tenggara-Indonesia

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ABSTRACT: -Ineffective schools place weak leadership at the top of reasons for under-performance and that behind unsuccessful schools is poor leadership. Further, it is the leadership of the school that makes the difference between mediocrity and excellence. Lack of vision, poor communication, inattention to teaching standards/quality and failure to take decisions are cited as some of the characteristics of poor and weak leadership in failing schools. The subjects of the study were 240 teachers Praya Public elementary schools. The participants were to analyse, through semi-structured interviews and a closed-ended questionnaire, the leadership patterns of their leaders and the barriers to effective leadership in schools. The findings revealed that, generally, leaders in Praya schools practise democratic leadership although not without barriers. Chief among the barriers are the imposition of policies through numerous directives from the Ministry of Education. The study ends with a conclusion that draws from the discussion of the findings and relevant studies to the subject being discussed.

Keywords: leadership, headmaster, elementary schools.

1.INTRODUCTION

Schools exist mainly to provide education to students. The education provided needs to be formal and structured if it is to be of benefit to the recipients. The school leader is at the apex of the school's organizational structure and he/she plays the critical role of coordinating and overseeing the proper implementation of the formal curriculum. In efforts to achieve quality education for the students, the leader together with his/her staff set high goals and expectations for learners and try in every way possible to help students achieve the school expectations (Powell, 2004). In their endeavour to achieve success school leaders face a long list of hindrances, some of which are outside their control. Politicians, parents, the public and the business community express concern when schools are seen to be under-performing. Primary school academic performance continues to decline steadily to the extent that the public generally has not been quiet about the worrisome trend. Newspaper headings that read, "The State in Failure"; "We failed you-Ministry of Education and Skills Development" (Kgalemang, 2014: 1); "Education in Crisis"; "Twenty years into the implementation of the Revised National Policy on Education ... later, students continue to fail", "A Whole Generation Fails" (Mosarwe, 2015: 3; Seretse, 2015: 3) have recently become catchy headlines. The continued decline in students' performance has been acknowledged thus: Results show that students comparatively perform below par compared to international students of the same age group. The quality of Primary Education has remained considerably below that of high and middle income countries with whom Praya-Central Lombok must compete, especially in Science and Mathematics that will be the basis for selling of marketable skills in the coming decades. When performance drops, schools, through their leaders are required to account. Admittedly, schools should to a greater extent answer for the performances of their students given that it is their core business. Since students' success is the aggregation of inputs from other stakeholders, such as the parents and the larger community, efforts by schools alone may be affected by the non-commitment of these others. This study therefore investigates barriers to the leader's

effort to achieve school success and seeks ways in which these barriers can be addressed.

THEORETICAL FRAMEWORK

Hart and Bredeson (1996) see leaders in a similar sense. They see the leaders' role as like that of a catalyst that influences change in an organization through their followers and also understanding that it does not matter how weak a member of the team might be, that person has some drop of talent to contribute if given the right support. Summing up the participatory approach to leadership, Maxwell (2001: 223) says: "Everything rises and falls on leadership". These perspectives all advocating for leaders to develop great leaders through collaborative decision making and support are useful in providing the basis for this study in understanding that quality leadership can make a difference in schools and in students' learning outcomes. However, in as much as the perspectives above are very elucidative, enlightening and significant, leaders are not without impediments in their efforts to achieve school success. Barriers to effective leadership are inevitable given that leadership is not a solo practice. It occurs with other people and in constantly changing environments and conditions beyond the control of the leader.

◆. Educational Administration Program, Faculty of Education Science, UNDIKMA Mataram Lombok, West Nusa Tenggara, Indonesia. Bush (2008) opines that schools the world over require leaders who are inspiring and effective if their teachers are to teach anything of significance to the future life of the students. He correlates good education with the production of a highly skilled workforce that is economically competitive. Echoing Bush's perspective, Maxwell (2001) holds that leadership is a running head start for the team, anticipating what is going to happen and directing the team on the right path. Leaders, he further argues, do not necessarily have to be vision casters themselves. The vision can come from anyone in the team. However, what is important for the leader is to keep on reminding the team of the progress that is being made to achieve the vision. Owens (2004) refers to leadership as a race without a finish line. Hence, the

purpose of this study is to find out what barriers school leaders encounter in their endeavour to achieve school success in schools in Praya, central lombok.

