UNIVERSITI PUTRA MALAYSIA

RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP, TALENT DEVELOPMENT AND SUCCESSION PLANNING IN NATIONAL SECONDARY SCHOOLS, SEREMBAN DISTRICT, NEGERI SEMBILAN, MALAYSIA

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By

BANU A/P ARMUGAM

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Master of Science

June 2020

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DEDICATION

This thesis is dedicated to

My family, friends and well wishes:

With love, respect and a bunch of memories

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June 2020

Chairman : **Mohd Mursyid bin Arshad, PhD**
Faculty : **Educational Studies**

The Education Ministry in Malaysia is responsible for educating, guiding and developing future school leaders and has emphasized the importance of succession planning in education system. Principals are facing numerous challenges especially on the practice of succession planning program including identifying future leaders, retaining and developing employees' leadership skills and key positions not filled by talented leaders in schools. This research sort to determine the perceptions of subject heads on the extent to which transformational leadership practice, talent development and succession planning practices in national schools and whether a relationship does exist between the practices of transformational leadership and talent development on succession planning in national school organizations. This study utilized "Seven-Pointed Star Model" for succession planning and management program. The theoretical framework that guided this study is Bandura's social cognitive theory and situational leadership theory. The objectives of the study: a) to determine the level of transformational leadership, talent development and succession planning practices in Seremban national secondary schools; b) to determine the relationship between transformational leadership, talent development on succession planning practices; and c) to determine the contribution of selected factors on succession planning.

This study used quantitative approach with simple random sampling method. The researcher used survey questionnaires that was administered among subject heads in randomly selected schools. A total of 250 valid questionnaires were analysed using SPSS. The findings revealed that subject heads perceived their principals to have practiced moderately of succession planning and talent development while high level practice of transformational leadership. The Pearson Product-moment correlation analysis indicates a significantly positive and strong relationship between the

succession planning towards the principal transformational leadership and talent development. However, the results illustrate that, the correlation between the talent development and succession planning is stronger than that of the transformational leadership. Using the multiple regression analysis, talent development has the highest beta coefficient of .733 compared to transformational leadership .116 which shows that talent development makes the strongest unique contribution in explaining the succession planning. This study contributes to the existing literature where talent development found to have significant relations in the context of succession planning practices. However, this contribution contextualized with school setting on succession planning is yet to be imparted. From the theoretical aspect, this study hopes to contribute to the theory of leadership. It is implied that the school principals should be able to provide a great leadership characteristic and always ensure their high leadership performance is significantly related to succession planning.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

HUBUNGAN KEPIMPINAN TRANSFORMASI, PEMBANGUNAN BAKAT DAN PERANCANGAN PENGGANTIAN DI SEKOLAH MENENGAH KEBANGSAAN, DAERAH SEREMBAN, NEGERI SEMBILAN, MALAYSIA

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Pengerusi : **Mohd Mursyid bin Arshad, PhD**
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Kementerian Pendidikan di Malaysia bertanggungjawab untuk mendidik, membimbing dan membangunkan pemimpin sekolah dan menekankan kepentingan perancangan penggantian dalam sistem pendidikan. Cabaran yang sering dihadapi oleh pengetua dalam perancangan penggantian ialah kesukaran mengenal pasti pemimpin guru berbakat, membina dan mengekalkan kemahiran kepimpinan guru serta jawatan tidak dipenuhi oleh guru berbakat di sekolah. Tujuan utama kajian ini adalah untuk mengkaji persepsi ketua panitia terhadap praktik kepimpinan transformasi, pembangunan bakat dan perancangan penggantian di Sekolah Menengah Kebangsaan dan sama ada hubungan wujud antara amalan kepimpinan transformasi dan pembangunan bakat serta perancangan penggantian dalam organisasi sekolah. Kajian ini menggunakan "Seven Pointed-Star Model" untuk perancangan penggantian. Objektif kajian adalah: a) untuk menentukan tahap kepemimpinan transformasi, pembangunan bakat dan perancangan penggantian dalam kalangan pengetua di Sekolah Menengah Kebangsaan, Seremban; b) untuk menentukan hubungan antara kepimpinan transformasi, pembangunan bakat terhadap praktik perancangan penggantian; dan c) untuk menentukan sumbangan faktor terpilih dalam perancangan penggantian.

