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Developing of Comprehensive Resilient Educational Model for Head Teachers' High Performance in Malaysia Primary School

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Abstract

This paper explores the modelling of resiliency among educational leaders, which promotes resilient schools. The pandemic has a firmer grip on everybody and batters each of people more physically, mentally, and emotionally. Disruptions and changes in daily activities caused by the pandemic have led to uncontrolled feelings of stress. Stress is, however, normal in daily life. It could stimulate creativity, promote diligence and increase performance. As a result, in most studies, the key to a coping strategy is positive thinking which inhibits self-development. It is between being good at stress and positive thinking. They could have the best intentions of spending their time on issues that matter most. The high-performing head teachers have sustainable work done and find ways to develop the resilience to focus their work from distractions. The high stakes work in schools today facing the COVID-19 pandemic, learning and teaching at home and managing school through online basis. Resiliency is an absolute must to keep people engaged, passionate, and committed to achieve challenging situations. Besides helping leaders to help themselves, resilience helps them to help others within the school and in partnership with communities. This study lighted up effective ways of courage to support others. This study explored the resilient factors and challenges of seven high-performing head teachers and two experts from a few states in Malaysia. Based on the data collected through semi-structured interviews, the study seeks to identify the positive relationship between resilience and positive school outcomes. The findings would provide valuable ideas for head teachers in primary schools and future researchers who interested in conducting similar studies to develop more high-performing primary school head teachers' literature from primary school leader's context. The concept associated with the leaders'

need to help resilient leaders thrive as individuals and as leaders in educational leaders' resiliency.

Keywords: Resilience Educational Leaders, High-performance, Head Teachers, Challenging Goals, Case Study

Introduction

School leaders is recognized as having the most impact to the pupil outcomes. Though, it is recognized as being second only to classroom teaching in terms of its influence on student learning, with the greatest impact found in schools where pupil's learning requirements and developing their potential which are the most acute. It is urgent for schools, families, and communities to come together to provide mutual support and improve the potential and learning needs during the pandemic covid-19. However, there is a wide issue relating to support and promoting the learning needs and developing pupils' potential. These will include recruitment, roles and responsibilities, retention, succession planning, governance, continuing professional development and reward. School leaders manage people and concern about workplace challenges among teachers, pupils and parents are not alone. It is unfair to blame movement order and face-to-face communication restrictions during the pandemic for their failure to achieve outstanding performances even though others thrived. Minimizing stress when facing this pandemic is vital. Letting stress drag on may bring about depression and it can also affect everyday life. A better understanding of stress as well as having high empathy for others are also part of to be resilience to survive the pandemic successfully. Stress in workplace is recognized by major business news outlets, such as Forbes, and leading management consultant. Resilience, however describes the emergence of good outcomes despite significance risk factors (Masten et al., 1990). The influence of leadership regarding resilience should not be underrate. Garfield (1986) conducted studies to analyse the strategies of high performing achievers. He addressed course correction, and he categorized it as a master skill allowing its possessor to use their other skills more effectively. The components of course correction include concentration, mental agility, and learning from mistakes. These high achievers were able to have positive perception of opportunity, critical points where they could institute course correction to keep within the challenges of their critical path but also to achieve more. This means that school leaders with broader leadership and the organisational culture could impact everyone resilience in school.

Educational resilience leader is a risk taker and model that resiliency for the teachers in the school. The leader also must be very mindful to stay in good health and intentionally regulate their own well-being. Healthy lifestyles that include regular exercise and nutritious foods are foundational to both mental and emotional resilience. Getting enough rest, spending time outdoors, eating well, taking mental breaks, all play a role in keeping you emotionally balanced and resilient. Courage is another capacity for resilient leader to succeed at risk-taking. Leading with core values cantered on equity, excellences, fearlessly focusing on what matter most, and modelling resiliency when disappointments occur. The educational resilient leaders must be prepared for the failure, missteps, and setbacks, but they must also look forward to success, and embrace the process as they learn and grow. Risk taking build courage and enable to stand by their core values, solve problems with innovative thinking, focus on the things that matter most the children, and develop the resiliency for continuous school improvement need self-efficacy. According to Cherian and Jacob (2013), efficacy is positively related to employee performance. Organisational resilience such as developing human

strength, producing resilience and sustainability, fostering wellness are positive organisational behaviour. It is another stream of research, more focused on the individual strengths, and defined as “ the study and implementation of positive oriented human resource strengths and psychological capacities that can be developed, measured and effectively administered for performance improvement in today’s workplace (Luthans, 2002, p. 59).

