Distributive Leadership Roles for Primary School Teachers' Efficiency in New Norm: Focus Group Analysis

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Abstract: As a result of the COVID-19 pandemic, the education sector in Malaysia had undergone drastic changes and new norms are now in place. Among them are online home teaching and learning (PdPR) activities. This situation has become challenging and worrying especially in the primary school education sector. The Ministry of Education (2021) reported that there were 2,741,837 pupils in primary schools, compared to 2,037,433 pupils in secondary schools. These large numbers certainly affect the way school leaders manage the available resources. To alleviate this problem, school leaders are seen to have played an important role in helping teachers and pupils to adapt to the new online home teaching and learning (PdPR) environment. Therefore, this study examines the distributive leadership practices on the efficiency of primary school teachers during the COVID-19 pandemic period and challenges from the perspective of school leaders in managing and leading schools during this difficult period. A qualitative design with a phenomenology approach was used in studying and exploring their experiences. Five informants had collaborated in this study, and five main themes emerged: designation and sharing of school missions, visions, and goals; sharing of responsibilities; giving positive changes to teachers and students; giving changes to teachers to develop leadership skills; and cooperation - coordination and mutual understanding between education leaders and teachers. Through these themes, it is found that distributive leadership can be consistently pre-dedicated across all educational institutions. Besides sharing responsibilities, distributive leadership had enhanced teachers' knowledge and skills.

Keywords: Challenges, Distributive Leadership, Online Teaching and Learning, Teacher Self-Efficacy, Malaysia.

1.   Introduction

Education leaders play an important role in shaping the effectiveness of the system in an institution (Ibrahim et al., 2018). Abdullah et al. (2018) also stated that the strength and quality of leadership lie in the leader's ability to excel and realize the vision and mission instilled in the institution. Therefore, leaders need to manage this responsibility effectively. The primary school education sector in Malaysia establishes the role of headmasters as the lead character and main agent of change. They are responsible for their duties and portfolio because as an education leader, they also need to plan,

manage, administer, and teach (Marlia & Yahya, 2017). In addition to the leadership of the headmasters, teachers also contribute to the success and the excellence goals targeted by each school. Therefore, the roles of headmasters and teachers are closely related to the realization of the mission and vision of national education.

Nevertheless, the COVID-19 pandemic crisis had limited the space and restricted teaching and learning activities in schools. Therefore, based on the recommendation by the Ministry of Education (MOE), all schools throughout the country had to conduct online teaching and learning activities in full as per the guidelines set by the National Security Council (NSC). This new online home teaching and learning (PdPR) method was taken as a countermeasure to curb the spread of COVID-19, and all school staff had to quickly prepare themselves to ensure the new teaching and learning sessions can be successfully carried out immediately. Nevertheless, the practice of this new norm surely has its challenges and constraints. Therefore, the role of headmasters is seen to be increasingly challenging and requires more proper and systematic work arrangements to meet the needs of teachers and pupils in the process of conducting teaching and learning sessions of this new norm. Therefore, distributive leadership practices are seen as capable of addressing and assisting headmasters to organize, plan and make rational decisions throughout the pandemic period (Thien & Tan, 2019). The world discovered that educational activities were indeed changing when conventional teaching methods in schools were seen as incapable of dealing with the pandemic crisis. Worldwide, almost all education sectors, such as schools were and remained closed. New social cultures and practices, such as social distancing and new laws to prevent gatherings were established and tightened to control the spread of COVID-19.

This has resulted in conventional face-to-face teaching delivery methods being replaced drastically with more appropriate methods and techniques to meet the needs of teachers and pupils. Education leaders in primary schools, such as headmasters, senior assistants, and teachers, are treated as key characters in these situations and have no choice but to accept that the new learning norms must be carried out to adapt to current needs and requirements. However, looking into the situation from another angle, the pandemic has triggered changes for the better. For example, in just a short time the use of digital technology has spread widely and comprehensively in teaching and learning sessions. Despite the pandemic, Malaysia's Ministry of Education (MOE) is seen to be committed to the planning and managing of resources to provide effective learning facilities and infrastructure through the transformation of information technology.