Dalam kajian ini, pendekatan kuantitatif melalui kaedah persampelan rawak mudah digunakan. Kajian ini menggunakan tinjauan soal selidik diedarkan dalam kalangan ketua panitia di sekolah yang telah dipilih secara rawak. Sejumlah 250 soal selidik yang lengkap disi, dianalisis dengan menggunakan SPSS. Penemuan kajian ini mendedahkan bahawa persepsi ketua panitia terhadap pengetua mereka adalah pada tahap sederhana dalam mempraktikkan perancangan penggantian dan pembangunan bakat sementara amalan kepimpinan transformasi adalah pada tahap tinggi. Analisis Pearson Korelasi Momen Produk menunjukkan hubungan yang positif dan kuat antara

kepemimpinan transformasi dan pembangunan bakat kearah perancangan penggantian. Walau bagaimanapun, hasilnya menggambarkan bahawa, korelasi antara pembangunan bakat dan perancangan penggantian adalah lebih kuat berbanding dengan kepimpinan transformasi. Dengan menggunakan analisis regresi berganda, pembangunan bakat mempunyai pekali beta tertinggi sebanyak .733 berbanding kepimpinan transformasi .116 yang menunjukkan bahawa pembangunan bakat menjadikan sumbangan unik yang terkuat dalam menjelaskan perancangan penggantian. Kajian ini dapat menyumbang kepada pengetahuan sedia ada dalam penyelidikan pendidikan terutama di Malaysia. Oleh itu, kajian ini dapat memberikan maklum balas kepada pengetua sekolah untuk memperbaharui dan meningkatkan bakat dalam organisasi sekolah dan seterusnya membawa kepada kesedaran terhadap konsep perancangan penggantian dalam pendidikan. Kajian ini memberikan sumbangan dalam sorotan kajian yang ada. Pembangunan bakat didapati mempunyai hubungan yang signifikan dalam konteks amalan perancangan penggantian. Walau bagaimanapun, sumbangan perancangan penggantian dalam bidang pendidikan masih di peringkat awal lagi. Dari aspek teori, kajian ini diharapkan dapat menyumbang kepada teori kepemimpinan. Implikasi kajian berdasarkan kefahaman terhadap ciri-ciri kepemimpinan yang baik dan sentiasa memastikan prestasi kepemimpinan mereka yang tinggi berhubung dengan perancangan penggantian.

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I'm deeply humbled and would like to express my warm appreciation to all my friends for their concern and continuous support. Finally, a note of thanks also goes to all parties who are involved directly or indirectly throughout my study.

Thank you

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

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Declaration by graduate student

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This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
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LIST OF ABBREVIATIONS

CPD	Continuous Professional Development
HRD	Human Resource Development
HRM	Human Resource Management
IDP	Individual Development Plan
MOE	Ministry of Education
JPNS	Jabatan Pendidikan Negeri Sembilan (Negeri Sembilan State Education Department)
JPS	Jabatan Pendidikan Selangor (Selangor State Education Department)
PPD	Pejabat Pendidikan Daerah (District Education Department)
SDT	Strategic Development of Talent
SMK	Sekolah Menengah Kebangsaan
SP	Succession Planning
SP&M	Succession Planning and Management
TD	Talent Development
TL	Transformational Leadership

CHAPTER 1

INTRODUCTION

Chapter Overview

The content of the chapter begins with an introduction and background of transformational leadership, talent development and succession planning practices. The problem statement, research objectives, purpose of the study, significance of the study, scope, limitations of the study and finally definition of terms were also discussed in this chapter.

Introduction

Education in global community has a greater responsibility of shaping preferred future for school leaders. The preparation and practice of educational leadership must be relevant to the 21st-century schools. Education need to be improved from time to time and the process of changing should be led by qualified leaders who are capable, knowledgeable and talented. The key challenges of education improvement require an effective leadership competent roles in leading the organization towards an outstanding performance as well as addressing emerging issues in the system.

