

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

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Abstrak

Kepimpinan pengetua mempengaruhi keyakinan guru mengenai kebolehan mereka melaksanakan pengajaran di dalam bilik darjah. Namun begitu, kajian lepas mendapati tingkah laku kepimpinan pengajaran yang mempengaruhi iklim sekolah dan efikasi guru kurang diberi perhatian terutamanya dalam konteks pembelajaran dan pengajaran sekolah di Malaysia. Kajian ini bertujuan untuk mengenal pasti pengaruh tingkah laku kepimpinan pengajaran terhadap iklim sekolah dan efikasi guru. Secara khusus, kajian ini bertujuan untuk meneliti apakah faktor tingkah laku kepimpinan pengajaran merupakan peramal kepada iklim sekolah dan efikasi guru, serta menentukan sama ada iklim sekolah berperanan selaku perantara bagi tingkah laku kepimpinan pengajaran dan efikasi guru. Kajian ini menggunakan kaedah kuantitatif yang melibatkan 340 orang guru sekolah menengah harian di negeri Kedah. Alat ukur yang digunakan terdiri daripada *Instructional Leadership Behavior Instrument* yang dibina sendiri oleh penyelidik, *School Level Environment Questionnaire* yang dibina oleh Johnson, Stevens, dan Zvoch pada 2007 serta *Teacher Self Efficacy Scale* yang dibina oleh Tschannen-Moran dan Hoy pada 2001. Data dianalisis dengan menggunakan peratus, korelasi, regresi berganda stepwise dan hierarki. Hasil kajian menunjukkan faktor tingkah laku kepimpinan pengajaran iaitu memberi maklum balas, memberi pujian, menggalakkan dan menyokong pelbagai pendekatan pembelajaran dan pengajaran, memberi penekanan kepada latihan pembelajaran dan pengajaran, menyokong usaha kolaboratif, dan memulakan kerja pasukan adalah peramal kepada iklim sekolah. Di samping itu, memberi maklum balas, memberi cadangan, menggalakkan dan menyokong pelbagai pendekatan pembelajaran dan pengajaran, membuat keputusan berdasarkan data kajian tindakan, dan menyokong usaha kolaboratif merupakan peramal kepada efikasi guru. Hasil regresi hierarki menunjukkan iklim sekolah bukan merupakan perantara bagi tingkah laku kepimpinan pengajaran dan efikasi guru. Kajian ini memberi sumbangan terhadap bidang kepimpinan pengajaran dengan menekankan kepentingan faktor tingkah laku kepimpinan pengajaran, iklim sekolah dan efikasi guru. Dapatan kajian boleh digunakan untuk membentuk polisi berkaitan dengan peningkatan kualiti pengajaran.

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

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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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