LEADERSHIP CONCEPT

"It is difficult to conceive management practice that lacks leadership yet which gives direction and steers the organization forward" (Marishane and Botha, 2012: 6). Different authors on leadership all position it as the front runner that propels organizations towards success. They view it as the main blood vessel that keeps organizations alive and kicking, and therefore it is considered as the hinge pin to schools' success. School leadership as the focal point in a school comes second only to teaching among school influences on students' success (Fritz and Miller, 2003). Because leaders occupy a unique school role that is defined by the location of their position itself and the social status that comes with it, they need time to create a situation of camaraderie with the teachers on instructional matters (Leithwood, 2004). Holmes (1993: 9) states that: "School leadership is the application of reason, logic, values, and political will to the achievement of educational objectives via the development of available resources". Cole and Kelly (2004) view leadership to be a critical determinant of organizational effectiveness and that much of leadership is about influencing the behaviour of others towards the achievement of the goals of the organization. Good leaders have dreams they are able to articulate. They share their dreams with others such as staff, parents and students (Davis and Thomas, 1989; Powell, 2004). Similarly, leadership is a process of influence where one person enlists the aid and support of others in goal achievement, and it is a high priority issue for the success of schools (Hoy and Miskel, 2008). In the process, the leader influences his/ her followers in the school; his/her leadership sets the tone of school, learning climate, level of professionalism and morale of teachers and degree of concern for what students may or may not become (Hoy and Miskel, 2008). Put another way, Leithwood and Riehl (2003) hold that effective leadership helps others in seeing the challenging nature of goals being pursued and convey their expectations for quality and high performance. "It can be measured in the behaviour of the school principals", and if the behaviour is positive, "it does exert a measurable indirect effect on school effectiveness and achievement" (Cheung Wong and Evers, 2001: 18). Not only does influential leadership bring about a feeling of happiness to teachers, but it also has the ability to bring useful change to the school (Ellison and Bowring-Carr, 2005). Influential leaders use idealized influence, inspirational and intellectual stimulation to change their schools, changes that can lead to good results, collaboration, a profound effect on the ethos and culture of the school and team work as well as cooperation (Hoy and Miskel, 2008). Their legitimate position provides them with a potential power base that they can use to influence decisions (Naidu et al., 2008). Success, however, is dependent on using the ideas and talents of a team, on arriving at decisions and actions to which the team members feel committed and empowered as they feel they have contributed to the decisions and their ideas are put into effect. It is a natural tendency for people to resist that which is not their own, and worse if the change is parachuted upon them from above: a caution to leaders

to practice participative decision making with their followers. Corroborating the important role leadership plays in effective schools, Larson and Murtadha (2002: 142) opine that: "Scratch the surface of an excellent school and you are likely to find an excellent principal. Peer into a failing school and you will find weak leadership. That is, at least, in the conventional wisdom". Leaders still believe that they should do everything without involving those they closely work with or those they lead. This is weak and unproductive leadership. The education of the child is so important that it should be shared by everyone who has a stake in it, including the child itself (Abosi and Kandjii-Muranga, 2002). Non-involvement of students in school plans and decisions has resulted in students not caring for school property. This, and the non-involvement of parents, teachers and others of significance in the decision making, has destroyed the spirit of collective ownership and has led to non-committal participation and poor relations. Because the leader deals with individual characters, and because leadership is a group function and is about relationships, it cannot be prescriptive. It has no stone-tablet law or formula that requires those in that position to always act in a particular way. Leaders who do not distribute leadership in favour of whimsical decisions hinder performance, efficiency, competition and productivity (Lucas, 2014; Pansiri, 2008, 2011). Leaders should strike a balance between giving up total control to a group and holding too tightly to the reins (Tabulawa, 2011). By involving followers in the leadership process, the leader creates a robust, sustainable and reliable succession-planning framework from which to pool future leaders (Marvin, 2009). In Praya-Central Lombok, there is still a dearth of teachers who have qualifications in school management or educational management. Although the situation has improved, many incumbent school leaders have been promoted to these positions based on their good classroom teaching and not on their managerial qualification and prowess per se and, yet, successful schools need leaders who have formally and systematically studied school leadership/management and related technological skills, which they presently lack (Totolo, 2007; Venson-Moitoi, 2014). Nepotism and favouritism are other impediments to effective leadership in schools. Recommendations to appointments/ promotions are often based on relations and friendship, which override and compromise merit (Machacha, 2013). When this happens, as it often does, the teachers' morale declines, and school success is adversely affected.