School leaders playing an important role by preparing younger generation for the future and plan strategically to achieve goals and they need a system that support that task in schools. It is in the realization that urgent need to implement systematic succession planning to ensure the quality and success for the continuity of leadership in the educational organizations. To tackle this issue, the Education Ministry in Malaysia are in control for guiding, educating and developing school leaders for future and has emphasized the necessity of successive planning in education system. It is a great effort to nurture leaders and future workforce for the nation. Over the years, there are many efforts to address the issue of teaching profession especially concerns to leadership. A recent policy development to transform Malaysia's education is stated in the government's strategic education plan called the National Education Blueprint (2013-2025) and Malaysian Education National Philosophy (Ministry of Education, 2006) aimed at retaining and enhancing the quality of teachers in Malaysia as well as attracting professional human capital into the education system.

Hence, human resource development (HRD) professionals are actively involved in succession planning as an organization development intervention (Nieh & McLean, 2011). The HRD activities includes training and development, performance appraisal, career development, organizational change, organizational development and leadership, staff motivation which leads to better performance and service, higher innovation and creativity, retaining employees and enrichment of human resources development (Omar, Arokiasamy, & Ismail, 2014; Jarbou, 2013).

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The highest achievement in any organization that focused an outstanding performance is by nurturing employees efficiently and make them recognize their full potential and attain success. In this excellence orientated environment, the integral part of a successful process involves the identification and development of a talent (Martindale, Collins, & Daubney, 2005; Cutietta & Bloom, 1985). The leadership is developed through talent development process and it is connected to successive planning which constitutes an organisation's attempts for identifying, hiring and retaining experienced and potential staffs in any organisation. A view supported and emphasized on the need for talent development in education (Davies & Davies, 2011). Leadership can be learned and it is not the inborn characteristic of a person.

It is in the realisation that succession planning is a crucial aspect of human resource development and may be an effective tool to ensure high performing candidates hold the key roles with positive ethical behaviours' (Nieh & McLean, 2011). Thus, in order to strengthen the process of succession planning and management programs are seen as a method related to the process of developing potential leaders and career advancement within the school organization. Currently, organizations of all sizes are now focusing on succession planning to ensure future leaders are in place. It will be very bad if not plan for the future. Therefore, it is a clear indication for succession planning as critical to ensure continued success in education, to identify and develop talent that will play a critical role in the future or in times of crisis.

Background of the Study

Many corporate organizations practicing leadership succession but it is not well-known in Malaysian education system even though researchers are clearly stating that quality of leadership is necessary for schools (Parfitt, 2017). However, recent studies indicated most of higher learning institutions in Malaysia offer priorities to implement succession planning programs in their institutions (Kamil, Hashim, & Hamid, 2016; Bano, 2016; Shamsuddin, Chan, Sari, & Kassim, 2012; Othman, 2012).

The book by Rothwell (2005) described an organization with no systematic succession planning management system exist have to face challenges for instance key roles will not be occupied on time, external candidates may fill key post, replacements are not ready, no proper skilled candidate and qualified talents are not retained. These are some of the common problems faced by Malaysian school organizations and they never realize its due to no appropriate formal succession planning practiced in schools. Furthermore, a recent study asserted that the implementation of a formal succession planning procedure is also a distinctive factor between effective and ineffective organization (Ahmad, Mohamed, & Manaf, 2017).

Although Pekeliling Perkhidmatan Bilangan 3 (2006) for successive planning program was introduced but created unawareness among leaders where they directly involve in decision-making processes in the school organization. The policy reforms indicated at lower levels are likely due to poor understanding of policy initiatives by school leaders

and other stakeholders including district and state officials (Bush et al., 2019; Aida Suraya, 2001). For instance a study by Jaladdin (2009) in public sector stated the succession planning management program emphasised in the organization was inconsistent. Researchers further argued that there is less definitive mechanism/structure to make sure the success of succession planning program in Malaysian Institutions of Higher Education (Ku, Akmal, & Kamil, 2016).

Malaysian Educational Blueprint mentioned in Shift five related to the quality of principal leadership in schools. Further, Ministry of Education has introduced the leadership program with the aim of improving the principals' leadership qualities that may contribute to the succession planning in the future. Nevertheless, Malaysia Education Blueprint (2013) has emphasized the foundation of leadership in each school will be strengthened by the assistant principals, head of subjects and head of departments developed to act as leaders in their own right. The components of succession planning are identification, development and retention. This definition includes tracks of classified staff such as teacher moving to the subject head position, subject head moving into head of department positions, and assistant principal moving to the positions of principal. Hence, a good, talented and responsible subject heads are very important to achieve high perfomance of school and build a successful nation.

