

UNIVERSITI TEKNOLOGI MARA

**THE INFLUENCE OF PRINCIPAL
INSTRUCTIONAL LEADERSHIP PRACTICES ON
TEACHERS' SELF-EFFICACY AT AN
INTERNATIONAL BACCALAUREATE SCHOOL**

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of the requirements for the degree of
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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as references work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

Principal instructional leadership influences teachers' confidence in their ability to conduct teaching and learning processes. However, previous studies showed that principal instructional leadership practices that influence teachers' self-efficacy are not given enough attention in the settings of international school. This study intended to investigate principal instructional leadership practices and teachers' self-efficacy at an international school that offers the International Baccalaureate programmes. The study used a mixed-methods design which involves both quantitative and qualitative methods. The quantitative method involved 50 teachers, while the qualitative method involved four teachers from international school in Klang Valley. A questionnaire combining two scales namely Principal Instructional Management Rating Scale by Hallinger (1990), and Teacher Self Efficacy Scale by Tshannen-Moran and Hoy (2001) was used to obtain quantitative data. While, for qualitative method, the interview protocol was developed and validated by experts in this field. Result of the study revealed both principal instructional leadership practices and teachers' self-efficacy were at moderate levels. The findings also suggest that there is no significant relationship between principal instructional leadership practices and teachers' self-efficacy at IB School. Various implications were derived from the findings including contributes to the literature in leadership and psychology fields, provide an insight view to the private school principal to improve their instructional leadership skills and the related departments to develop a training programs for principals and teachers. The researcher also recommends that principal instructional leadership programs be developed, to enhance teachers' self-efficacy through continuous professional development programs and employment of a counselor for teachers.

Keywords: Principal Instructional Leadership, Teachers' Self-Efficacy, International Baccalaureate

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