METHODOLOGY

The method used depends on the type of the research design (Wiersma and Jurs, 2009). The qualitative and quantitative methods which are the most commonly used are explained in detail in the Data collection section. Also, under the methodology, the population of the study is identified and described. Data analysis is made based on the appropriate method used to collect the data. The study was conducted in March-June 2019. The study population was 60 public elementary schools in the Praya sub-district, Central Lombok, West Nusa Tenggara-Indonesia, from each school sampled four teachers, two men, two women = $60 \times 4 = 240$ teachers, randomly chosen. Rationale for selecting sampleThe sample of this study were teachers of public primary schools in Praya-Lombok Tengah. Since

leadership is a function of groups, where people interact together and one intentionally influences the behaviour of others, this suggests a leader-follower relationship. In a school environment, teachers as followers are strategically positioned to know and understand better the behaviour of their leader in the leadership process. Their inclusion in this study arises from this perspective. Sample in the study were drawn from public schools where the researchers conducted student teaching practice assessment and from other nearby schools. There was therefore a geographical even spread of schools involved to enable a generalized picture of leadership practice. From the total of 60 schools that were studied, 240 teachers were randomly selected for the closed questionnaire. However, the selection ensured representativeness of the whole school demographic by ensuring that 10% of those participating in research. The prior consent of participants to participate in the study had been obtained through the school heads. Data Collection Two methods were used to collect data, namely the qualitative and quantitative methods. The qualitative approach describes and gives meaning about the life experiences of people in a particular setting, such as a school (Wiersma and Jurs, 2009). It is conducted in a setting in which it occurs so that the meaning derived from it is specific to that setting. This approach to data collection allows participants to express their views, opinions, beliefs and experiences freely and from their own frame of reference without being restricted by an already arranged short-answer structure (Ary et al., 2010; Bogdan and Biklen, 2003). Since the questions asked for participants' views, perceptions and so on, the resultant responses were in the form of words that describe and explain observed phenomena rather than in number form. Semi-structured in-depth interview guides were developed from the list of research questions and conducted with 240 public primary schools teachers. They establish the truth about the factors that influence phenomena through deep probing (Cohen and Marion, 1989). The quantitative method, on the other hand, deals with descriptive statistics that may be percentages, means and so on. A Likert scale questionnaire that consisted of 25 items ranging from Strongly Agree (5 points) to Strongly Disagree (1 point) was administered to 240 teacher participants. The advantage of this method is that it yields many responses from a large number of subjects within a short time (Ary et al., 2010). Each of the two methods has its weaknesses and strengths and combining their strengths yields quality research outcomes that can appeal to the wider audience or readership (Bogdan and Biklen, 2003, Zulfakar, 2019). The same questions were used in both methods except that in the qualitative method, the questions were open-ended and those asked in the quantitative component restricted respondents to agree or disagree without elaborating.

DATA ANALYSIS

Data analysis involves manipulating data to answer the research questions, that is, ordering and structuring data to produce knowledge, make inferences and draw conclusions from what the researcher found. The data collected through the qualitative method were analysed descriptively. The researchers transcribed the notes and coded data with reference to the research questions and these formed the basis upon which the discussion and conclusions were

made. Direct quotes and field note excerpts were used to illustrate and buttress the outcomes of the study and to reach conclusions. The analysis of data that arose from the use of the quantitative approach was analysed by grouping question items that form a common theme and established the frequency at which they recurred. The study seeks to find out how, what and why the informants thought about a particular issue. People generally would cooperate and feel free to express themselves provided they have the trust and assurance that the information they volunteer is for the consumption of and confidential to the data collector only and nobody else. Such protection was expressed to them in a letter. Written permission prior to the commencement of the study was obtained from the heads of the institutions in advance giving reasons and how data were intended to be collected. A similar letter was sent to the participants soliciting their cooperation and informing them that their involvement was optional. The letter specified that the identity of an individual and his/her institution would not be disclosed in the final product of the investigation.