Teaching Committee system is assisting in many school administrative activities. They are selected by the school principals. The subject head is responsible to the principal and involve in the planning, management and implementations of certain subject related programs and responsibilities in the school. Their scope of work has become bigger, covering many tasks like teaching, educating and administrative work. They also implementing the curriculum with the support of their principals. Being that, they are more likely will be affected with emotions such as tension, fatigue and less attention were given to them in schools (Omar, 2019). Moreover, they also have to comply with the directives and rulings of the principals ranking to assure the school's vision and mission is met.

The first priority of education ministry is to ensure that all potential teachers demonstrate the minimum quality of leadership through past experience as subject heads, head of department and administrative leader. All subject heads should be prepared to take full advantage of the flexibility of their decision making which includes leadership matters such as career advancement, planning of curriculum and co-curriculum and school improvement planning. School principals, therefore, need to find ways to groom and harness the hidden talents of subject heads in larger capacity. According to Yunus and Murad (2018), the subject heads are the individual who works closely with principals to handle management such as planning, coordinating and evaluating teaching and the curriculum and instructional matters within the school. In order to assist in creating and maintaining effective leaders, certain requirement need be identified on how to improve subject heads' skills and knowledge that could impact leadership in schools. Therefore, it is to realise the full potential of the education system by attracting and motivating subject heads and

teacher leaders with the use of strategic talent development and practising succession planning and management.

In school system, principals are the head of secondary schools carrying our all responsibilities related to the leadership duties (Sabri, 2017). Principals practicing transformational leadership will encourage and motivate teachers to enrol into leadership roles in schools. A transformational leader holds the most important positions at all levels in the education system will improve the system tactfully. In addition, transformational leadership fits into the succession planning and management equation (Ahmad et al., 2017; Hart, 2011). The theory described transformational leaders become inspirational to subordinates by motivating, promoting and encouraging their followers through communicating common goals, attractive vision and shape values by setting as a role model for the required behaviour (Bass, 1990). They play an important role in guiding and supporting teachers to improve as leaders. Giving others the opportunity to lead is an essential part of succession planning.

Thus, the principal in secondary schools should improve the selection and preparation process for potential subject heads. It is evident that effective leadership has always played a vital role in the growth and better performance of the organization (Mohd Izham & Shuhaida, 2017). However, Hallinger and Heck (2011) in their research argued the principal's role in guiding and sharing goals with teachers is less effective. Whereby, teachers alone cannot affect the school performance and portray leadership roles without the support of principal. This has led to uneefective of informal succesion planning to achieve the school's goals. High performance of a school is determined when principals have the ability to organize staffs effectively and efficiently to achieve goals and vision of schools (Ministry of Education Malaysia, 2018; Leithwood & Sun, 2012).

Succession planning and management program helps to fill key management position in schools, and at the same time it is also assists to identify critical training and development needs for leaders and in the entire organizations (Kumar, 2013). Organizations also choose to develop their employees in line with the present needs and train them for future organizational needs (Rohana et al., 2015; Humphries & Dyer, 2001). Indeed, effective succession planning management efforts able to address the need for critical support as well as employee development in any ranking of employment within schools as well. This is agreed upon by the Malaysian education system that identifies, nurtures and develops the leadership capabilities of the future leaders in schools to meet the progression and consistency in the transformation plan (Malaysia Education Blueprint, 2013).

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Statement of Problems

Succession planning management in Malaysian schools is a new challenge and school principals have not been actively involved yet. Sometimes succession planning has taken place in schools, but it is rarely practiced. A well-known scholar Rothwell (2010, 2005) defined succession planning and management program (SP&M) is a systematic and deliberate process within organization for the continuous leadership in strategic roles, sustain and enhance them intellectually and increase knowledge possession for the future and enhance individual development.

In line with government's focus to improve and strengthen the teaching profession and enhancing school leadership by improving the school performance. More attention of achievements should be given to the functions played by school principals in raising the standard of education to international standards. The educational ministry attempts to understand the need for succession planning and management program for school leadership. Yet, principals may struggle more than ever with practising succession planning management programs for subject heads due to the ever-changing nature of the school system. Furthermore, they are not incorporating succession planning procedures to recognize and develop high-prospective subject heads to ensure a ready talent group of individuals is available to occupy higher post when vacant positions available in school organizations.

