

Exploring Quantum Perspective in School Leadership: A Review of Effective Principal Leadership in the Changing Nature of School Management

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Abstract: In dynamic changing nature of school management and school environments, schools need principals who are fully engaged, creative, energetic and competent. In the school, the principal is the key leader to lead and manage school resources. An effective school leadership with multi-tasking competences always makes a difference strategy and approaching in improving the quality of their school. These multi-tasking competences could be realized through approaching the quantum leadership. This paper focuses on providing an overview on multi-tasking competence of school principals with using the quantum leadership as approach for managing the school activity. In order to lead the school in effectively ways, the quantum skill grow into critical importance competences for school leaders. The paper also provides some examples of the required key performance indicators regarding the competence of quantum leadership. Finally, this review concluded that even though approaching of quantum leadership is it not enough to produce a great school but effective management through quantum skill is needed to run a good school, particularly in the changing nature of school management

Keywords: Leadership, Quantum, Principal, Effective, Educational, School, Management

1. Introduction

At the most operational level, school principals stand at the front line, coordinating efforts towards improved teaching and learning quality in the school. They are assigned to be responsible for collaborative efforts to achieve educational goals at school level (DeVita, 2007; Mitgang, 2012; Barbour et al., 2010).

In Indonesia, school principals are senior teachers who are perceived as those who have qualifications for taking up school leadership roles (Permen Diknas, 2010). There have never been school principals who have not been teachers. Therefore, competent teachers might expect to be “fortunate” to be assigned as school principals. Unfortunately, most teachers who used to be competent as teachers become incompetent as school principals as they are not capable of undertaking managerial responsibilities. They are stuck in the incompetence issues and will stay there until retired (Choo, 2013; Hinchco, 2011). What will happen to the schools they lead? The principal is the key leader in the school with a strong educational background and professional experience. As a leader or manager in the school, the principals has responsibilities to realize the school visions, missions and goals (Wahjosumidjo, 2003; Lokman et al., 2013; Yasin & Mohd, 2013). In essence, the workdays of Indonesian school leaders’ are mainly characterized by administrative tasks, even though some of the administrative tasks cannot be

distinguished from the educational leadership or managerial tasks. Organizationally, the principal is responsible to both the government and the community through the school committee. The principal must balance this joint accountability with wisdom and care. This, it can be managed effectively when there is a strong positive relationship between the principal and the committee, wide consultation, good communication and transparent school management processes in place.

Nowadays, in the unpredictable changing nature of school management and school environments, particularly in the decentralization era in Indonesia, the principal should devote time to providing the school committee with professional development to enable it to better understand School Based Management responsibilities and processes. This will enable the school committee to better perform its role and minimize misunderstanding

Becoming school principals is a privilege as they are assigned to undertake managerial responsibilities to maximize available resources productively to achieve the targeted school goals. They need to ensure that the school systems are effective and the school resources are available and qualified towards achieving the goals. It is important for them to manage their schools effectively as they will color the future life of their students (Schaps, 2005).

2. Defining Quantum Leadership

Linguistically, the word quantum refers to “a quantity of something”. Mostly, the word quantum usually used to describe the mechanic process of physical activities. Apart from its specific application in their origin science - physics, the term “quantum theory” has been used in many contexts of various field of science, such as teaching, learning and leadership (Shelton, 1990; Dargahi, 2013).

Even quantum leadership accepts as a concept in the leadership theory, but until now there is not agreement or consensus about the concept of quantum - mechanical leadership and its definition. Zohar (1998) argues that quantum leadership is leadership informed by quantum thinking and guided by the defining principles of quantum physics/mechanics. The leader, who use quantum as approach for their leadership exercise both/and thinking, they think ahead by formulating many scenarios for what the future might hold, encourage questions and experiments, and thrive on uncertainty. Furthermore, quantum leaders have used the defining principles of spiritual intelligence to nurture a higher, quantum intelligence.

