

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.*

AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with regulations of Universiti Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledged as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any other 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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CHAPTER 1

INTRODUCTION

In order to meet the surging demands of educating children in the new millennium the Malaysian educators who possessed knowledge on how to lead a group of teachers in their respective schools to execute plan effectively and assess student achievement meaningfully. Besides, with the increased level of responsibility for principals and teachers in public education due, in part, to the Government Transformational Plan (GTP), Education National Key Result Areas (NKRA) and recently the Malaysia Education Blueprint 2013-2025, Malaysian educators must be creative and innovative to find ways and means on how to make a difference for students in classrooms so that the teaching and learning would be interesting.

However, Maxwell (2007) believed that everything rises and falls on leadership had been largely excluded from recent educational innovations. What types of behaviors should leaders nowadays must possess and portray to assign teachers to achieve educational goal in educating our young generation? Most importantly, leadership was the prime movers of performance in an organization. However, without leadership, the school would move slowly, stagnate and at the end would lose their way. Therefore, leadership was crucial in managing the school to be successful. Many approaches to the study of leadership were existed (Yukl, 2006) and it was the most widely studied concept (Greenberg & Baron, 2003) and was supported by Brown & Keeping (2005) ; Judge and Piccolo (2004) who asserted that no other theory had been researched more than transformational, transactional and laissez-faire leadership style.