According to Barbara Fredrickson, author of *Positivity* (2009), one of the factors that dividing resilient from non-resilient people is their daily repertoire of emotions. She says those who are not resilient feel good when things are good, but when things are not good, they feel horrible and have a hard time pulling out of it. Resilient people experience the same emotional disappointments and they are indeed hard felt, but these emotions do not prohibit them for moving forward and seeing positive, and being grateful for things are good. They are also flexible, responsive to change, creative and high in adaptability, which allows them readily function in the face of stress (Carolan, 2014; Marwa & Milner, 2013; Luthans, 2002; Spake & Thompson, 2013).

Conceptual Framework

Resilient Educational Leaders

Resilience primarily describes the emergence of good consequences despite significant risk factors (Masten et al., 1990). Resiliency is defined in the literature as the effort to rebound or bounce back from challenges, uncertainty, failure, or increased responsibility (Pury & Lopez, 2010, p.136). In simple word, resilience is strong and not fragile. Given the high stakes work in schools today, resiliency is an absolute must to keep people engaged, passionate, and committed to meeting challenging goals. Al Siebert, author of the best-selling book *The Resiliency Advantage* (2005), wrote that the highly resilient people are flexible, adapt quickly to the uncertainty, new circumstances, and thrive in dynamic situations. The resilient mental state that have mental agile and strong emotion. School leaders must have courage starts with the right mindset which is the ability to be concentrate on what matters most and completed task by engaging in the right kind of practice. Anders Ericson, renowned psychology professor at Florida State University, has dedicated his entire career to understanding how practice works to help people become the best at what they do. He has found, after 20 years of research, that no matter what your field of work, the most effective kind of practice were all follows the same set of general principles. In his new book, *Peak: Secrets from The New science of Expertise*, he writes, “the most effective and most powerful types of practice work by harnessing the adaptability of the human body and brain to create, step by step, the ability to do things that were previously not possible” (Ericson & Pool, 2016, p.9). He reminds us that there are no shortcuts in becoming great at anything, but practice can help a lot! Over the years, he has seen deliberate practice debunk the myths about natural talent and born endowments time and time again. Ericson considers this type of practice the “gold standard” for lifting people to expert performance. School leaders need to concentrate on the purposeful practice by choosing one area, one specific skill, and practicing that skill deeply until it is mastered, then moving on to a very specific next skill and doing the same thing. Ericson has found that more and more of the same practice does not make you better at what you do. For example, being a leader for 20 years does not make you an expert leader. Becoming an expert leader with resilient capacity takes years of practice on the specific skills, such as school administrative, school financing, classroom management, establishing

relationships, implementing research based instructional strategies, creating quality assessments, analyzing data, differentiating instruction to meet students' needs, teachers' need and so on. Engaging in purposeful practice is important for leaders who want to be excellent and resilient at their work which develop the capacity of knowledge contribute to the best performance.

High Performing Head Teacher: Nurturing the Nurtures

Fostering educator resilience is the priority for high performing head teacher with hope to have a positive outcome on students, teachers, and communities. Teachers who are not resilient will be stressed, dissatisfied, frustrated, and poor role models for their students. In fact, they are likely to be in difficulties rather than progress for the development of students' resiliency. Healthy, self-confident, effective teachers will be able to support the resiliency needs of the students. For many years we have known about the power of teachers' resilient. Teacher resilient is related to teacher efficacy. Resilient leaders will resulted to the resilient teachers, students and at the end resilient school and community. Wide and varied studies have proven that beliefs matter and that when school leaders wanted to make a difference in the learning of the students then the school leaders do. Conversely when the school leaders believe that they cannot make a difference in the learning of students, then they do not.

Contemporary research by John Hattie, as well as William Hoy at Ohio State University and numerous others are showing that teachers have a collective sense of efficacy, the result on student learning multiplies. According to Jenni Donohoo (2017), author of *Collective Teacher Efficacy*, "Inspiring things happen when a school staff share belief that they are able to achieve collective goals and overcome difficulties for student achievement" (p.1). However, Hattie ranks team teacher efficacy as the most important factor influencing student development with a 1.57 effect size. The highest of all effects in his research to date. Placing emphasis and exerting energy and effort toward building this kind of efficacy among teachers is indeed justified the teachers' resilient. Motivating people in efficacy is the most important part of leadership, "Leadership is getting people or inspire to do something they might not want to do," "It's impossible to please everyone, especially when the head teacher have to concentrate on the overall good of the group," and "You need to be a good follower in order to be a good leader." If the head teacher can develop more of students and teachers to gain such insight, then they will well on their way toward true teacher leadership that can build a better tomorrow by improving education from within. It is clearly important to concentrate on the resiliency of leaders and educators, both are for their own well-being, and for the well-being of the students.