Papatya and Dulupçu (2000) state quantum leadership is a mechanical phenomenon, which is deterministic and predictable. In addition, according to Papatya and Dulupçu, in leadership process, relations and conditions can be defined objectively. In the leadership any defect is assumed to be leader’s fault/mistake.

Porter-O’Grady and Malloch (2010) found that quantum leadership is leader who operates with a “quantum” lens that views human relationships and environmental elements as interconnected and dynamically moving. Basically, the relationship between human and their environment can be described as follows: individuals are important in the world, and their collective relationships are even more important as they exist in their environments.

Warren Blank (1995) in his book *The 9 Natural Laws of Leadership*, attempted to explain the paradigm of quantum as an approach in leadership. Blank views based on the basic of the quantum physics. He summarized the characteristic of quantum leadership in four groups: (1) leadership is an interaction field between leader and followers, (2) leadership cannot be structured and estimated, (3) discontinuity of the leadership fact and (4) the impact of leadership mostly depends on interaction.

In addition, to understand quantum leadership as a leadership strategy, Fris and Lazaridou (2006) tried to systematize and summarize the characteristic of the quantum, which distinguished from the Newtonian Management. Hence, the quantum leadership often being characterized by: (1) naturalistic thinking, uncertain and unpredictable as basic assumption, (2) flexibility, to get things done there are many ways can be used, (3) distributed authority, using non-hierarchical networks approach, (4) effort to improve the integrity and cooperation among members within the organization, (5) Seeing the member of organization as co-creative partners, (6) experimental thinking, change and improvement within the organization could start anywhere and (7) fostering the meaningful relationships and individual wellness. To realize the quantum leadership in management practices, Shelton and Darling (2001) suggested that leader be going to quantum skills. These quantum skill are: (1) quantum seeing; (2) quantum thinking; (3) quantum feeling; (4) quantum knowing; (5) quantum acting; and (6) quantum trusting as well as (7) quantum being. These seven quantum skill should be mastery by leader as the responses to the changing nature of management, since the traditional management skills e.g. planning, organizing, directing, budgeting and controlling, which not inadequate anymore in facing this situation (Shelton and darling, 2001).

Furthermore, the relationship between characteristic of the quantum leadership and the quantum skills is illustrated in the figure below:

