

TEACHER'S QUALITY BASED ON THEIR LEADERSHIP AND TEACHINGS IN DEVELOPING PERSONALITIES. A MUSICAL PERFORMANCE IN TEACHERS' TRAINING INSTITUTE IPOH CAMPUS MALAYSIA

Mubin Md Nor
Ipoh Teacher Training Institute
MALAYSIA.
mubin_nor@yahoo.com

Kamaruddin Ilias
Ipoh Teacher Training Institute
MALAYSIA.
kama.ilias@yahoo.com

ABSTRACT

This study aims to review the quality of teachers as a form of self-leadership that make up the personality of a teacher with a better value as well as lessons in helping the implementation of unity elements. Musical performances at the Institute of Teacher Education Campus Ipoh conducted through qualitative methods. To ensure the reliability and validity of this study triangulation using the instruments of questionnaires containing questions in the form of Likert scale and open nature also digunakan. Ini coincided with statements by Werisma (1991) triangulation of a cross validity technique (cross validation). This triangulation of methods involving triangulation of data sources through observations and interviews and questionnaires. Observation and interview instruments used in obtaining data. The study samples consisted of six semester music student. Based sample selection for the Malays, Chinese, Indian, Ethnic Sabah and Sarawak. Place of study at the Institute of Teacher Education Campus Hall Ipoh. Item of study in this research is, rehearsals start on time, achieve goals at Ensemble rehearsals, Students achieve goals within sectional rehearsals, Problem solving remains in solution mode, Issues find successful resolution, Ensemble performs well at concert, and Students are better friends at the end of the academic year. The study showed that the quality of teacher leadership that highlights the aspects of personality development to increase overall personal development teachers.

Keywords: quality of teachers, leadership, personality

\

INTRODUCTION

Ministry of Education Malaysia has embarked on various efforts to produce quality teachers and ensure the quality of their stay in the country's education system and quality remain throughout the service period. Among the measures that have been undertaken include strengthening teacher training, improve the selection of candidates for teachers and upgrading teachers institute.

School as a formal organization, of course, require the services of an educator or teacher so that it can function effectively. Teachers are the key staff in school for his role as leaders, administrators and managers. A teacher role and responsibility as leaders to create and produce teaching effective learning (Hussein, 1993). According to Bakhtiar (1994), the main task of teachers as leaders of teaching is the education, teaching and learning environment that ensures optimal growth of student learning with the requirements of the National Education Philosophy. Namely:

"Education in Malaysia is an ongoing effort towards further developing the potential of individuals thoroughly integrated to create balanced human harmony in intellectually, spiritually, emotionally, physically, to produce Malaysian citizens who are knowledgeable, competent, responsible and capable of achieving well-being and contribute to harmony and prosperity of our people and nation".

According to Ingersoll (1992) teachers need to focus on the leadership of the two "zone view" is the first, inner zone 'class view' in which the occurrence of teaching and learning process productive. Both

the external zone 'school-wide view, "such as infrastructure, administration and management in any of the planning, coordination, monitoring and distribution of resources to create effective schools.

STATEMENT OF PROBLEM

The personality orientation of a successful teacher is objective, which is defined by the ability to work with and through other people. Successful teachers also rank high in ideaphoria, which is defined by the continual flow of ideas (Somogy, 2003).

Rush and Lautzenheiser (2006) that the success or failure of a music program is often found in the ability of the director to teach the teachers within his or her program. In the process of learning how to help a director peer-teach his or her subject and assist with aspects of ensemble management, students may, in addition to their musical skills, gain practice and competence with valuable life skills such as collaboration, communication, team building and effective leadership. Rush and Lautzenheiser wrote, "Leadership workshops are major building blocks for our band programs. Effective leadership is the engine that keeps the train moving forward. It is the band director's job to get the engine started and to keep the train on the tracks"

The role of musical activities can help in the quality of teachers through leadership and teaching in the development of personality and one of them is through musical activities.

Musical activities to help strengthen the implementation of leadership and personality development, statements by Daniel Perret (2003) also explained that:

"Music reflecting very interesting 'inner' constellations and giving a valuable key to bringing about more harmony in person' life....."(Daniel Perret 2003)

Based on the statement of music helps in the formation of positive value in themselves and life. Usur leadership are among the valuable applied through music.