2.   Literature Review

2.1   Distributive Leadership

Particularly in primary schools, the individual who is responsible for determining the school's excellence targets is the headmaster. In this regard, school excellence is greatly influenced by the leadership approach practiced by the headmaster. Therefore, distributive leadership practices are seen as capable of addressing and assisting headmasters to organize, plan and make rational decisions throughout the pandemic. The role of distributive leadership is the ability of the school's number one leader to lead a subgroup by classifying duties and distributing powers and expertise to sub-group individual members according to their field of expertise at all levels within the organization (Thien & Tan, 2019). Distributive leadership can also be said to be a group of leaders who communicate with each other and combine expertise to excel in a school (Yusaini & Izham, 2020). The leadership also relies on how organizations manage cooperation and gather the relevant expertise so that the aggregated outcome yields better results than silo outcomes. (Yusaini & Izham, 2020). The Mayan and Mansor (2020) study highlighted four elements in distributive leadership practices, namely leadership support, team leadership, leadership supervision, and decision-making participation. In addition, this distributive leadership role can provide an opportunity for leaders to take on challenging responsibilities and tasks with subordinates (Thien & Tan, 2019). An apt example is a situation where the headmaster had to make decisions on drafting and preparing PdPR schedules during the pandemic period. Therefore, the role of distributive leadership, throughout the pandemic, is seen to influence the level of teachers' efficiency which then leads to students' continued development even with the onset and onslaught of the pandemic.

The teacher's efficacy can be seen through the attitude of the teacher towards assessing the teacher's abilities and competencies in stimulating the learning progress of the pupils. A fitting example is the teacher's quest for appropriate interventions to carry out PdPR activities more effectively and proactively so that they can attract students to learn during this pandemic season. Thus, this attitude signifies solidarity with parents to jointly fight for the success of PdPR activities. The teacher's efficacy consists of two elements, namely self-efficacy and teaching efficacy (Mayan & Mansor,2020). Ahmad and Hamid (2021) stated that self-efficacy is the confidence of the individual (teacher) in self-competence to plan and carry out a matter which in turn determines the specific objectives of the activities carried out. This mastery of self-efficacy can create the confidence of teachers to practice new methods and techniques in teaching activities, thus creating motivation for teachers to increase efficiency and manage classes well during PdPR classrooms. With this, it can also have a positive impact on the students' learning. This is what is needed throughout the pandemic. Every teacher has been working hard to understand and learn the technology during all teaching and learning sessions using online methods. The pandemic had forced teachers to increase their knowledge and upskilling in technology and innovation so that teaching and learning are in line with current needs.

2.2   Educational Leadership

In this millennium, in the concept of educational leadership, each teacher should have the leadership ability so that they are actively involved in leadership activities in school, such as jointly making decisions for school development. This is because a school's progress and excellence are translated through the ability of teachers and administrators when they are collectively committed, united and cooperative to achieve a unified target and continuously strive to make changes to achieve the school's excellencies sustainably (Ahmad & Hamid, 2021). This is in line with the Ministry of Education's (MOE) aspiration in the Malaysia Education Blueprint 2013-2025 to place quality leadership among administrators and teachers to shape the successes and triumphs of students (MOE, 2013). Educational leadership focuses on the teacher's ability in terms of leadership and the sharing of responsibilities between the leaders and the teachers. Leadership ability is a process to improve teacher efficiency by bringing school advancement to the highest level. The Ministry of Education has looked into upholding the teaching profession in line with distributive leadership practices. The change in distributive leadership practices will build a level of quality leadership empowerment at every level of organization in schools (MOE, 2013). Leadership empowerment is the control of work by the superiors against their subordinates through predetermined conditions, rules, and work quality (Thien& Tan,2019). Leadership in school is not only under the jurisdiction of the headmaster, but also involves the school community, such as senior assistants and nominated teachers in leadership matters. Moreover, there are time and space constraints for school leaders to communicate with all teachers daily as everyone has a tight schedule and numerous duties to execute. Therefore, school leaders need to work with other leaders of sub-teams.