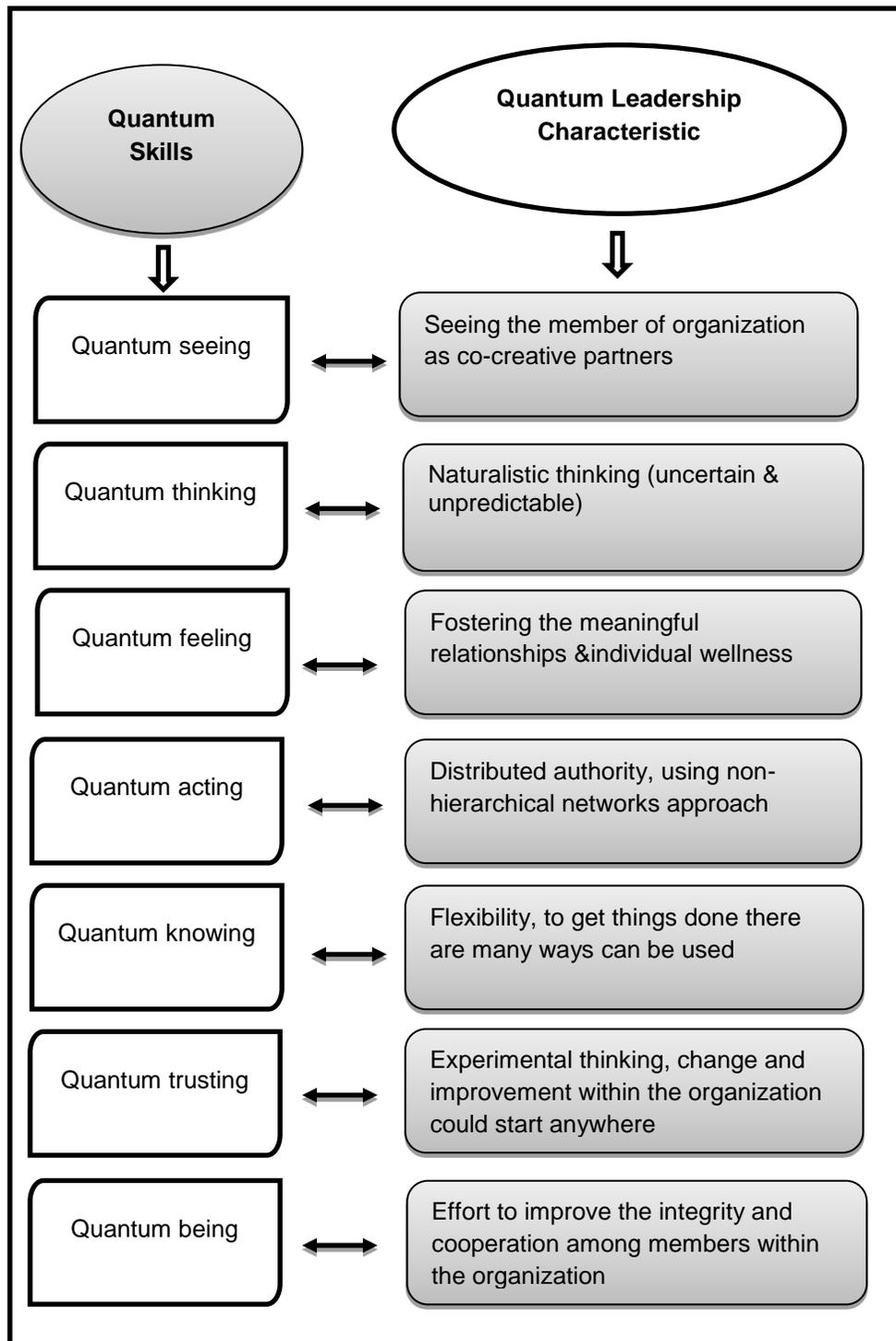


Figure 1: The relationship between characteristic of the quantum leadership and the quantum skill

3. Qualities of Educational Leaders, in the Changing Nature of School Management

With the move to local school management, decision making patterns of school administration, leadership and management have changed. An overview of the changing nature of management and the increased need for leadership is presented in the table below. Contextually, the table is a useful basis for schools to discuss their own progress in the evolution of leadership and management in their workplace.

Table 1: Changing Nature of School Management

Old Pattern	School Based Management pattern
Principal as a manager	Principal as a leader (and manager)
Centralised	Decentralised
Central decision makers	Local participative decision makers
Bureaucratic approach	Professional approach
Directing	Facilitating
Being controlled and organised	Self-motivation
Avoiding risks	Managing risks
Using all funds, in accordance with broad system priorities	Using funds as required and as efficiently as possible in accordance with locally determined priorities within broad system priorities
Information centred on the authorized parties	Information available for all of the community

Source: School Based Management Handbook (NTTPEP, 2007)

Basically, a position reflects the status of its holders. The status reflects the roles of its holders. The main roles of school principals as educational leaders are different from other leadership positions. Educational leadership of school principals refers to certain required qualities to be able to undertake the educational roles successfully (Haycock, 2007). What are the qualities of education leaders?

- Firstly, school principals need to know exactly what to be achieved (vision) and how to do that (mission).
- Secondly, school principals need to have certain competences to undertake the mission to realize the vision.

- Thirdly, school principals need to have certain character traits to demonstrate their integrity.