Handling Challenges Well

Resilience is "the process of manage adversity, change, or opportunity in a manner that results in the identification, fortification, and enrichment of resilient qualities or protective factors" (Richardson, 2002, p.308). Richardson went on to say that "resilient reintegration is to experience some insight or growth through disptions (p.312). Knowledge of trauma and resilience lays the groundwork for schools to promote "resilient reintegration" as Richardson (2002) noted, "that results in growth, knowledge, self-understanding, and increased strength of resilient qualities" (p. 310) "Given that school system and schools are human enterprises, challenges can and do happen which are very close to all leaders and will happen all the time. Yet, oftentimes when disaster, adversity and change occur, leaders respond as if it were

unexpected. This response may cause people to fear the leader, and result in performing their daily work from a position of fear, rather than confidence with mental agility, positive emotion, and empowerment. Challenges and uncertainty spread just as fast as COVID-19 unexpectedly changes the school management and administration. Schools were suddenly closed, with no return date. If it did open and closed again the closure and the reopens remains unknown and it depends to the cases. Disaster recovery research has revealed that many young people experience trauma before, during and after a disaster. Head teachers in school cannot be certain which learners will come with new trauma or exacerbated trauma that will disrupt learning. What they can be sure of is that all the returning learners will have experienced significant disturbances in their lives. The Education Ministry proposed a guidance for the head teacher to operate the school with guidelines in class and to ensure all the teachers and students safe. However, parent involvement may increase the level of success in reducing symptoms, intervention. Implemented by mental health professionals may be slightly more effective than those implemented by teachers and paraprofessionals (Gronick et al., p.218). Therefore, it is important to have a process in place for how changes and disaster will be handled: those made by the leader and those made by staff members. This will enable the high performing head teacher and team to derive benefits from changes and challenges from the disaster. Successful changes require committed and effective leadership to shape and communicate values, vision, and expectations. Those who lead such efforts need to model expected behaviours, to support and reward those who participate, and keep the focus on purposes. The emphasis should be on the function of high performing leaders, not on leaders per se, to encourage shared responsibility and initiative taking and to promote members' resiliency as they assume responsibilities and engage in the change effort.

Partnership of School and Communities

The environment significantly affects the leaders' resiliency. Ultimately, the community is the locus in which the long-term ability of the school to promote student and educator resiliency is determined. If active partnerships of schools and communities are forged, resiliency can be promoted for everyone. There are countless examples of how citizens have united for a cause with the result of positive influence for the greater good. Award-winning schools (Murphy, 1998) offer citizenship programs that include a "buddy" program, citizenship awards, school and community-service projects, school patrols and scouts, students council and clubs, and tutorial and sister-school programs.

Similarly, schools and communities are composed of individuals who may be ordinary people, but together they can do extraordinary programs or activities to develop the schools. For a community to be healthy and resilient, it takes collaboration. Unfortunately, many schools and communities do not partner in productive ways. In fact, they may even view each other as rival. Educators and communities can choose to recognize their common destinies and create partnerships for mutual benefit, or they can choose to struggle along in isolation from each other. Resilient schools and communities work together as partners. They work at understanding each other, finding common ground, building a shared vision, mission, commitment, and fostering the skill needed to make the partnership effective. The focus is on building close relationships between schools and their communities. This study will explore ways to increase awareness of the need for partnerships between schools and communities as well as strategies to make this happen. School leaders that place a priority on improving partnerships with their communities can create more positive relationships.

The need to do so is extremely pressing, not only because of the importance of partnering effectively but also because schools are being pressed to do more with fewer resources. When normal sources of support are limited or inadequate, school leaders have to seek more resources from their communities. This need is driving even more schools to tap community resources and to work more collaboratively with them. In almost all communities, there are extraordinary resource people who are ready and able to provide voluntary services. For example,

- Many senior citizens have the time and interest to work with young people;
- Young retirees, in particular, often want to contribute their energies and talents and give back their community;
- Accomplished individuals may want to “give back” by mentoring others; and
- Skilled professionals may want to share their interest with students.