Musical activities require collaboration among students and helps leadership. coincided with the statement by Rashidah (2006), namely:

"Musical activities (band) to foster cooperation among students ".....,

Statement describing the musical activities of which requires the involvement of all students in training and presentations. Cooperation between multiracial students help create nurturing unity and a charismatic teacher and achieving the quality of teachers through leadership and teaching in the development of personality.

Richard (1997) also noted the role of music in an individual self-development are: Music and arts can play a vital role in learning how to learn, an essential ability for fostering achievement and growth throughout their lives.....(Richard 1999)

Based on these statements by performing musical activities are important and should be considered in building teacher quality through leadership and teaching in the development of teacher's personality and create standards that are outlined.

THE PURPOSE OF STUDY

The purpose of this study are:

- i) Knowing the effectiveness of a musical in the implementation of teacher quality through leadership and teaching in the development of personality
- ii) implement of knowledge and teaching leadership in the development of personality through a musical element.

RESEARCH QUESTIONS

The questions of the research that form the basis of this study.

- i) Is musical effective help in the process of teacher quality through leadership practices and lessons in personality development
- ii) What are the application of lessons in leadership and personality development need to be applied through a musical success.

SIGNIFICANT STUDY

This study was performed to identify and know the musical will help the quality of teachers through the teaching of leadership and personality development. Elizabeth Barton (2009) in his book, *Leadership Strategies for Safe Schools*, explains the role of musical training can help in terms of cooperation and reduce conflict among different individuals. Frank crew (1999), to encourage the participation of parents, communities, through participation in musical activities that can generate a variety of teacher quality through leadership and teaching in the personality development of an indirect participation will help the development of a music education program.

Statement by Campbell & Scott Kassner (1994) coincided with the interests of a study by researchers are: 'music can supply components critical to children's holistic

development, including their intellectual, emotional, physical and spiritual"(Campbell & Scott Kassner, 1994). Craig Cortello (2009), describe the relationship of teacher quality through leadership and teaching in the development of personality through successful musical setting through the nine elements identified through research conducted as follows:

1. Confidence and Self-Esteem (stepping up to the mic)
2. Collaboration and Teamwork (I'm in the band)
3. Leadership (conducting your symphony of employees)
4. Salesmanship and Branding (give the fans what they want)
5. Creativity and Innovation (improvising from the charts)
6. Risk Acceptance (let's just jam)
7. Discipline and Fundamentals (learning the scales of your profession)
8. Passion (play it with feeling)
9. Individuality (make your own kind of music)

Based on this statement affect the formation of music help the success of individual leadership in the field by someone the individual.

Additional statement by Anthony (2004) also coincided with the interests of a study by researchers are: "*Music education is often deeply entwined with other education for indggeous peoples, self development, social relationship.....*"(Anthony Seeger, 2004)

Based on this statement musical role in assisting the development of students and help improve the Leadership and personality development through a musical performance at the Teachers' Training Institute in Malaysia.

LIMITATIONS OF STUDY

The research was conducted at the Institute of Teachers' Training Institute in Ipoh with undergraduate student in semester 6 unit was chosen. It was because the elective courses offered was music. Research findings were limited and did not portray the musical use of the population in the quality of teaching teachers through leadership and personality development elsewhere that may perform different musical forms. Time factor was also considered by the researchers to analyse data and obtain the validity of each of the data obtained

RESEARCH DESIGN

Qualitative approach was used in this study. Qualitative approach means that any research that produces findings not through statistical procedures or calculations. According to Denzin and Lincoln (1994);

“Qualitative research is multi-method in focus, involving and interpretive, naturalistic approach to its subject matter. This means that qualitative research study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them. Qualitative research involves the studied use and collection of variety of empirical materials – case study, personal, experience, introspective, life story, interview, observational, historical, interactional and visual texts that describe routine and problematic moment and meaning in individuals live”. (Denzin and Lincoln 1994)

RESEARCH INSTRUMENT

Research instrument in the form of observations and interviews was used in this study: Researchers themselves as the most important instrument in qualitative research. This statement may be specified by Bogdan & Biklen (1998): “the natural setting is the direct source of data and researcher is the key instrument in qualitative research” (Bogdan & Biklen 1998).

This study uses observation, and interviews and to obtain data. Researchers involved to hear, and see the process of session proposals, appointment of committee sessions, training sessions through the appointed head of the presentation sessions conducted by students in the musical and interview respondents to find understanding, feelings of acceptance and level of confidence in leadership among their . Interviews conducted after the students through a session proposal, the appointment of committee sessions, training sessions through the appointed head of the Recording sessions and audio-visual presentations conducted to obtain data as supporting information on interviews and observations. This is expressed by (Bogdan & Biklen 1998) the audio-visual recordings help researchers to obtain data quality teacher leadership.