4. Realizing a school's Vision and Mission through Quantum Leadership

There might not be many school principals who know and understand their school vision and how to achieve that, which might also happen to other leaders. Reliable school principals try to know and understand their vision and make one in collaboration with related school stakeholders if there has not any. The vision needs to be socialized for all as the common aspiration and school principals need to ensure that there are consistent efforts to have shared commitment to realize the vision. They will not let the vision be merely as the display on their school walls.

Theoretically, although in historical process the functions of school management mostly focused on organizing school, defining vision and mission (Marsick & Watkins, 1997; Morrison, 2007; Usdan, 2000; Balyer, 2012).), but this function is a part of the important role of the school principal, on the whole in the context of understanding of school's vision and mission. However, understanding school vision and mission and having good integrity are not sufficient to be school principals. They need to meet the required competences to undertake their responsibilities successfully.

There is a shared agreement that school principals need to have the following competences (adapted from CCSSO, 2005).

1. Facilitate development, dissemination, and implementation of teaching and learning vision that are well communicated with and supported by the school community.
2. Assist, improve, and sustain conducive school environment and teaching programs that support learning process of students and professional development of teachers and staff.
3. Ensure that organizational management and operation of school resources are to create safe, healthy, efficient, and effective learning environment.
4. Collaborate with parents and community members to respond to various needs of the community, and mobilize the community resources.
5. Be the role models in demonstrating integrity.
6. Understand, respond, and influence wider political, social, economical, and cultural environments.

It is vital that principals give very high priority to their role as educational leaders. The following framework distinguishes the principal role both in school management and school leadership. The differentiate between school management and school leadership need to be understanding, since in theory and practice there is a basic philosophical difference between management and leadership. They have different purposes and they seek to obtain different outcomes, however in the context of organizational dynamic both are important and has interchangeable functions (Shelton & Darling, 2001; Dembowski, 2007).

The framework below is useful for principals to consider as a framework for their educational leadership responsibilities. All of these components are necessary for effective educational leadership.

Table 2: Principal role between School Management and School Leadership

Principal Role	School Management	School Leadership
Areas of Importance	Necessary but not sufficient	Vital for school improvement
Organization	<ul style="list-style-type: none"> • School budget • School maintenance • Inventory of school material resources • Completing forms and reports • Data gathering 	<ul style="list-style-type: none"> • Consulting on and establishing the school priorities • Reviewing what the data means to develop improvement strategies • Ensuring a transparent approach to school management • Means of and purposes for student assessment
Curriculum	<ul style="list-style-type: none"> • Class organization • Purchase of classroom materials • School instruction hours • Extracurricular activities 	<ul style="list-style-type: none"> • Teaching methods • Developing classroom management policies and practices • Attendance • Improved curriculum • Local curriculum needs
Human	<ul style="list-style-type: none"> • Teacher materials and equipment • Teacher accommodation • Election of school committee • Election of student leaders • Teaching loads and responsibilities 	<ul style="list-style-type: none"> • Establishing school values • Ensuring behaviors are based on school values • Developing student behavior management policies and practices • Teacher mentoring and sharing of good methods • Teacher sharing of areas where they need help to improve • Discussion of student needs • Dealing with gender and children's rights
Culture	<ul style="list-style-type: none"> • Organizing school committee meetings • Completing the school development plan • Training the school committee in 	<ul style="list-style-type: none"> • Vision and mission • Being accountable to the community • Seeking community input • Building good relationships • Mentoring the school staff and community in what constitutes sound

	effective meetings • Training school committee executive in their roles	teaching • Maintaining confidentiality
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Source: School Based Management Handbook (NTTPEP, 2007)

The question is: What is the working performance indicators of competent school principals and knowledge and skills required to be so?

5. Working Performance Indicators for Quantum Leadership Competence

What kind of knowledge and skills required to be competent school principals? A summary of literature review regarding the required knowledge and skill for the school principal in the form of Working Performance Indicators are presented below:

Quantum Leadership Competence # 1: Facilitate, develop, disseminate, and implement teaching and learning vision and mission that are well communicated to and supported by school community.