Reform and restructuring efforts have required educators to rethink the ways they operate and see the necessity to partner with their communities. In particular, site-based management and shared decision making are formats that encourage school leaders to collaborate with the community. School leader that open their school’s door to community participation for site-based management activities have experienced positive results. Slowly but surely, attitudes begin the change. Schools that have taken this route have discovered that the need to use all available resources from the community as well as from within the school.

Methodology

The Role of Researchers

The method of this study derives from the constructivist belief of the researchers that participants construct knowledge out of their own personal experiences. Proponents of constructivist ideas claim that truth is relative and is dependent upon the perspective of the researcher (Charmaz, 2000, 2006; Merriam, 1998; Stake, 1995). This paradigm “recognizes the importance of the subjective human creation of meaning but doesn’t reject outright some notion of objectivity” (Miller & Crabtree, 1999, p.10). The meanings are constructed by individual; hence, researchers construct the realities of the phenomenon they experience and “their interpretation of the studied phenomenon is itself a construction” (Charmaz, 2006, p. 187). An important advantage of constructivism, which embrace the social construction of reality (Searle, 1995), is the close proximity between the participants and the researcher, which enables the participants to freely describe their views and opinions through their stories (Crabtree & Miller, 1999) which facilitates a better understanding of the phenomenon for the researcher (Lather, 1992; Robottom & Hart, 1993). Creswell (2003, 2018) believes that while conducting qualitative research, the researcher “builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting” (p. 15). Qualitative researchers have been the most important research instrument by several scholars (Hatch, 2002; Merriam, 1998; Patton, 2002; Yin, 2018). The common interest both researchers held for conducting this study is urge by desire to explore how high performing head teachers at primary school in Malaysia develop and enhance their capacity of resilient in response to their own contexts in managing challenges and overcoming issues in school.

The ontology premise for this study is that high-performing head teachers align their resilience with their own immediate contexts, which would make difficult to explore the

practices quantitatively. Since the basic objective of this study was to understand what and how aspects of the resilient practices of high performing head teachers, a qualitative study was appropriate for the purpose. Case study is used for this study of a contextualized, phenomenon within a specified boundary (Yin, 1994). According to Merriam (1998), a bounded system in education can be “a program, an event, a person, a process, an institution, or a social group” (p. 13). Thus, for this study, qualitative case study methods were employed to explore the practices of high performing primary school head teacher throughout Malaysia. The study sought to seek answers to the following primary question:

1. What constitutes resilience in educational leadership?
2. What are the challenging situations face by head teachers in primary schools that require resilience?
3. How high-performing primary school head teachers develop and sustain resilience in challenging situations?
4. What are the core practices of the high-performing primary school head teachers?

Semi-structured questions with an hour long interviews were carried out with seven head teachers who were part of the initial research. Three of them are from schools with students' enrolment up to 200 pupils and four from schools more than 500 pupils aged six to twelve years old. The participants were selected from those who have attended 'Great to Excellence Leaders' (GrEEL) which is six months course organized by Malaysian Leadership Training Institute (Institut Aminuddin Baki, Enstek Nilai). They were chosen to participate the course based on their performance. They are from the highest performers in each state of Malaysia. Five of the high performing head teachers are from 2018 (GrEEL) batch and the other two participants were from 2020 (GrEEL) batch. The participants have been friends and close relationship with the researcher. A positive move to accelerate rapport (Mc Connell-Henry et al. 2009-10). Another two participants were from the educational department and president of head teacher council to probe the issues, challenges and their hope for more resilient head teachers as a model to the new head teachers. The results allowed comparisons to be made between responses from more or less pupils and also the need of high performing head teachers to be resilient. Interviews afforded the opportunity to investigate beyond the surface issues raise by responses to explore further the internal experiences: what leads the participants to interpret an event as stressful, challenging or not, and what accounts for the variety responses to these events. Full transcripts were made of each interview to allow close scrutiny of language which may give an insight into unconscious thoughts and their responses or practises towards adversity and challenging situations.

Data Analysis

The transcripts were reread for familiarization. This was followed by a line-by-line coding of data individually. As for reference, each head teacher is defined by a number (HT1-HT7). The characteristics associated with each head teacher and their school are set out in Table 1. Researcher's intention was to explore through interviews at what degree to which the personality, experiences, behavior, strategies to overcome challenging situations and outlook of each head teacher have an impact on his or her resilience and how their beliefs about themselves and their environment affect their ability. In order to get clear view the role and the need to be resilient, the researcher was be able to probe it from two participants from state education department officer and the Ex-President of Head Teacher Council (A1 & A2).