To increase the validity and reliability of this study, researchers have used the triangulation involves the use of different sources of data collection. According Weirama (1991) triangulation is a technique for assessing the validity of the cross or assess data to the agreed findings.

Researchers using survey method using questionnaire instruments containing Likert scale in the form of questions and open types are used.

A pilot study on a group of elective music teacher has been made to refine the study instruments. The purpose of the pilot are to: a) Identify problems relating to the understanding and interpretation of survey questions, b) Repairing items that question unclear or misleading. There is a set of questionnaires are:- Answered by music elective teacher where they have to answer ten Likert scale questions and open questions.

Survey items are designed so that it is consistent with the validity of the content of interest. It was reviewed and approved by three music institute lecturers. To assess the reliability of the questionnaire, Cronbach Alpha coefficients were determined. The value obtained for the reliability of this questionnaire was 0.75 which is at an acceptable level. Thus, this questionnaire has been used for looking Teachers Through Quality perception of leadership and teaching in the development of personality.

SAMPLING

Study population includes students taking elective courses in music education consists of 20 undergraduate students in six semesters. Researchers using the observation method for recording data are among 20 students. Some students have been selected to be interviewed based on observations carried out. To get leadership effectiveness and personality development through musical element

triangulation of data sample audience of 100 people were selected based on the Malays, Chinese, Indian, Ethnic Sabah and Sarawak.

DATA ANALYSIS AND FINDINGS

From these findings, it appears TB1 teacher, agreed operational performance gives confidence to face and give instructions exactly and solve problems. This is expressed by student teachers TB1, "... my confidence increased when given directions"(TB1). This is also supported by data obtained through the items moving in concert management and a higher percentage of available updates with the agreed performance management carried out properly and neatly.

Rehearsals start on time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	1.0	1.0	1.0
	agree	42	42.0	42.0	43.0
	strongly agree	57	57.0	57.0	100.0
	Total	100	100.0	100.0	

TB2 Trainee teachers also agreed to the ability to overcome the problem, plan and get ideas through briefing sessions, management and training sessions improve confidence and able to lead a good part of that responsibility. This is expressed by student teachers TB2, "..... I did not expect them to follow the directions and"(TB2). Using data obtained through musical skill items showed a high percentage of participants for the presentation could not agree more.

Achieve goals at Ensemble rehearsals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	38	38.0	38.0	38.0
	strongly agree	62	62.0	62.0	100.0
	Total	100	100.0	100.0	

Students achieve goals within sectional rehearsals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	1.0	1.0	1.0
	Agree	39	39.0	39.0	40.0
	strongly agree	60	60.0	60.0	100.0
	Total	100	100.0	100.0	

In this musical understanding and mutual understanding among the key factors for the management and smooth running of the program. Through teacher interviews TB3, "we always follow the chief, if not difficult lo ..." This was based on the item "Performance both instrumental pop band totality" to obtain a higher percentage of strongly agree and is consistent with integration, acceptance, mutual understanding through music in shaping the quality of teachers through leadership and teaching in the development of personality.

Accept the leadership of cohesion among the countrymen not reflect an acceptable leadership and the teacher interview TB6, "..... should have respect, if they see I spend little tired of drinking"(TB6). Item question " Problem solving remains in solution mode" available data indicate a high percentage of strongly agree and is consistent that the elements of teacher quality through leadership practices and lessons in personality development has been successfully applied in a musical.

Problem solving remains in solution mode

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	1.0	1.0	1.0
	agree	41	41.0	41.0	42.0
	strongly agree	58	58.0	58.0	100.0
	Total	100	100.0	100.0	

The committee appointed in this musical as well as the need to provide paperwork to apply for approval. This is among the aspects of leadership when necessary to provide interaction with external agencies. Through teacher interviews TB4, "... I learned to deal and want to say how well" Item Data for the question " Issues find successful resolution," also get a higher percentage of strongly agree.

Issues find successful resolution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	2.0	2.0	2.0
	agree	37	37.0	37.0	39.0
	strongly agree	61	61.0	61.0	100.0
	Total	100	100.0	100.0	

Doing a presentation requires in-depth evaluation of the ideas and the order of presentation. Discussion of ideas, review and evaluate past performance attendance among the elements of leadership and the teacher interview TB5, "..... we all have to look at and carefully fear not show launches later" cue and item questions "Ensemble performs well at concert "giving a higher percentage of strongly agree.