FINDINGS

A total of 240 teachers comprising teachers of public primary schools in Praya-Central Lombok were involved in the study. A 99% return rate was achieved, thanks to the efforts of the school administrators who made sure the data collecting tools were completed and returned and the patient follow ups by the researchers. Participants responded to a two-part questionnaire, namely closed questions (quantitative aspect) in the Likert-scale format and semi-structured questions (qualitative aspect). The research questions were answered using both methods, expressed in sentences and as one word answers in the qualitative and quantitative schedules, respectively. The questions were to gauge respondents' views on the head as the hinge pin to school success. A range of perspectives emerged and these framed discussion of the findings. The findings did not show any significant difference between leadership practices at primary schools, thus suggesting that leadership practice although it can be situational, it is not necessarily according to the level at which it is being practised.

THE EFFECTIVE LEADER

Respondents' views of an effective leader include the following attributes. One who, "makes productive contributions through knowledge, skills, competencies and work commitment". The leader is expected to contribute his/her individual capabilities to the achievement of group goals and work with subordinates in a group setting and organize, through the shared vision, people and resources that support school objectives. Respondents were of the popular view, as one teacher put it, that the school head should "catalyse commitment and stimulate high performance standards; inspire and turns followers into leaders".

Finally, the respondents held that an effective school leader emerged as one who is approachable, friendly, caring and one who has regard for the welfare of his followers at heart. This social aspect on its own, although desirable of a leader, is not enough to take the school to greater heights. The leader should also be knowledgeable, skilful and should exhibit commitment to work to serve as a role model

to his/her subordinates. Chief among the attributes is the recurring or repeated comment that the leader should understand that good performance is not an individual effort but a group function and hence their advocacy for a leader who respects the individual and group views of the subordinates with respect to decision making. One wrote: "His words should be a healing unto the teachers' bones not paraffin which can burn and bring suffrage unto teachers' hearts that can lead to failing the children". Respect for the heads and the influence they wield in schools. In response to two items of the closed questionnaire, which asked the amount of respect teachers and students had for the school heads, 95% said teachers respected school heads while 96% said students respected heads a lot. This is not only a show of respect but also implies the heads' influence on teachers. From the 240 participants who responded, 85% were of the view that there was a positive correlation between good leadership and the schools' good academic performance and that if the leadership is weak, this negatively affected results. Only 15% refuted the alleged correlation. The statements from a respondent that "our school is as good as our head" and from another one that says "the head is the architect of our academic success for all these years" confirm the influential role these heads play in students' achievements.

BARRIERS

When asked whether external bodies such as teachers' unions, parents, politicians and so on have any influence on the heads' leadership of schools, the majority respondents (79%) did not think unions unduly interfere with the heads' job. Such is exemplified and emphasized in statements and comments that: "Unions' role is to sensitize teachers on their rights and educate them on these rights and this does not interfere with school management. If it does, it is positive interference". In addition they indicated that: "Teacher union issues are discussed outside teaching time during weekends, school holidays, and outside school premises". Furthermore, "unions help in procedures on disciplinary action on teachers and they encourage professionalism in the teachers' job" and "As long as they address teachers' grievances and welfare, they cannot be said to be interfering with the running of schools". There were, however, a few who held different views as follows: "Teachers listen more to unions than to school heads". Sometimes teachers do not cooperate with school leaders thinking that unions will support them in their individual course. To school heads the responses were: "Yes unions do interfere by encouraging militant behaviour such as strikes and this affects the school leadership". Sixty percent (60%) of the respondents said there was too much political influence in the form of directives in the running of schools. One respondent put it thus: "... which have little or nothing to do with the core business of schools" as against 37% who thought differently. Teachers expressed unhappiness about "government policies which are dominating the life of schools" as shown by 84% of responses to a specific questionnaire item on this issue. These policies were viewed by 66% of the respondents as barriers to effective school innovations and by 53% of the respondents as having reduced the power of school heads. "These throttle school leaders' innovations, as schools are run through directives, thus relegating heads to messengers and not to