This will involve middle leaders comprising senior assistants. This arrangement allows teachers to take on a role in decision-making. Discussions and consensus must be carried out so that the leadership role can be effectively communicated to all teachers. Past studies on leadership in schools have shown that headmaster leadership is a key element in preserving the school culture, environment, academic excellence (Yusaini & Izham, 2020). In this regard, school leaders play an important role in creating a culture of cooperation and unity that can penetrate the barriers to knowledge and expertise so it will not jeopardize teamwork efforts. This culture of cooperation and unity will help to proliferate the knowledge, skills, and expertise among teachers to work effectively and efficiently in building teamwork. With this, the function of school leaders is seen as a good example to foster a culture of unity among staff that is true and relevant (Rahayu et al., 2020). Therefore, school leaders should have the ability to inspire the school community to lead them towards success and excellence. As such, they will be responsible for actions that can yield change results and progress, thus inculcating effective leadership practices towards a dynamic change in schools (Thien & Tan, 2019). The objective of this study is to review distributive leadership practices on the efficiency of primary school teachers during the COVID-19 pandemic period and challenges from the perspective of school leaders in managing and leading the schools during this difficult period.

2.3   The Efficiency of School Teachers

The practice of distributive leadership means teachers must stand ready with the school leader to carry out shared responsibilities. The efficiency of school teachers can be clearly seen through their willingness to cooperate with leaders (Sally et al., 2017). The teacher's efficacy is constructed by two elements, namely self-efficacy and the teaching pedagogy. Ahmad and Hamid (2021) stated that self-efficacy is a teacher's confidence in his/her ability to plan, set specific goals, and implement the activities. A teacher's mastery in self-efficacy can create the necessary confidence to practice new teaching methods and techniques, thus increasing the teacher's motivation to further upskill and better manage their classes during PDPR activities. With this, it can also have a positive impact on the students' learning, which is what is needed throughout the pandemic restrictions. Every teacher works hard to understand and learn to master the technology when all teaching and learning sessions shift to using only online methods. The pandemic forced teachers to increase their knowledge level in technology and innovate so that teaching and learning are in line with current needs. Therefore, distributive leadership practices have implications for creating teachers' self-efficacy and adaptability to change as well as establishing change preparedness set by leaders. Through this leadership style, teachers can also extend their knowledge base, polish new skills (Mohd Izham et al., 2018), develop emotional intelligence, and strengthen teacher attitude (Mukhtar & Fook, 2020). Therefore, the implementation of a strategic and accurate leadership style will help leaders achieve quality management advancement, and competitiveness in achieving the organization's vision and mission (Rumeli et al., 2021).

3.   Method

This study uses the qualitative method to collect data. The research design chosen by the author is a literature review and a descriptive survey review using field research methods through interviews. This is consistent with the most common sources of qualitative data, including interviews, observations, and documents (Patton, 2015: Rami et al., 2021). In addition, semi-structured and structured interviews were conducted to obtain more in-depth input (Sargeant, 2012). Focus group discussions were conducted with five primary school headmasters from Negeri Sembilan, Malaysia. In total, they were five informants selected based on purposeful sampling.

These informants were selected based on several criteria that have been set through the snowball technique. Othman (2018) has expressed the opinion that the "snowball" technique in qualitative research can give researchers more space to identify the best individuals as informants. Qualitative sampling of snowball can form the basis for sampling aimed at study informants (Creswell, 2018). The selection began with a headmaster who is known to practice distributive leadership style, and through this headmaster, researchers were introduced and met with other informants.

Creswell (2018) suggested that the minimum informant suitable for qualitative studies would range from three to seven people depending on data saturation that occurred during the upcoming study. Yin's opinion (2018) of submitting two to ten samples is considered sufficient to reach saturation levels. Therefore, for this study, the level of saturation was seen in the fifth informant when there was a repetition of the same elements with other informants. Thematic analysis was used to analyze the data.

