

UNIVERSITI TEKNOLOGI MARA

**A CASE STUDY OF TEACHERS'
LEADERSHIP BEHAVIOURS AND
PRACTICES IN PROFESSIONAL
LEARNING COMMUNITIES (PLC)
LESSON STUDY APPROACH**

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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 referenced work. This dissertation 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

This case study was intended to study Teachers' Leadership Behaviours and Practices in Professional Learning Communities (PLC) Lesson Study approach. Respondents are Middle Level Academic Managers and teachers involving in Professional Leadership Communities (PLC) Lesson Study approach in the district of Saratok. As there are only five (5) secondary schools in the district, the number of respondents involved in the study is small in numbers and the findings are only relevant for this study. The study used Questionnaire and Interview Questions as instruments to collect data from respondents. Five (5) dimensions from Instructional and Transformational Leadership theories are selected and used as dimensions to identify Teachers' Leadership Behaviours and Practices in Professional Learning Communities (PLC) Lesson Study approach. The Questionnaire are adopted and adapted from Kouzes and Posner's Leadership Practices Inventory (2003) using 4 Likert Scale to abstract the relevant data needed for the study. The dimensions in the Practices Inventory include Enable Others to Act, Encourage the Heart, Model the Way, Inspired a Shared Vision, and Challenge the Purpose. Interview Questions were used to support the study and investigate other factors that are contributing to Teachers' Leadership Behaviours and Practices in Professional Learning Communities (PLC) Lesson Study approach. The dominant dimension is Encourage the Heart as teachers are of the opinion that Teachers' Leadership Behaviours and Practices begin with winning the heart of teachers before teachers would act or being inspired by other dimensions in the Instructional and Transformational Leadership theories. Teachers' Leadership Behaviours and Practices are also influenced by other factors such as lack of confidence, low self-esteem, lacking knowledge to lead, and burnout in their profession. The study is therefore fresh and useful for School Administrators and Assistant School Administrators to prepare teachers' participation in leading roles needed in Professional Learning Communities (PLC) Lesson Study approach set by the Malaysia Education Blueprint (MEB) 2013-2025.

TABLE OF CONTENTS

	Page
AUTHOR'S DECLARATION	i
ABSTRACT	ii
ABSTRAK	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xii
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvi
CHAPTER ONE: INTRODUCTION	
1.1 Introduction	1
1.1.1 Teacher' Leadership Behaviours and Practices in Professional Learning Community (PLC) Lesson Study Approach	4
1.1.2 Role of Middle Level Academic Managers as Instructional and Transformational Leaders in Professional Learning Communities (PLC) Lesson Study Approach	5
1.1.3 Role of School Principal as Instructional and Transformational Leaders under the Professional Learning Communities (PLC) Lesson Study Approach	9
1.1.4 Professional Learning Communities (PLC) Lesson Study Approach	10
1.2 Background of the Study	12
1.3 Problem Statement	14

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

Teachers' Leadership Behaviours and Practices in the study looks into the two levels of teaching staff leadership behaviours and practices in schools. This would include teachers in classroom settings and school Middle Level Academic Managers (Panel and Department Heads) in administrative settings. The study focuses on Teachers' Leadership Behaviours and Practices in the School Transformational Programme, the Professional Learning Communities (PLC) Lesson Study Approach.

Being grounded in classroom settings and the desire to improve quality of teaching and learning for all students are what teachers' roles in schools. Their roles are limited in scope and established at the prerogative of School Administrators or Head Teachers. Their Teachers' Leadership Behaviours and Practices are hardly seen outside the classroom settings, instructional in nature and as such have traditionally lacked flexibility and limited in nature (Bennett *et al.*; 2007). Often the decision to take on leadership for teachers would require them to take decision to get out of teaching and into administrators.

The Middle Level Academic Managers responsibility is leading the ways towards approaches in improving students' academic performances, creating the conditions for effective teaching with appropriate resources, participating in learning and curriculum delivery and developing schools as PLC (Bennett *et al.*; 2007). Middle Level Academic Managers are actively involved in change management, either as initiators or as part of a team implementing change. As agent of change and Middle Level Academic Managers, their Teachers' Leadership Behaviours and Practices are more complex involving implementation of school vision and strategic planning, getting insight into teachers' current beliefs and practices, creating awareness of the