visionary leaders", one respondent lamented. The meetings that take heads out of school on a frequent basis eat into their time to attend to curriculum-related needs of the teachers. One commented that: "These meetings which frequently take heads out of school do not have a direct bearing on school improvement and add no value to schools. Rather, the heads' frequent absence from their schools affects their ability to monitor instruction". The relationship between school leaders and teachers can be a sensitive one that needs to be nurtured gingerly for if it is not, it can forestall school progress. Teacher unhappiness, according to the findings, is caused by poor and ineffective communication; lack of transparency; unequal treatment that discriminates staff; nepotism in the promotion of teachers; leadership that is not approachable and that dominates in decision making; students' discipline problems; shared accommodation and insufficient teacher accommodation that forces teachers to commute distances from school; indecisiveness to take bold and independent decisions. These barriers, respondents held, are the sources of misunderstandings between staff and school leadership and between staff themselves that adversely affect team work for effective school outcomes. Overall, the findings indicate that school leaders sufficiently and democratically involve the teachers, parents and students in the running of schools. One wrote: "If parents' participation drags in school activities, it is not that schools do not solicit their involvement but that some parents may not understand the benefits on such involvement to the child". Another was of the view that: "Students have a role in the running of the school through their councils, and representatives in special meetings with staff and heads have been encouraging this of late". Students' and teachers' involvement in school affairs is averaged as 54% and 55%, respectively. The educational qualification of school heads was not viewed as a barrier to the effective leadership of schools. Ninety-five per cent (95%) of the respondents held that teachers who are good in teaching can make good heads without qualification in educational management although they (89%) hold that a qualification in educational management can enhance leadership practice and therefore training in this area is necessary. Solutions to the BarriersThe general view held from the findings is that effective leadership lay in the collaboration between all stakeholders in education that is, the teachers, parents, education officers and the school leaders with the latter "practising distributive leadership with the teachers", said a respondent. Another wrote: Today's students want to be involved in matters that affect their lives in schools and therefore their involvement is paramount, for if students feel they are being sidelined in such decisions, they can cause problems to the running of the school. Education authorities were blamed for undue interference in school leadership as exemplified in the following comments by two respondents: "The Ministry of Education requires schools to perform up to standard but how can they if they are not allowed flexibility in how to run their schools". To this end, authorities in the Ministry of Education should allow school heads space to implement strategies they deem can achieve success in their schools.

DISCUSSION

The literature review on school leadership highlights its importance and influence on subordinates and schools. Leadership as a critical determinant of organizational success gets support from Marishane and Botha (2006), Zulfakar and Fahrudin (2018), and Cole and Kelly (2004). Like the captain of a ship who safely steers his ship towards a desired destination, someone must drive the organization towards a given direction to achieve its goal. If there is no leader, the organization can go in any direction and any direction is not always the most desired one. In a school, that person is the head. Larson and Murtadha (2002) opined that it is leadership of the school that makes a difference between mediocrity and excellence. However, leadership alone is not enough and is not a guarantee of excellence. Effectiveness is an important virtue of a leader. The hallmark of effective leadership, as emerged from the findings, includes among other attributes leaders who are approachable, friendly, caring, resourceful, stimulating and the belief by the leader that each one of the members in the organization can make a contribution to its success, summarized by a comment by a respondent as leadership that, "catalyses commitment and stimulates high performance standards; inspires and turns followers into leaders". These findings resonate well with perspectives by Hoy and Miskel (2008) that emphasize influence, inspirational and intellectual stimulation. In another sense, the leader is a facilitator, like a choir conductor who harmonises the voices of the singers. However, the attributes of an ideal leader above are not without impediments. The impediments are implied in the literature review as opposites of the qualities of an effective leader, Zulfakar and Zulkarnaen (2018). Specific barriers highlighted in the findings and that are discussed are interference in school leadership by government; malpractice in promoting teachers; lack of effective communication by the leader to the followers; teacher unions and school leaders' qualifications. The government, represented by the Ministry of Education, has a legitimate right to ensure that education is provided to the students properly. This the Ministry ensures through school inspections and instructional supervision activities. However, because schools are run by appropriately qualified leaders, enough room and time should be accorded to these professionals to put in place measures that can sustain good performances without undue interference. The findings of this study suggest that school leaders do not fully enjoy such leeway. This was indicated by 50/60% of the respondents who said that "there was too much political influence in the form of directives which have little to do with the schools' core of teaching and learning" and by 84% who expressed unhappiness about "government policies dominating the life of schools". This and the frequency at which teachers and heads are being taken outside schools to attend meetings and workshops throttle ingenuity, creativeness and inventiveness at the school level by heads and this impacts on performances negatively. This makes leaders have little time to reflect on instructional delivery or what Powell (2004) and David and Thomas (1989) refer to as "time to share their dreams about the school with staff, parents and students". As pointed out by Fritz and Miller (2003) and Leithwood (2004), schools need to be given the leeway and space for