Table 1. Demographic Information of Informants

Informant	Sex	Age	Post	Teaching Experience (Years)	Education
S1	Female	49	Headmaster	20	Master
S2	Female	50	Headmaster	22	Degree
S3	Female	44	Headmaster	19	Master
S4	Male	50	Headmaster	24	Degree
S5	Male	48	Headmaster	20	Degree

Meanwhile, ethical issues are another essential consideration in every research planning. The informant must not be burdened by the research or data collection. Thus, in this study, the safety and confidentiality of the informants are protected. Nicknames are used during the writing and encoding process to protect the privacy of the informants. They are also made aware that they can withdraw from this study at any time without giving any explanation.

3.1 Informant Profile

Based on the informants' profiles obtained during data collection, it was found that their ages ranged from 48 to 50 years old, and two of them had a master's degree while the balance had a bachelor's degree. They are made up of three females, and the rest are male. They also have 19 to 24 years of working experience in the education sector. Although their teaching experience in more than a decade, these informants are new to their job as a headmaster with almost all of them clocking from four to six years as headmasters.

4. Data Analysis

The researchers compiled, integrated, and synthesized field notes, debriefing notes, as well as the verbatim transcriptions of the five interviews, including those from the focus groups. The method of data collection in this study is through in-depth, one-to-one interviews and focus group discussions. Indeed, one focus group discussion and five in-depth sessions of one-to-one interviews were conducted in five selected headmasters in Negeri Sembilan. Moreover, to verify the challenges of leadership, we interviewed informants who have various fields of expertise and backgrounds were interviewed. A total of five informants were selected which comprises education leaders from government primary schools. Each interview lasted at least 60 minutes and up to 90 minutes. The main preparation for analyzing qualitative data is to look at the purposes and objectives of the study. After that, the first step of the analysis begins with reading the data repeatedly. For this study, researchers repeatedly read the interview data and analyzed the documents (Abdullah, 2019). Interview recording data were also heard several times before researchers compiled interview transcripts. In this step, researchers sorted the data more systematically and examined the data labelling in detail to avoid confusion when researchers want to revisit the data. In the first step too, the researchers set the coding process using NVivo software. For the second step, the data unit of each code was identified. Researchers also look for similarities for comparisons to determine the systematic order in the data. After that, an open-coding process was implemented and at the same time, each unit from the open-coding process was categorized. Once the category was specified, the researcher compiled the description, and the themes were formed. Verification of data accuracy also occurred at this stage, using data triangulation. Once all the data is completed and analyzed, the third step is to write a study report.
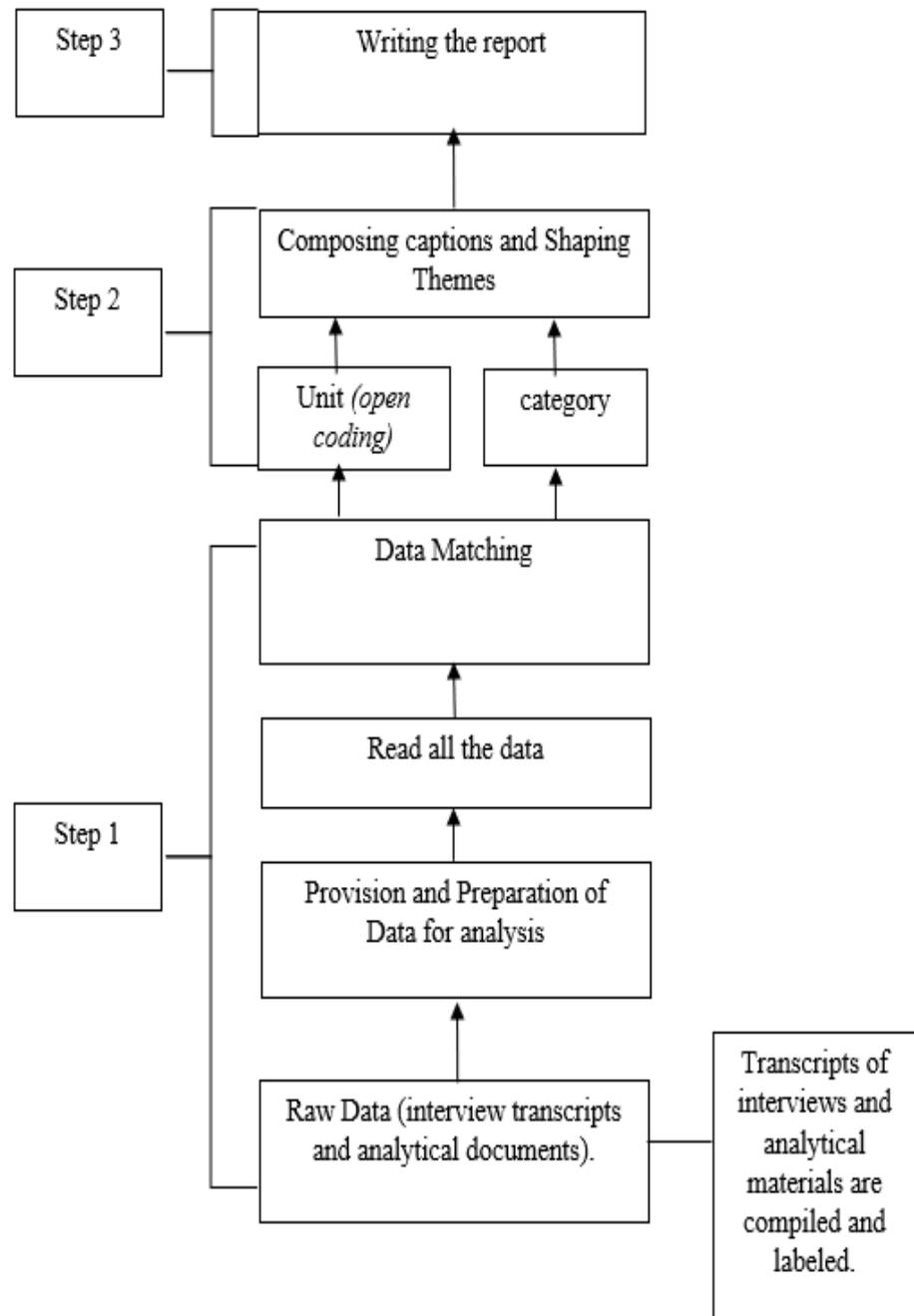
Step 3	Writing the report