School principals need to ensure that schools have clear and agreed vision and mission that are supported by their school community. If vision and mission are not yet available, they need to take initiatives to have them developed by involving all related stakeholders (Hinchco, 2011; Robertson & Timperly, 2011). Working performance that can be identified as their competences are as follows:

- Vision and mission are developed collaboratively with related stakeholders.
- Staff, parents, and community members understand the school vision and mission.
- Related stakeholders believe that the core of the school vision is to be the guideline for everyone related to the school matters.
- Contribution from the school community members towards achieving the vision is respected.
- Related stakeholders receive updated information about the progress of achieving the school vision.
- School community is actively involved in the efforts for school improvement, e.g. school programs, plans, and activities are developed based on the school vision.
- Plan is implemented based on clear goals and strategies.
- Student assessment data is used to develop school vision and goals..
- Demographic data of students and their families is used to develop school mission and goals.
- Obstacles of achieving the vision can be dealt with.
- Provision of resources is available to implement school mission and goals.
- Available resources have been used effectively and efficiently to support achieving school vision and goals.

Vision, mission and plan have been regularly monitored, evaluated, and revised. The following are knowledge and skills, which required being competent school principals:

- Learning goals in pluralistic community.
- Strategic development and implementation techniques.
- System theory and thinking.
- Data collection, processing, and analysis techniques.
- Effective communication.
- Effective consensus and negotiation.

Quantum Leadership Competence # 2: Assist, develop, and maintain conducive school environment and teaching program for student learning and teacher and staff professional development.

School principals need to ensure the creation of conducive school environment (Barbour et al., 2010). This school environment enables everyone to be empowered and develop their best potentials. School principals need to work hard so that social issues, e.g. drugs abuse will not impact on the school environment. In this school environment, teachers and students are motivated to learn from one another, as well as support and empower one another. This provides room for learning by modeling and being accountable, and developing full potential.

A principal who is strong in social leadership will take the time to have individual discussions with each teacher. The principal will show care and respect for others and will work to heal unhappiness in peoples' feelings. The principal will recognize teachers' achievements and be sensitive to the difficulties they might be experiencing. The principal will gather and consider the thoughts and feelings of all in making decisions

The key indicators or working performance of competent school principals is outlined below:

- Everyone is treated equally despite their backgrounds.
- Professional development is focused on teaching and learning as outlined in the school vision and mission.
- School staff and students are respected and considered important.
- Learning issues are identified, clarified, and addressed.
- Diversity in developing learning experience is reviewed and considered.
- Long life learning is encouraged and modeled.
- High expectations are developed as school culture for school staff and students.
- Technology is used in teaching and learning process.
- Staff and student achievement are acknowledged and celebrated.
- Various learning opportunities are available for all students.
- Schools are managed and directed towards achieving student success.
- Curriculum, co-curriculum, and extra-curriculum programs are designed, implemented, and revised on a regular basis.

- Results of research studies, perceptions of teachers, and recommendations from educated community members are used as the references for important decision-making.
- School culture is evaluated regularly.
- Student learning outcomes are assessed by using various techniques.
- Staff and students are given opportunities to use different information resources on making successful achievement.
- Different supervision techniques are applied.
- Programs to meet the needs of students and their families are developed.

There are some essential knowledge and skills for the principal in this competence, for instance:

- Developmental psychology of students.
- Applied learning theories.
- Applied motivation theories.
- Curriculum design, evaluation, and revision.
- Effective teaching principles.
- Learning evaluation techniques.
- Diversity and what it means to education programs.
- Learning models and adult professional development.
- Change process for system, organization, and individual.
- The role of technology in supporting student learning and professional growth.
- School culture.

Quantum Leadership Competence # 3: Ensuring that organizational management and operation for school resources are used to create safe, healthy, efficient, and effective learning environment.