In addition, it may also create confusion and speculation whenever senior leadership positions vacant. This goes down to subject heads in middle management as well. The target group for senior leadership appears from subject heads positions, but less coordinated effort to develop lower level staffs to take on leadership roles in the future (Ghani, 2014). Until recently, subject heads willing to take their job rotation as subject heads and some even hold the position for longer period of time. They required to hold leadership positions for which they were not trained. Communication between principals and subject heads about job rotation and succession is informal. Bano (2017) asserted that such situation will create shortage of experienced work group especially for senior level positions. Succession for leadership is a planned procedure in organization managed by establishing a clear and smooth handover among incoming and outgoing leaders (Peters, Reed & Kingsberry, 2018). The lack of coordinated, well-defined and formal succession planning program efforts by principals in schools has led to ignorance of the current practices and many subject heads are not aware of the approach/methods used. Due to that, the impact on successive planning would likely affects if a subject heads wanted immediately and no one is identified.

The traditional way of succession at secondary level, for the subject head department, is no longer an attractive path for many teachers. Many talented teachers havent perceive the responsibility of the principal positively. This role is commonly associated with managing the standard plan. Senior teachers lacking in motivation and understanding of the need for personal development as well as difficulties in juggling

with heavy workload (Omar, 2019; Zainal, Bin, Cheng, Quah, & Radin, 2017; Jamaludin & Ghazali, 2013).

Leaders are responsible for the organizational development as well as the implementation of strategic planning (Darvish & Zahra, 2014; Neefe, 2009) and succession planning in organization (Rohana, Ahmad Marthada, & Halimah, 2015). Transformational leadership is commonly linked to effective leadership style and transform subordinates' perceptions and motivations that have led to organizational excellences (Selamat et al., 2013; Leithwood & Sun, 2012; Judge & Bono, 2000). Therefore, principals practicing transformational leadership will encourage and motivate teachers to enrol into leadership roles in schools. The recent study conducted at Institutions of Higher Education Malaysia, indicated there is significant influence between leadership style on successive planning effectiveness (Ishak & Kamil, 2016). This may avoid the potential performance gap accompanied by principals' transformational leadership styles in school organizations. The reason for utilizing succession planning process is to identify and develop capable and knowledgeable leaders as they are prepared to contribute for internal school leadership (Mohd Izham & Shuhaida, 2017; Farashah, Nasehifar & Karahrudi, 2011).

Croteau and Wolk (2010) argued that succession planning in organizations should include middle management leadership to reduce turnover and maintain staffs within the organization. Therefore, it is timely to consider for selection criteria for talents to be easily prepared for particular leadership position by principals in the school organization. This means that schools' shortfall to ensure the selection process for transferring or retiring subject heads teachers should start early and the selection process can be shortened. Hence, it is a point for principals to provide plans to develop qualified and competent subject heads to fill vacant roles within school. According to Rothwell and Kazanas (2003) defined the process of strategic development of talent is developing the collective individual competence in the organization by planned learning and through experiences as they will have the necessary competencies to guide the organization achieving and maintaining current and future competitive advantages. However, it is asserted no attention was paid to build leaders skills by succession planning within organization (González, 2010).

There are groups of people who argued that many schools do not meet the quality of an effective school in Malaysia (Arivayagan, 2015; Kamarulzaman, 2006). Further asserted that the critical issues were the management of internal leaders particularly concerned to school leadership. The lack of highy qualified subject heads in school organizations has led to an increasing necessity to practice succession planning efforts formally. In fact, many organizations have formalized the leadership programs in order to build their internal talents and develop required leadership competencies (Rothwell & Kazanas, 2003). Nevertheless, evidence provided that principals furnished a mechanism to build leadership skills for teachers such as identify teachers' talent, tasks to build teachers' talent, and retaining teachers' talent for the leadership succession process in higher performing schools (Mohd Izham & Shuhaida, 2017). Most of the related studies were conducted in high performing schools which

interestingly national secondary schools are representing the majority of national schools in Malaysia. Therefore, it can be inferred that principals' leadership style and talent development has a great influence on the succession planning practices.