Ensemble performs well at concert

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	53	53.0	53.0	53.0
	strongly agree	47	47.0	47.0	100.0
	Total	100	100.0	100.0	

Students are better friends at the end of the academic year, will help the quality of teachers through the teaching of leadership and personality development are also expressed by student teachers through interviews TB6, "..... we are proud and learn new things this added confidence"(TB6). This data is also show the item "Students are better friends at the end of the academic year" provides a higher percentage of strongly agree given by the audience in the implementation of the quality of teacher performance through leadership and teaching in the development of personality has been successfully applied in a musical.

Students are better friends at the end of the academic year.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	29	29.0	29.0	29.0
	strongly agree	71	71.0	71.0	100.0
	Total	100	100.0	100.0	

DICUSSION AND CONCLUSION

This study aimed to explore the views of trainees teachers undergraduate six semesters of teacher quality through leadership and teaching in the development of personality has been successfully applied in a musical.

The application of the quality of teachers through leadership and teaching in the development of personality has been successfully applied in a musical. From these findings, is elective music trainees felt that their help with the musical quality of teachers through leadership practices and lessons in personality development has been successfully applied in a musical

As a result of the findings of study, two main conclusions can be made:

- a. Each teacher education degree program elective music six semester to receive the application through the leadership of the quality of teachers and teaching in the development of personality has been successfully applied in a musical.
- b. Development and implementation of improvements to the quality of teachers through leadership and teaching in the development of the musical personalities to give better results in the scope of improving the quality of teachers as Teacher Standards Malaysia.

REFERENCES

- Balkwill, L.L & Thompson ,W.F (1999). A Cross Cultural Investigation of the Perception of Emotion in Music, *Music Perception*, 17, 43-64.
- Battisti, F. L. (1999). Teaching music the leadership component. *Music EducatorsJournal*, 85(6), 38-50.
- Burmeister, C. A. (1955). A study of community attitudes toward music education in the publicschoools of selected communities in Missouri. *Journal of Research in Music Education*, 3,77-91.
- Campbell & Scott Kassner (1994). *Music in Childhood: From Preschool through Elementary Grades*. New York: Schirmer Books.
- Cortello, C. (2009). *Everything we needed to know about business we learned playingmusic*. Metairie, LA: La Dolce Vita Enterprises.
- Czaja, Roland dan Blair,Johnny (1996). *Designing Surveys: A Guide to Decision and Procedures*. London. Pine Forge Press.
- Field, P.A.(2009). *Discovering Statistic Using SPSS,3rd edn* Singapore: SAGE Publication Asia Pacific Ltd.
- Gall,M.,J.P.,& Borg,W.(2003).*Educational research: An introduction*. Borton, MA: Allyn and Bacon.
- Hussein Mahmud, (1993). *Kepimpinan dan keberkesanan sekolah*, Kuala Lumpur : Dewan Bahasa dan Pustaka.
- J. Bamberger (1974). Progress report: Logo music project. Technical report, A.I Laboratory, Massachussets Institute Of Technology
- Jacob, E. (1987). Qualitative research traditions: A Review Of Educational Research 57(1):1-50
- JohnW.Creswell(1994).*ResearchDesign,Qualitative&QuantitativeApproaches*.California: Sage Publication, Inc.
- Kementerian Pendidikan Malaysia (2001), *Pembangunan Pendidikan 2001-2010*.Kertas kerja yang tidak diterbitkan.
- M.Baker . A computational approach to modeling musical grouping structure. *Contemporary Music Review*,3:311-325,1989.
- Merriam, A. (1964). *The anthropology of music*. Evanston, IL: Northwestern University Press.
- Merriam, A. (1964). *The anthropology of music*. Evanston, IL: Northwestern University Press
- Rajendran , Nagappan(2004).Teacher Education Program to Train Teachers toTeach Higher Thinking Skills: The Case of Universitiy Pendidikan Sultan Idris.
- Rashidah Ismail (2006 Julai 19). Pancaragam memupuk kerjasama *Berita Harian*,10.
- Rush, S., & Lautzenheiser, T. (2006). *Habits of a successful band director: Pitfalls and solutions* (Rev. ed.). Chicago, IL: GIA Publications.
- Somogy, M. A. (2003, October). High ideaphoria and teaching. *Johnson O'Connor Research Foundation, Bulletin 145*, 4.