Schools principals need to ensure that the organizational management and operation for school resources are merely used for the sake of students. They need to ensure that school physical environment is safe and healthy for students, teachers, and staff (UNESCO, 2005). There is a great deal of working performance of this third competent of school principals:

- Knowledge about teaching and learning and student learning progress is used in school management's decision-making.
- Operational procedures are used and managed to maximize opportunities for successful learning.
- New beneficial techniques are applied.
- Operation plans and procedures to achieve school vision and mission are well developed.
- School contract agreement is managed effectively.
- School building and facilities are operated safely, efficiently, and effectively.
- Time is managed effectively to achieve school goals.
- Potential issues and opportunities are identified.
- Every issue is addressed in a timely manner.

- Human resources and other resources are managed to achieve school goals.
- Organizational system is monitored and modified regularly as need be.
- Related stakeholders are involved in school-impacted decisions.
- Responsibilities are shared to maximize accountability.
- Effective problem solving skills are applied.
- Conflict solution skills are effectively applied.
- Effective working group and consensus achievement are applied.
- Safe, clean, beautiful, and joyful school environment is maintained.
- Human resources are maintained to get them functioned towards achieving school goals.
- School documents are kept confidential.

There are at least eight knowledge and skills that are required to be competent school principals for this competence.

- Organizational development principles.
- Operation procedures at school and regional levels.
- Issues and principles on safe and healthy school environment.
- Human resources management.
- Principles of school finance management.
- Principles of school facility management.
- School operation regulation.
- Up to date technology to support management functions.

Quantum Leadership Competence # 4: Collaborate with parents and community members, respond to various needs and interests, and mobilize community resources.

School principals need to be aware that school goals cannot be achieved without involving all related stakeholders, especially parents. School management is a shared attempt to share big responsibilities to be more controlled. Therefore, school principals should not give up involving all related stakeholders to move schools forward.

Contextually, collaboration school and community require a conducive school culture. Therefore school culture is the basis for interaction between all members of the school organization. This includes; values (beliefs, honesty, and transparency) and norms (regulations and behaviours that prevail and are agreed by all members of the organization). The school culture also requires common views on how students learn, how student behaviour is managed and how members of the school community - students, teachers, principal, parents and school committee - respect each other.

A positive school culture arises from good relationships between the principal and teachers, teachers and teachers, teachers and students, student and students, and between all of these groups and the school community. This becomes a school characteristic that positively influences the teaching and learning process at school. The principal has a key role in developing a positive school culture. This is done

through discussion with the teachers and school community, through modeling positive values and behaviour and by having individual discussions with teachers who show unacceptable behavior. To be competent in collaborating with parents and community members, as well as mobilizing community resources, the principal has to meet the following working performance:

- Active involvement, participation, and communication with wider community.
- Relationship with community leaders is developed.
- Information from families and community members are used.
- Relationship with business, religion, politics, and government organizations are developed.
- Different values and opinion of individuals and groups are well responded.
- Resources of schools and community members are shared.
- Community resources are secured to help schools solve problems and achieve goals.
- Partnership with business and education institutions and community groups are developed to strengthen school programs towards achieving school goals.
- Community members are treated equally.
- Diversity is acknowledged and respected.
- Effective relationship with media is developed.
- Comprehensive community relationship programs are developed.
- Public resources are used properly and wisely.
- Community collaboration is modeled for staff.
- Proper opportunities are provided for staff to develop collaboration skills.

The required knowledge and skills to be competent school principals in this fourth competence, are listed as follows:

- Issues and trends that might impact on school community.
- Various condition and dynamics of school community.
- Community resources.
- Community relations and marketing strategy and process.
- Successful model on school partnership, family, business, community, government, and higher education.

Quantum Leadership Competence # 5: Modeling actions on integrity.

