THE RELATIONSHIPS BETWEEN INSTRUCTIONAL LEADERSHIP BEHAVIOR, SCHOOL CLIMATE AND TEACHER EFFICACY IN SECONDARY SCHOOLS IN KEDAH

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Abstrak


Kata kunci: Tingkah laku kepimpinan pengajaran, Iklim sekolah, Efikasi guru, Sekolah menengah, Maklum balas
Abstract

Leadership of school principals influences teachers’ belief in their ability to execute classroom instructions. Nevertheless, previous reports showed that instructional leadership behaviors that influence school climate and teacher efficacy were not given its due attention in the context of Malaysian classroom instructions. This study aimed to identify the influence of instructional leadership behaviors on school climate and teacher efficacy. Specifically, it intended to examine which instructional leadership behaviors factors are the predictors of school climate and teacher efficacy, as well as to determine whether school climate is the mediator between instructional leadership behaviors and teacher efficacy. The study used quantitative method, involving 340 teachers from regular secondary schools in the state of Kedah. The instruments used in this study consist of Instructional Leadership Behavior Instrument developed by the researcher, School Level Environment Questionnaire developed by Johnson, Stevens, and Zvoch in 2007 as well as Teacher Self Efficacy Scale developed by Tschannen-Moran and Hoy in 2001. Data analysis involved percentage, correlation, stepwise and hierarchical multiple regression. Results of the study revealed that instructional leadership behaviors factors namely, giving feedback, giving praise, encouraging and supporting diverse teaching and learning approach, emphasizing the study of teaching and learning, supporting collaboration effort, and initiating teamwork were predictors of school climate. Besides, giving feedback, making suggestions, encouraging and supporting diverse teaching and learning approach, doing action research to inform decision making, and supporting collaboration effort were predictors of teacher efficacy. The results of hierarchical regression suggested that school climate was not a mediator for instructional leadership behaviors and teacher efficacy. This study contributed to instructional leadership field that emphasizes on the importance of factors of instructional leadership behaviors, school climate and teacher efficacy. The findings can be used to develop policies related to enhancing quality of classroom instructions.

Keywords: Instructional leadership behaviour, School climate, Teacher efficacy, Secondary School, Feedback
Acknowledgement

Praises to Him all glory is due!

The inspiration for starting a journey to complete my PhD degree came when I received a new appointment as a senior lecturer at Institut Aminuddin Baki. The last four years have been a lonely journey but I am grateful for the many people around me who have consistently encouraged me to continue what I have started.

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Finally, the completion of the research is not the end of what I have started. Though some new insights into what I was investigating have been uncovered and the experience has been life-alternating, I look forward to pursue more exciting experience in uncovering what school leaders could do to make schools more exciting for the students. Wish me well, folks!
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List of Abbreviations

OECD - Organization for Economic Co-operation and Development

PIMRS - Principal Instructional Management Rating Scale

OHI – Organizational Health Inventory

OCDQ – Organizational Climate Description Questionnaire

SLEQ - School Level Environment Questionnaire

TSES - Teacher Self-Efficacy Scale

OSTES - Ohio State Teacher Efficacy Scale
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Educationists and the public in general are concerned over what contributes to the success and effectiveness of a school. As a matter of fact, the success of school is influenced by myriad factors; some are within the school control while others are beyond the school interference (Coleman et al., 1966; Edmonds, 1979). Educational researchers seeking an answer for this matter have found various factors within school control that contribute to school success. Among others, leadership in school has been identified as an important factor that influences student academic achievement (Alig-Mielcarek, 2003; Andrews & Soders, 1987; Hallinger, 2009; Sanzo, Sherman, & Clayton, 2011). These researchers, however, agreed that the influence of leadership on student academic achievement was indirect.

The search then is to find how school leadership could contribute to student academic achievement. Effective school and school improvement research identified leadership, school climate and teacher quality as school factors that can make a difference on student achievement (Gu, Sammons, & Mehta, 2008; Hoy, Tarter, & Hoy, 2006; Kementerian Pelajaran Malaysia, 2012; Marks & Printy, 2003; Purkey & Smith, 1983). Others mentioned certain style of leadership, i.e. instructional leadership exercised by school principal to have influence on student achievement (Alig-Mielcarek, 2003; Hallinger, Bickman, & Davis, 1996; Opdenakker & Damme, 2007). In view of this, the Kedah State Education Department has identified enhancing instructional leadership capability among the school leaders as one of the
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