Table 1

Key to High Performing Malaysia Primary School (6-12 Years old Pupils; Pre-school to Year 6 Pupils) Head teacher references used in the text.

Headteacher	Age	*GrEEL Batch (Year)	Number of pupils during the interview (Year 2020)	Male/Female	Year of Experience in headship
1	56	2018	300	Male	10
2	56	2018	750	Female	15
3	50	2018	300	Male	5
4	55	2018	550	Male	7
5	48	2018	450	Male	6
6	56	2020	850	Male	7
7	54	2020	1150	Male	21
Advisor to head teacher (A)					
State Education Department Officer (A1)	56	-	-	Male	None
Ex President of Headteacher Council (A2)	60	-	-	Male	26

Findings

Rather than providing researcher's description of resilience and which was presented to participants, researcher probed the participants the meaning of resilience from their point of view and experience within their service as educator and administrator. Through language they used in the interview session, it revealed the same point of view for the interpersonal skill and the engagement of parents and community.

Table 2

The list of Head Teacher suggestion through interview session.

Head Teacher	Suggestion
HT1	<ul style="list-style-type: none"> • All think of resilience as something which help them to overcome challenging situations. • It was developed within their experience since they were educator and administrator in previous schools. • A lot of experiences of adversity and changes developed in them to be more resilient.
HT2	
HT3	
HT4	
HT5	
HT6	<ul style="list-style-type: none"> • The capacity and good command of interpersonal skill when he experience deals with challenging issues and crisis. • Good command of communication skills and he did create an effective team . • Ability to overcome challenging situations need to have experience deals with crisis and good communication skill with teachers, staff and communities. • Resilience at school comes from good communication skills and positive inspiration to students, teachers and parents.

The findings of resilient head teachers from resilience school revealed two major contexts. Each of these are explained in the following sections.

Internal Context

Many issues and hardship do appear to be intractable. School, students, families and communities are interconnected and related to each other, sometimes positively and sometimes negatively. Figure 1 illustrates this basic interconnection. As Figure 1 denotes, each subsystem overlaps with the other subsystems. There are circumstances which connections are unilateral such as when schools deal with student-related issues. In another situation the connections are multifaceted such as in the Table 3.

Table 3

The challenges listed are just the tip of the iceberg in personal state of leader.

Challenges	Findings
<p>a. Communities And Families Interact With Schools And Students In The Process Of Education.</p>	<ul style="list-style-type: none"> • Narrowly focusing on one subsystem does not account for potential impacts, positive and negative, that can be caused by the other subsystems. • It is crucial to understand that it is not because of the interconnected and affect each other. • It is not likely that working to change any one of them without making parallel efforts to change the other will have lasting impact. • The need to develop supportive partnerships across the three subsystems is the main powerful effort.
<p>b. Resilient Leader Know What It Looks When Done Well.</p>	<ul style="list-style-type: none"> • They remain positive and optimistic even in the face of challenges or disappointments. They are able to inspire action toward the goal even after failed attempts. • Comfortable to talk to and learn from. • They are able to keep things in perspective and what techniques they use to model resiliency to the students, teachers, parents and community. • Research shows us that optimistic leaders get much better results than pessimistic ones. Leaders with a positive outlook are likely to get the same from their people. • A proactive approach to modelling resiliency for the school by predicting or anticipating disappointments. • And failures and planning the responses before it happens. • Anticipating disappointments can help prepare the responses with resilience and thus model for

	<p>others and develop resilient culture.</p> <ul style="list-style-type: none"> • The job of the school leaders is to guard their time from distractions that take them and their people off mission or focus. • They have to keep the main thing the main thing. • When the leader can model focus and deliberate action toward a few but powerful areas of work, the staff will follow suit. Fearlessly focusing is about leadership practices that will move the school toward the goals and vision. • Resilient leader lead with core values of excellence, Equity, and inclusion. It serves as a North Star for the leader and teachers and steadies the organization during difficult times.
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External Context

The resilient head teachers in this study were identified as being independent, fearlessly focus on what matters most, optimistic, has personal competence, spirituality concern, self-worth, self-confidence, and highly principled person who emphasized the human dimension of the management enterprise and partnership with the communities.