Based on literatures on the necessary of successive plan especially in the schools towards leadership talent development, it prompted the researcher to run the research on relationship between principals' transformational leadership, talent development and succession planning practices in Seremban secondary schools. It is assumed that principals' transformative leadership style was observed and practiced by subject heads for their respective subject departments. In Malaysian context, research based on empirical data need to be developed further to determine what is the level of transformative leadership, talent development and succession planning practiced by principals.

This strengthens the researcher to conduct study to fill the gap by attempting to determine whether is there any significant relationship between' transformational leadership, talent development and successive plan and the most contributing variable for succession plan in national schools. This finding may offer ways to further explore the subject of succession planning and management in school settings. This effort fosters Malaysia to meet the aspired national goals and vision of quality leaders in schools by contributing to economic and social growth.

Purpose of the Study

The main purpose of this study is to find out the perceptions of subject heads to the extent of which principals' transformative leadership, talent development and successive planning program practiced in national schools and whether a relationship does exist between the practices of transformational leadership and talent development towards the succession planning in school organizations. Moreover, to discuss the contemporary role of subject heads, shared values talent development as of leadership skills of the subject heads. The benefits of this study may remind principals to assess the skills and knowledge that the subject heads bring to the school and utilize it for improving school leaderships and school performances. Furthermore, the effective principals will continue to provide opportunities for leadership development for the subject heads that support strong leadership skills in school.

General Objective

The general objective of this study is to investigate the relationship between principals' transformational leadership and development of talent towards succession plan practice in Seremban District national secondary schools.

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Specific Objectives

Specific objectives for this research are:

i) To determine the level of transformational leadership, talent development and successive planning practices among principals by the perceptions of subject heads in secondary schools, Seremban District.
ii) To determine relationship between transformational leadership and succession planning practices in Seremban national secondary schools.
iii) To determine relationship between talent development and succession planning practice in Seremban District national secondary schools,
iv) To determine the most contributing factor on succession planning.

Significance of the Study

The significance of this study is to add value to the body of knowledge on the concept of succession planning for human resource development and transformative leadership practices in education sector. Hence, this study intented to determine relationship between principals' transformative leadership behaviour, talent development and succession planning practice of Seremban national secondary schools. Therefore, this study offers several distinct theoretical and practical significance to human resource development (HRD) field especially to education sector. This study was able to add valuable knowledge about the factors contributing to succession planning which involves school leaders. Education is an important part in the development, planning and execution that should carry out wisely to achieve success in this field. Findings from this research were significant and insightful with regards to the current and future strategic organizational planning and succession planning practices in schools. This study produces a new platform that can strengthen successive planning and management programs in the school organizations.

Theoretically, the results achieved will be able to improve the number of empirical evidences of principals' transformational leadership practices and successive planning and will be a reference for future researchers conducting research on same disciplines. This research on talent development related to school leadership succession planning will be able to contribute for the development of leadership qualities and performance in education system. Therefore, present study may assist to improve existing knowledge in educational research field specifically in Malaysian context. The combination of talent development, transformational leadership and succession planning practices may offer educational scholars an insight to discuss factors imperative for talent development and transformational leadership practices towards succession planning.

From the practical perspective, the findings of this study will guide school leaders to examine selection and appointments of leaders especially subject heads in their respective schools so that the best teachers in terms of leadership knowledge,

management skills and positive attitudes will lead their respective subjects' departments. In addition, principals can provide appropriate professional development and training programs to subject heads to enhance knowledge, skills and form the right attitude as curriculum leaders. The findings taken from this study would also assist principals in secondary schools to discover the current level of management skills, leadership attitudes and knowledge portrayed by head of subject department in their schools and plan a suitable action plan to enchance further their management skills in respective subject departments in their schools.

The significant findings of the study may also provide as a guidance to ministry of education in drafting a policy of determining the appropriate training and development that would help and reward effective succession planning in schools. This study also may help the state department (JPN) and Ministry of Education (MOE) to guide in planning, preparation, appraisal, management and implementation of training or programs suitable to enhance the leadership among subject heads. The formal succession planning process in schools serves as an input and assist for talent development that foster the importance for school leaders in educational systems. Moreover, it provides feedback to principals to revive and improve the potential talent and understand the importance of succession planning in school organizations in accordance with National Education Blueprint (2013) envision for guiding, educating and developing future leaders for the country.

