

UNIVERSITI TEKNOLOGI MARA

**THE RELATIONSHIP BETWEEN SCHOOL
PRINCIPAL LEADERSHIP STYLE AND TEACHER
EFFICACY: A CASE STUDY**

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ABSTRACT

THE RELATIONSHIP BETWEEN SCHOOL PRINCIPAL LEADERSHIP STYLE AND TEACHER EFFICACY: A CASE STUDY

A principal's role in school is very important in maintaining or diminishing teacher efficacy. Henceforth, this study was conducted with the aim to examine the relationship between school leadership style and teacher efficacy especially in the remote or rural secondary schools in Sri Aman district, Sarawak, Malaysia. The descriptive correlative study involved 108 teachers from one of the secondary schools in Sri Aman district, Sarawak, Malaysia. The study was a case study that employed a mixed method approach where data were collected via a Multifactor Leadership Questionnaire (MLQ), Ohio State of Teachers' Efficacy Scale (OSTES) and semi-structured interviews. To analyze the data, a SPSS Version 16.0 was used for descriptive and inferential statistics to examine the strength and relation direction between the two variables namely the principal leadership style and teacher self-efficacy. The overall reliability for MLQ was established at 0.74 – 0.91 alpha level while OSTES at 0.86 – 0.90 alpha level. The findings revealed that teachers favored transformational leadership style and the least was laissez-faire leadership style. Findings also indicated that there was no significant difference among the three leadership style on the efficacy scale. However, there was a significant difference on classroom management and instructional strategies in leadership style. The findings also indicated that there was no clear relationship emerged from teachers' view between high efficacy and low efficacy teacher groups on the efficacy scales of student engagement or instructional strategy. The findings imply that the school principal must be aware that teachers must possess strong self efficacy to enable them to lead and guide their students to achieve an excellent results. Besides, teachers must be provided with proper assistance and guidance when needed, give motivation and encouragement and keep abreast with latest technologies and skills.

KEY WORDS: *Principal leadership style, teacher efficacy, transformational, transaction, and laissez-faire.*

ABSTRAK

HUBUNGAN ANTARA GAYA KEPIMPINAN PENGETUA SEKOLAH DAN KEYAKINAN GURU : KAJIAN KES

Peranan pengetua di sekolah adalah sangat penting dalam mengekalkan atau menghilangkan keyakinan guru. Oleh yang demikian, kajian ini dijalankan bertujuan untuk mengkaji hubungan gaya kepimpinan pengetua sekolah dan keyakinan guru terutama di sekolah menengah di kawasan luar bandar atau terpencil di daerah Sri Aman, Sarawak, Malaysia. Kajian diskriptif korelatif melibatkan 108 orang guru daripada salah sebuah sekolah menengah di daerah Sri Aman, Sarawak, Malaysia. Kajian ini adalah kajian kes yang menggunakan kaedah pelbagai cara di mana data dikumpul melalui MLQ, OSTES dan intebiu berstruktur. Bagi menganalisis data, SPSS Versi 16.0 digunakan untuk statistik diskriptif dan inferen bagi mengkaji kekuatan dan perhubungan arah antara dua pembolehubah iaitu gaya kepimpinan pengetua dan keyakinan guru. Keseluruhan kepercayaan untuk MLQ adalah pada 0.74 – 0.91 aras alfa sementara untuk OSTES adalah pada 0.86 – 0.90 aras alfa. Hasil kajian menunjukkan guru lebih mengemari gaya kepimpinan transformasi dan yang kurang diminati adalah gaya kepimpinan laissez-faire. Hasil kajian menunjukkan tiada perbezaan signifikan di ketiga-tiga gaya kepimpinan tersebut pada skala keyakinan. Walaubagaimanapun, terdapat perbezaan signifikan pada pengurusan kelas and strategi instruksional dalam gaya kepimpinan. Hasil kajian juga menyatakan tiada perhubungan yang jelas timbul daripada pandangan antara guru yang beryakinan dan guru yang kurang yakin pada skala keyakinan berkenaan penglibatan pelajar atau strategi instruksional. Hasil kajian menunjukkan bahawa seseorang pengetua sekolah mesti peka bahawa seseorang guru mesti mempunyai keyakinan diri yang kuat untuk membolehkan mereka memimpin and membantu pelajar mencapai keputusan yang cemerlang. Di samping itu, para guru mesti dibantu dan diberi tunjuk ajar jika perlu, beri motivasi dan galakkan dan seiring dengan perkembangan semasa teknologi dan kemahiran.

Kata kunci : *Gaya kepimpinan pengetua, keyakinan guru, transformasional, instruksional dan laissez-faire*

DEDICATION

This work is dedicated with love to;

My wife, Anne ak Langkan, my three children, Iona Raquel Siti, Andressen Wan Schmit and Andrick Owen for your belief in all I do, and your love.

Thank you.

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