At certain circumstances, they have move beyond a narrow rational, managerial view of their role to a more holistic, values-led approach guided by personal experience and preferences especially during the school re-opens after the covid-19 movement order. They stay true to their core values and an inspired vision for the future is very critical for most head teachers. They were tested their resilient capacity in school challenging situations of managing the online class.

Table 4

The findings of this study explained the characteristics and the capacity of resilient educational leader and the intensity and complexity of the role of a primary school head teacher.

References	The Characteristics
a. Southworth (2008: 421)	<ul style="list-style-type: none"> • Ensuring that school leaders have the capacity to meet the radical mix of challenges they now face. • Equipping established, new, and aspiring school leaders with necessary leadership knowledge, skills, and competencies. • Spreading effective leadership more widely to reduce variations in performance. • Ensuring schools have leadership structures that are appropriate and sustainable for their context. • Strengthening governance and, where necessary, changing the structure of governance.
b. Covey (1989)	<ul style="list-style-type: none"> • Communication as one of seven effective habits. • The essence of this particular habit is to seek to understand and to be understood. • They need to be nurtured, supported, and learn relationship skills or they will be in constant turmoil. • Groups development is about building capacity through relationships.

Wheatley and Keller-Rogers (1998b) noted about community-wide efforts being initially seen as a problem for private and public organizations to solve subsequently being recognized as everyone's problem that had to be solved through collaborative, community-wide efforts. As in Figure 1, schools, students, families and communities are connected and challenges are frequently shared. Some examples from the study, children with family problems, and exhibit antisocial behaviours in school and in the community. Such challenge are not likely to be solve unless the school leaders responses to take the improvement of all three subsystems into account.

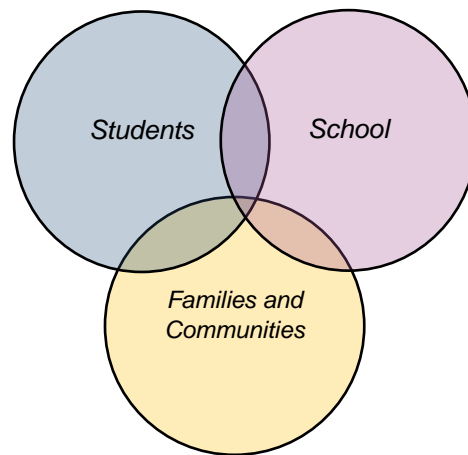


Figure 1 The Relationship Between Students, School, Families, and Communities

Challenges that seem to be unique and limited to any one of the subsystems such as student learning difficulties, educator stress, negative school environment, lack of family support for children's growth and development, or challenges to the well-being of the community itself are, in reality, related and interconnected to each subsystems. Challenges faced by the headteachers were very wide and diverse. The unskilled senior leader, middle leader and teachers in management and administrative work are much more challenging for head teacher to overcome. Given the challenges and adversities that schools and communities are confronted with. It is easy to the school leader to become obsessed with comprehensive ways to solve. After all the resiliency approach is powerful paradigm shift away from perception that focuses on failure, destructive, illness, and challenges. The resiliency notion focuses on wellbeing, adaptation, protective factors, capacity building, and improvement. It is a mind map that focus on the courage and the belief that things can and will work. As Bennis (2007) noted that he believe in adaptive capacity or resiliency is the significant quality in a leader, of anyone else for that matter, who have the inspiration to lead in a healthy and meaningful life.

Conclusion

Each school is unique. However, there are common organizationally based dynamics that cut across the school levels and geographic locations. Head teachers need to understand the dynamics of modifying attitudes, structures, and behaviours and respond to them effectively. If they do, they can make a positive difference for students, educators, and the community. Research has emerged that personal resiliency resulted from the capacity of being positive in social relationships, positive in attitude and emotion, the ability to control one's own behaviour, and capacity of competence in personal character. (Doll, Zucker, & Brehm, 2004). They also must inhibit growth and development. They remain positive and optimistic even in the face of challenges and disappointments. The study shows us that optimistic leaders get much better results than pessimistic ones. Head teachers with a positive outlook are likely to get the same from their teachers, staff, and students. Head teachers who narrowly focus on academic basics and are preoccupied with maintenance tasks such as budgets and books, miss the opportunity to support the development of students, educator, staff, and community members' life-guiding skills. Head teachers need to take a comprehensive perspective about their role in life-guiding skill development, a perspective that views all participants as

members of learning communities. Learning communities are concerned with the growth needs of all, not just some, of the members.

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