Step 2	Composing captions and Shaping Themes

Unit *(open coding)*	category

	Data Matching

	Read all the data

Step 1	Provision and Preparation of Data for analysis

Raw Data (interview transcripts and analytical documents).	Transcripts of interviews and analytical materials are compiled and labeled.

Fig. 1 Data Analysis Process

5.   Results and Discussion

In this pandemic situation, distributive leadership is seen to give the teachers the decision-making freedom regarding PDPR activities given the limitations faced by their students through various approach options. Nevertheless, teachers still follow the requirements and guidelines set by the school. This is to ensure that the PdPR sessions can be conducted under any circumstances and yield positive results to all stakeholders, especially the students themselves. In addition, school leaders continue to monitor teachers' activities by supervising, providing support, and working together to help teachers to carry out the various planned activities during the pandemic period. Therefore, the role of distributive leadership in education is a leadership practice that can nurture unity, foster partnership, cooperation, democracy, tolerance, and involvement in a school community that is facing unexpected and extreme change. Based on the data analysis, five major themes have been identified.
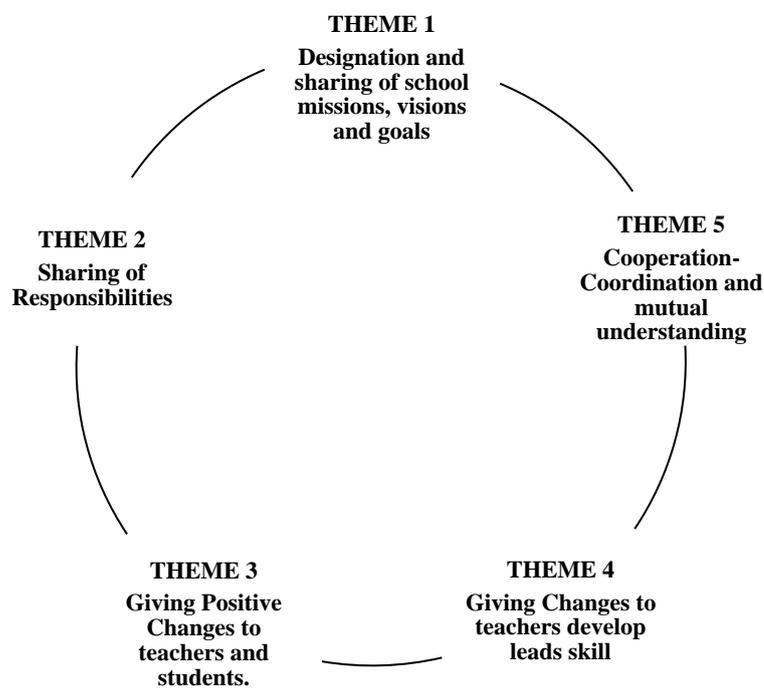