This study may provide evidence to the existing policy on providing teachers priority in terms of training and development, should they replaced by principals as this may lead to increase of their leadership knowledge, competencies and skills which may increase the level of succession planning and performance of schools (Myung, Loeb, & Horng, 2011). Hence, in an effort to motivate subject heads, this research can contribute specific insights to link the transformative leadership behaviour, talent development and successive planning which will bring significant benefits for school organizations if handled and managed well. Furthermore, based from this study, it assists to advance our understanding of the complex issues related to talent development, transformational leadership and succession planning especially in our education system.

Scope of the Study

This study about human resource development practices and restricted only to national secondary schools in Seremban district. It aimed on a representative population from national secondary schools from Seremban district, Negeri Sembilan. The sample used was consisted of Seremban district subject heads from national secondary schools. Therefore, the findings of this research can only be generalized as a view from one District-Seremban. The respondents included in the study were only 320 subject heads from sixteen different secondary schools in the district. The background of subject heads consisted of different gender, race, age, qualification and level of experience. The scope of study is restricted to transformational leadership practices, talent

development towards succession planning practices in the studied population. This, itself reflects the importance of this research.

Limitations of the Study

The research was conducted among subject heads in Seremban district, Negeri Sembilan national secondary schools. However, this study carries the perceptions of subject heads only on their principals of national secondary school organization setting in Seremban district. Therefore, the findings of this research are limited to the views of subject heads. This study is also subjected to certain limitations like sample and instruments used. The instrument was modified and adopted from the developers of the instruments.

Definition of Terms

Succession Planning and Management (SP&M)

Succession planning is a process of managing talent in order to meet present and future organizational requirements to ensure employees are valued, nurtured and developed (McCauley & Wakefield, 2006). In this study SP&M is to cultivate a talent pool of subject heads to prepare for leadership, which focusing on identifying, developing and retaining the best teachers in the school organization.

Talent development

It is defined as planned human resource development strategies focusing on planning, selection and implementation of developmental strategies for the whole talent group in the organisations to ensure present and future supply of talent to meet strategic objectives (Rothwell & Kazanas, 2003). This present study refers to developing subject heads leadership towards accomplishment of organizational strategic.

Transformational leadership

Transformational leadership described as a leader who sets goals, high expectations, provides support and recognition, triggers people's emotions and passions and make them look beyond their self-interest and to reach for the importance (Bass & Riggio, 2005). This study focuses on principals' transformative leadership characters have significant influence over subject heads on succession planning program within school organizations.

Principal

In Malaysian education system, the secondary schools' head teachers are called principals. Principal is the chief executive of the secondary school. He is responsible for all that happens in the school especially the daily instructional leadership and managerial operations in the secondary school building. He also assigns or delegates duties and responsibilities to subject heads to perform the duties effectively though he is the chief in the school.

Subject heads

In this study subject heads refer to teachers who hold the position of head of subject department. Each subject offered in particular schools will be headed by subject heads respectively. They possess minimum of one year of teaching experience in particular school. Criteria for subject heads are experienced, good work performance and portray good leadership qualities.

Competency

A competency refers to any characteristic associated with successful performance in an organization (Rothwell & Kazanas, 2003). This study refers to a combination of elements such as skills, knowledge and personal attributes needed to perform certain task and responsibility in schools.

National Secondary School of Malaysia

Public secondary education in Malaysia is provided by National Secondary Schools (Sekolah Menengah Kebangsaan, SMK). Education in Malaysia is administered by the Ministry of Education (Kementerian Pendidikan Malaysia). Secondary education lasts for five years, referred to as Form 1 to 5.

Summary

This chapter presented an introduction, background of study, problem statement, purpose of the study, objectives and significance of the study, scope and limitations of the study. Four objectives of this study were listed. The general objective of the research is to determine the relationship between transformational leadership, development of talent and succession planning practices in national secondary schools. Finally, definition of terms was stated in the study.

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LIST OF PUBLICATION

Conference

Armugam, B., Arshad, M. M., & Ismail, I. A. (2018). Leadership Development through Talent Development and Succession Planning Practices in National Schools. *Proceedings of Graduate Research in Education Seminar. ISBN 987-967-960-440-5* (pp. 250–258).

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