

UNIVERSITI TEKNOLOGI MARA

**THE IMPACT OF FORM SIX
SENIOR ASSISTANTS'
INSTRUCTIONAL LEADERSHIP ON
TEACHERS' SELF-EFFICACY AT
RURAL SECONDARY SCHOOLS IN
SEGAMAT, JOHOR**

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Dissertation submitted in fulfillment
of the requirements for the degree of

Master of Education

(Educational Management and Leadership)

Faculty of Education

FEBRUARY 2023

ABSTRACT

Instructional leadership of a form six senior assistant is seen as the answer to sustain teachers' self-efficacy and improve students' achievement. However, an observation conducted by Ab Aziz, Said, Pudir & Kamlun (2021) found that many teachers in rural schools struggle with the seemingly insuperable difficulties associated with their teaching performances, claiming that things do not work the same within the context of their counterparts in urban schools (p. 2). Moreover, previous studies showed that form six senior assistants' instructional leadership practices that influence teachers' self-efficacy are not given enough attention, especially in the settings of rural secondary schools. Hence, this study investigated the impact of form six senior assistants' instructional leadership practices and teachers' self-efficacy at rural secondary schools in Segamat, Johor. The study used a quantitative research method involving 63 form six teachers from all rural secondary schools in Segamat, Johor. A questionnaire combining two different scales, Principal Instructional Management Rating Scale by Hallinger (1985) and the Teacher Self Efficacy Scale by Tshannen-Moran and Hoy (2001), was used to obtain quantitative data. The result of the study discovered that both form six senior assistants' instructional leadership practices and teachers' self-efficacy were perceived by the form six teachers at a high level. The correlation result also indicated a strong positive significant relationship between form six senior assistants' instructional leadership practices and teachers' self-efficacy at rural secondary schools in Segamat, Johor. Regression coefficient analysis also showed a significant and positive influence of instructional leadership styles on teachers' self-efficacy. The findings led to several implications, including contributions to the literature on instructional leadership of form six senior assistants, their best practices, and providing an insight view to the rural school to improve their instructional leadership skills and the related departments to develop a training program for school administrators and teachers. The researcher also recommended that school administrators should develop instructional leadership programs and continuous professional development programs for teachers to enhance their self-efficacy.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful.

All praises to Allah and His blessing for the completion of this research. First and foremost, I would like to express my deepest gratitude and appreciation to my supervisor *Prof. Dr. Chan Yuen Fook*, for his supervision, understanding, and patience. His willingness to share his knowledge to assist me in writing this thesis was greatly appreciated. Most importantly, he gave me positive encouragement and a warm attitude to complete this thesis. I also would like to thank my lecturers, *Associate Prof. Dr. Leele Susana Jamian*, *Associate Prof. Dr. Izaham Shah Ismail*, *Dr. Norazah Abdul Aziz*, *Prof. Teoh Sian Hoon* and *Dr. Sharifah Muzlia Mustafa*, for their guidance over the past one and a half years.

An extraordinary dedication goes to my late father, mother and family, who supported me endlessly and comforted me throughout this journey. I would also like to thank my friends and classmates for their positive encouragement and guidance in completing this research. Finally, I would like to thank all the people who had involved directly and indirectly in this research.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides the readers with enlightenment on the background of the study, which contains the significant issues that underpin the research on the form six senior assistants' instructional leadership and teachers' self-efficacy. The next part in this chapter continues by examining the problem statement, which serves as the foundation for the research objectives and research questions. The significances of the study are discussed before the operational definitions of the variables that were used in the research are comprehended. The last part is the conclusion, which sums up the whole chapter.

1.2 Background of Study

The Malaysian educational system requires a high-quality system to realise the mission and vision stated by the Ministry of Education Malaysia (MOE), which is to increase the potential of each individual to achieve national excellence (as cited in Mahmud, Jalil, Rahman & Murad, 2014, p. 125). In this regard, The Malaysian Ministry of Education (MOE) is committed to offering the best educational opportunities that are appropriate and accurate with the demands of preschool, primary, secondary, and post-secondary education to continue studying before enrolling in the institution of higher learning. As a result, the Ministry of Education (MOE) has boldly moved towards changing the educational system by developing the Education Development Plan 2013-2025. The Malaysian Education Development Plan (PPPM) 2013-2025 was developed to ensure that the curriculum meets international standards. This is because it has come to the Ministry of Education's (MOE) attention that the country needs to generate high-quality human capital capable of competing internationally. In this sense, the ministry must develop an education policy to generate a well-rounded and resilient student. The desire is shared by all schools in Malaysia, including pre-university students, to develop an education system capable of meeting Malaysia's educational aspirations.