THEME 1
Designation and sharing of school missions, visions and goals

THEME 5
Cooperation-Coordination and mutual understanding

THEME 2
Sharing of Responsibilities

THEME 3
Giving Positive Changes to teachers and students.

THEME 4
Giving Changes to teachers develop leads skill

Fig. 2 Emergent Themes of the Present Study.

5.1   Designation and Sharing of School Missions, Visions, and Goals

Izham and Bity (2018) concluded that distributive leadership is an effective leadership style in shaping positive behaviour which is psychological capital. It is a good practice when a headmaster implements distributive leadership as it is a form of preparation for other teachers who will become administrators in the future. Once teachers have been exposed to leadership roles and responsibilities, they will be more willing to shoulder the responsibilities of a headmaster in the future. Therefore, Izham and Bity (2018) recommended that distributive leadership should not only be practiced among headmasters but also be enhanced, especially for the aspect of sharing the mission, vision, and goals of the school.

This study has produced five main themes. The first theme is designation and sharing of school missions, visions, and goals. This theme is determined and produced through the results of the interview and focus group analysis. The theme was also triggered when three categories were formed and were identified which are facilities, organization management, and commitment. The elements of this theme can be found in the articulation below:

> *"... To set the school's vision, mission, and direction, we have appointed committee members among teachers. They were given the opportunity to establish and express the needs for our school, for example, the preparation of an annual management book. I would ask the specially appointed teachers in academic management, student affairs, and co-curriculum matters to jointly provide opinions and views in the process of providing the direction of each field for my school ..."*

> (S1, Headmaster)

> *"... provide opportunities and space for all teachers to contribute to the development of the school l... we as the administrators usually select the school management committee among the teachers consisting of the Head of Panel and the Unit Secretary ..."*

> (S2, Headmaster)

> *"... Among the things they usually propose is about the direction and objectives of each programme that we will run throughout the year for the development and progress of pupils and schools ..."*

> (S3, Headmaster)

> *"... Determining the school's mission and vision collaboratively with fellow teachers can have a greater impact on the school, as we can see the needs and wishes of all parties. To me, my teachers are the priority for schools, because teachers are catalysing for changes and factors that develop human capital ..."*

> (S4, Headmaster)

With the leadership team formed, the school management is seen as more effective. Through this leadership team, excellent work culture can also be produced. Therefore, the findings of this study are also seen in line with opinions presented by Mayan and Mansor (2020).

5.2   Sharing of Responsibilities

Izham and Bity (2018) looked at the elements of responsibility sharing as the highest. It also shows that these elements can improve the psychology or positive behaviour of the teacher. This leadership practice can bring changes to teachers and help teachers to improve the quality of teaching and learning (Johari et al., 2021).The elements of this theme can be found in the articulation below:

> *"... I kind of agree with this partnership of responsibilities, just don't want to have teachers that sometimes when we give them opportunities and space, they overruled. Even if teachers are given the space and opportunities, they have to follow as what has been set by the administrators ..."*

(S2, Headmaster)

> *"... I see this distributive leadership as one of the ways for us to share responsibilities, such as monitoring PdPC sessions and the course of organized programs. Usually, the administrators and I let standard performance evaluations 4 to the Head of Panel or Officer (teacher) of a higher grade or who is experienced to evaluate their colleagues ..."*

(S3, Headmaster)

> *"... We as administrators see transparency in this responsibility sharing, such as an example if the Head of Panels are given the responsibility to evaluate the 4 standards of fhe PdPC, they (Head of Panels) are able to evaluate and reflect on their committee members ..."*

(S4, Headmaster)

The sharing of responsibilities is seen to coincide with this study. If teachers are not given the opportunity to bear shared responsibilities, the teacher is found to be unmotivated and lacks in self-confidence to become a leader in the future (Yaakub & Hamzah, 2020).