School principals will be uneasy if cannot model appropriate behaviors. They need to have behavioral qualities of being reliable, consistent, committed, responsible, and emotionally controlled. These moral characters have long-term influence. School principals who only rely on their position to influence environment will only have short-term influence. Furthermore, effective principals also enrich teacher performance (Lee et al., 1991; Lee et al., 1992; Rosenholtz, 1989; Bouchamma et al., 2014)

Some working performance indicators required to be competent school principals in modeling actions on integrity are listed below:

- Personal and professional ethical codes are modeled.
- Inspiring values, beliefs, and behaviors are demonstrated.
- Positive behaviors are modeled.
- School operations are made reliable.
- The impact of managerial practices on others is considered.
- Position is used to improve education programs and not to meet personal interests.
- Other people are treated equally.
- Rights and confidentiality of staff and students are protected.
- Diversity in school community is respected.
- Authority of others is acknowledged and respected.
- Values of school community is reviewed and considered.
- Ethical behavior and integrity are highlighted.
- Required regulation and agreement are met.
- Regulation and procedures are applied equally and wisely.

In order to be competent in modeling actions on integrity, the principal has to equip with required knowledge and skills, as follows:

- Education goals and leadership roles in modern community.
- Different frameworks and perspectives on ethics.
- Various school community values.
- Ethical profession codes.
- Education philosophy and history.

Quantum Leadership Competence # 6: Understand, respond, and influence wider political, social, economic, and cultural environments.

School principals need to be aware that school life is part of a wider life environment. Life outside schools influences efforts to manage schools effectively (Schaps, 2005). Social leadership is about developing a school where teachers and the community care about and support each other. Shelton et al., (2002) argue that positive value in the organization could be influenced by leadership strategy of the leader. A successful leaders supposed to be translate the positive organisational values into transformational strategies that facilitate them to infuse their values into the fabric of the organizational culture (Cornesky et al., 1990; Peters and Austin, 1985). Considering certain systems will help them understand the school position in the wider picture. Schools are part of social sub-system that relates to political and economical systems. The key working performance required to be competent school principals:

- Best efforts to influence school operational environment for the sake of students and their families.
- Communication among school members on trends, issues, and possible changes in school operational environment.
- Ongoing dialogue with community group representatives.

- School community is functioned properly as required by local and national government policies, regulation, and law.
- Efforts to influence public policy or provide quality education.
- Communication networks with decision-makers outside school community are developed.

For this competence, the following knowledge and skills required to understand, respond, and influence wider political, social, economic, and cultural environments in order to be competent school principals:

- Principles of education bureaucracy that outlines Indonesian school system.
- General roles of education in developing and improving democratic community.
- Regulation that relates with education and schooling.
- Political, cultural and economic systems and processes that impact on schools.
- Model and strategy of change and conflict resolution as outlined in the context of school politics, social and economics.
- Global issues and factors that impact on teaching and learning process.
- Dynamics in developing and supporting policies in democratic political system.
- The importance of diversity and equality in democratic community.

6. Concluding Remarks

Essentially, school management is completing the school organizational tasks that make the school run well. On the other side, leadership is developing a school that values and improves the learning, well-being and capacity of students, teachers and the community. By viewing educational organizations from perspective of physics quantum theory, it essential to suggest new approaches into leading and managing for effective and efficient delivery of education services, in this context using of quantum leadership approach. Considering that in the changing nature of school management, as educational organizational leaders, in term of school principal shall use the quantum thinking. Through quantum leadership, they can use the paradoxical differences to create highly innovative ideas or thinking to improve the quality of their school or organization

The role of the principal swings between management and leadership and both are necessary. Good management is important for effective school operation. Good leadership improves harmony, student results and improved teaching. It is important for principals to develop and use a wide range of different styles of leadership to suite different circumstances and needs. Effective management through quantum leadership is needed to run a good school but it is not enough to produce a great school, especially in the changing nature of school management

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