creativity that they deem can bring about improved students' achievement. Although education cannot be separated from politics, political agendas should not be pursued at the expense of good school governance. The procedure for promoting teachers to senior posts in Praya-Central Lombok-West Nusa Tenggara-Indonesia, like in many countries, is for the supervisor (the head) to assess the work of the teacher and makes recommendations to the appointing authorities for the final decision. This not with standing, three teachers complained that promotions are not based on merit. "They are based on technical know-who and not on technical know-how", said one teacher, suggesting that favouritism and nepotism creep into promotional issues and that rather than using their legitimate power base to influence decisions fairly and productively (Naidu et al., 2008), school leaders instead abuse it. Machacha (2013) pours scorn on leaders who promote subordinates on the basis of their relations and friendship with them. Following concerns about how promotions were done, the Ministry of Education has recently changed the procedure for promotion from recommendations by the school heads to interviews by officers of the Ministry of Education outside schools. It is thought that interviews would minimize biasness and nepotism, although the human element cannot be eliminated completely. The promotion of teachers using underhand methods is a potential barrier to school success because it can destroy relationships among staff and stifle productivity, as some may no longer see the need to work hard if merit is not the guiding principle or criteria for promotion. The purported malpractices in promoting teachers are not only threats to good relationships and productivity, as there can be loss of respect to the leaders by the followers. At a boarding primary school in Praya-Central Lombok, there was a rule that required students to obtain written authorization if they need to visit their parents during weekends. The chief custodian of this rule, the school head, would through verbal communication with her friends outside school, allow certain students go out without written permission. Other students knew about this and viewed such practice as unequal treatment to students. They caused a strike. The head had to be transferred to another school because she had lost respect from the majority student body. This scenario is the opposite of a school head who punished his son, together with other defaulters, for not reminding him of the unpaid school fees. The son had assumed that since the announcement was made by the school head (his father), there was no need to remind him. However, findings in this study show more than 90% of the respondents indicating that both teachers and students respect school heads. Leader collaboration or lack of it with staff was one attribute of an effective or ineffective leader. Through collaboration, team members are able to expand their knowledge as they share talent and hone their skills and abilities. In the process the leader is able to constantly influence, reflect and refine his/her practices. Collaboration through team work offers a professional learning path to both the leader and the subordinates and shows respect for each other. Teachers in Praya-Central Lombok are generally happy because according to the findings, they are sufficiently and democratically involved in the decision making process of schools. Also, findings indicate cordial working relations between school heads,

teachers and students and heads get satisfactory support from parents. This, it is argued, is due to the heads' awareness of the danger of not taking everybody on board in the running of the school. Abosi and Kandjii (2002), Zulfakar and Zulkarnaen (2018), and Pansiri (2008, 2011) caution that excluding others who matter from participative decision making stalls productivity. Venson-Moitoi (2014) and Totolo (2007) have argued that an educational management qualification is a necessity for school leaders, because with one, school heads can operate from a more informed position. These authors are of the view that good classroom teachers do not necessarily make good school leaders. In support of Venson-Moitoi and Totolo, that classroom teaching and management is different from managing a whole school, which entails interacting and dealing with diverse individuals and groups. Whole school management places the leader in different situations and therefore leaders cannot apply a wholesale management style in all situations and at all times. It calls for diversity in approach that can be found in formally learning leadership practices on how to deal with different situations in given circumstances. Solutions to the barriers above can be summarized by statements as follows: school leadership can be improved by appointing to this position teachers who have learnt educational management formally; by allowing heads flexibility in running their schools as they deem fit as long as this is done within the ambit of the rules governing education. Leadership improvement can also be made by

leaders who see and treat followers as colleagues in the leadership process by distributing leadership among them according to their capabilities.

CONCLUSION

Incorporating relevant studies from the literature and the data from closed-ended questions and semi-structured interviews, this paper has argued that there is little doubt that at the centre of a successful school is the leader who works with and through others under collaborative conditions. That is, a leader who distributes or shares leadership with followers because he trusts their capability to do or to learn. The majority of primary school leaders in Praya-Central Lombok practice this type of leadership, as indicated in the findings. There are, however, challenges to the leaders' efforts to run their schools the way in which they deem can have productive outcomes. Most of these challenges originate from outside the school and heads have little control over them. Although other factors have been cited as barriers, such as teacher unions' ineffective collaboration by leaders to their follows, the educational qualification of school leaders and so on, they are but to a relatively lesser extent. Key among the barriers is firstly the undue interference by the mother ministry, which throttles the freedom and time for school leaders to devise strategies appropriate to their school that can improve performances.

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