5.3   Giving Positive Changes to Teachers and Students

Through this distributive style, school leaders can be exposed to a new dimension of leadership that can be the best alternative in producing more efficient lead teachers. The leadership of teachers instilled in distributive leadership also focuses on the role of leadership and authority in decision-making (Rahman et al., 2017). This indirectly helps teachers to improve professionalism, develop good characters and create positive changes through the policies of empowerment, training, and guidance provided. Teachers also have the opportunity to improve their self-efficacy as educators and leaders. Below are statements that contain elements of this theme:

> *"... I think this leadership pattern can make a difference to teachers' attitudes to work together for schools and the progress of pupils..."*

(S1, Headmaster)

> *"... Our main focus is on pupils, if this leadership practice can contribute to good change for pupils and schools, we can make it a leadership practice for our schools ..."*

(S2, Headmaster)

"... If this leadership practice is proposed to improve the quality of pupils and teachers, then we will continue for the future. We are still new with this practice ..."

(S3, Headmaster)

"... As administrators, we are ready to implement leadership practices or any practice pattern that is capable to give positive impact to the school, especially to the pupils ..."

(S4, Headmaster)

"... Of course! As an administrator supporting PPPM 2013-2025, I will try to support any recommendations and instructions from the Ministry of Education, usually what is recommended there must be changes demanded by the MOE ..."

(S5, Headmaster)

5.4 Giving Changes to Teachers to Develop Leadership Skills

A teacher with high determination can take up the challenges (Seymour, 2017). As a result, the willingness and efficiency of teachers will increase as they receive continuous opportunities and guidance from the school community. Effective communication and interaction among the leaders and teachers will boost confidence among teachers to develop their leadership skills (Mayan & Mansor, 2020). This theme is expressed in the following statements:

"... I see that with distributive leadership being practiced, teachers were given the opportunity to test themselves to lead ..."

(S1, Headmaster)

"... not all teachers dare to try if they been given opportunity to lead, I see some teachers who are sceptical when given the opportunity to become leaders ..."

(S2, Headmaster)

"... only teachers with leadership talent and courage are able to be with administrators to steer the school ..."

(S3, Headmaster)

"... I believe in the talent and with opportunities provided, courage can be nurtured, this is because all teachers are always brave enough to face challenges in the world of education, we as administrators should give them the opportunity to learn to lead ..."

(S4, Headmaster)

"... to me, this leadership requires talent, not all teachers dare to lead ..."

(S5, Headmaster)

5.5 Cooperation-Coordination and Mutual Understanding

Distributive leadership can also be illustrated through cooperation, trust, and consensus in managing the organization (Ahamad et al., 2020). The discretion of leaders helps teachers to decide whenever a discussion takes place. Consensus is the main element and the need to achieve this leadership style (Ahmad & Hamid, 2021).

"... Most teachers are respectful and obedient to the leader, throughout my time as headmaster, almost all teachers respect us, although some of them are more senior than us ..."

(S1, Headmaster)

"... of course we as administrators will always tolerate with teachers, various issues in school and in fact we complement each other and need each other ..."

(S2, Headmaster)

"... I think I'm the youngest headmaster here and quite a number of my teachers are older than me, but they seem very respectful to me as a leader, so I am very happy to be with them. Through this leadership style, their experiences and my knowledge combined into a new knowledge that can be used to lead the school ..."

(S3, Headmaster)

"... I also think likewise, the issue of senior teachers and young leaders is not an issue… mutual respect and tolerance, only then this partnership and leadership style be can achieved…"

(S4, Headmaster)

"... In my view, this distributive leadership is a result of cooperation and respect. We as leaders should help them to jointly develop the school. This is because teachers are the pillar of school success other than pupils which is our top priority ..."

(S5, Headmaster)

6. Conclusion and Implications

Through this study, distributive leadership is seen to give teachers the freedom to decide and to carry out home teaching and learning (PDPR) activities according to the limitations of their students through various approach options of teaching and learning methods. Nevertheless, teachers still need to follow the requirements and guidelines set by the school. This is to ensure that the new PdPR sessions can be carried out under any circumstances but still provide positive results to all stakeholders concerned, especially the students. In addition, school leaders will continue to monitor teachers' activities by supervising, providing support, and working together to help teachers carry out the various planned activities during the pandemic period. This study has impacted the administrators involved who in the past have not been practicing or trying to practice this leadership style, but now in the present realizing the need to practice it consistently.

The study also found that the practice among the headmasters in implementing distributive leadership is at a moderate level. However, they expressed commitment to undertake whatever is needed to meet all the requirements according to the new norms. It shows that school headmasters still require further enhancement training in distributive leadership practices. These include providing more leadership opportunities, adequate time allocation, and sufficient resources for the teachers to perform optimally. This study for leadership development training implies that school leaders can be exposed to a new dimension of leadership that can be an apt alternative in implementing more efficient leadership. Provisions to organize effective training programmes for school administrators should improve the quality of distributive leadership to meet with requirements and challenges at hand. In conclusion, the role of distributive leadership is a leadership practice that can form unity, foster partnership, cooperation, democracy, tolerance, and involvement in leadership practices.

7.   Suggestion for Future Research

Based on the themes that have come to light through this qualitative study, it is suggested that future researchers extend this distributive leadership research by investigating group leaders in various sectors. This is seen as an appropriate leadership style for all segments, which is not exclusive to the education sector. It is due to the fact that this leadership style provides an opportunity for subordinates to contribute to organizational success. In addition to providing experience to the new workforce, this leadership style is also able to provide leadership knowledge and skills to all employees at various levels. Through this leadership style, the relationship between leaders and teachers becomes closer and more cooperative. The working culture in schools is more conducive and can create excellent schools.

The limitations of this study should also be noted. The present study is qualitative research in nature, and the findings cannot be generalized for a more significant population. Besides, the challenges found by this study are related to education leaders with specific leaders within a primary school context. Thus, the findings can only be used as a basis for future empirical studies in educational primary leadership challenges. Furthermore, it is suggested that future research should be conducted to investigate other leadership styles such as transformational and instructional leadership where these two leadership styles are highlighted in the Malaysia Education Blueprint (2015-2025) (MOE, 2013). Even though distributive leadership is seen as an appropriate leadership style across various sectors and organizations, other leadership perspectives should be explored. This is because every leadership style has its advantages and disadvantages. Future research in other perspectives of different leadership styles will show different dimensions apart from the education sector.

Moreover, due to the COVID-19 pandemic, education leaders in the primary education sector are now facing new challenges in managing schools. Future research needs to examine how these education leaders are responding, managing, and addressing the current situation of new norms, such as the COVID-19 pandemic especially where face-to-face teaching and learning are unattainable. When this happens, the method of imparting knowledge also transformed from in-person to distance learning. This condition will force teachers, as well as school leaders, to gain competency in information, communication, and technology (ICT). With this transformation, there are changes to the teachers' teaching motivation, self-efficacy, and job satisfaction. Besides that, school leaders should also be implementing various leadership styles to ensure that the educational institutions run smoothly. In addition, at this moment, since all teachers and school leaders have to gain competency in ICT, it seems that technology leadership style could play an important role. Therefore, future research should be done to investigate various leadership styles among the school leaders and teachers, and how they impact teaching motivation, self-efficacy, and job satisfaction.

8. Co-Author Contribution

All authors discussed the direction and objectives of the study. According to the agreed resolution, the first authors and second author constructed the entire study through reviews and discussions. The second and third author carried out the responsibility of analyzing qualitative data while examining the entire study. Finally, the first and fourth author collected the data from informants.

9. Acknowledgements

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