

The Implicit Contribution of Principal's Self-Awareness Towards Teacher Self-Efficacy

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Abstract: The main focus of this study was to look at the influence of the authentic leadership of the principals and the self-efficacy level of teachers in Pendang district, Kedah. The quantitative survey method using the questionnaire was adopted in this study. The study respondents consisted of 254 teachers randomly selected from 10 national secondary schools in Penang district, Kedah. The benchmark used for authentic leadership is to use the Authentic Leadership Questionnaire (ALQ -Version 1) of the original instrument developed by Avolio, Gardner, and Walumbwa (2007). Similarly, the teacher self-efficacy questionnaire was used in Hoy and Woolfolk's (1993) short form of the Teacher Efficacy Scale developed by Moran, Hoy, and Hoy (1998). The findings show that there is a significant relationship between the dimensions of authentic leadership and the self-efficacy of teachers in Pendang, Kedah. However, there is only one dimension that influences the teacher's self-efficacy, which is the dimension of self-awareness. Based on the findings of this study, it is hoped that it will contribute useful information to help educators in cultivating the principals' leadership style and high levels of teacher self-efficacy to produce symmetrical human capital.

Keywords: Authentic leadership, teacher self-efficacy, leadership style relationships.

1. INTRODUCTION

In realizing the goals of the government towards a developed nation, key access is through quality leadership in transparent education in terms of quality, ability to achieve goals for excellence, and inspiring and motivating organizations, as stated in the Malaysian Education Development Plan (MEDP) 2013-2025 (Ministry of Education, 2013). As stated in the MEDP 2013-2025; "Academic leaders are entrusted with their positions because they are believed to have the knowledge, integrity, determination, sense of responsibility, motivation, and endurance needed to produce outstanding performance and results."

The school leadership must be accomplished with high competence, high moral standards, and a strong commitment to trust and civilization. Of the noble nature, one cannot be born in a rude language. As such, authentic leadership styles are the focus of this research as they are leaders who exhibit genuine leadership, consistent with the beliefs and values they hold, not deceiving while in leadership and leadership rather than in rank and self-esteem (Shamir & Eilam, 2005). In line with the fifth shift (ensuring that high-quality leadership is placed in each school) and eleven (increasing transparency for direct public accountability) in the MEDP (2013-2025), it was found that this authentic leadership can sustain the

government's aspirations. Further studies also suggest that authentic leaders can build teachers' beliefs based on their personalities and principles. Legutko (2020), on the other hand, stated that leaders should retain the confidence of subordinates as long as they are straightforward, consistent, have strong values, remain agile, ready to negotiate, fulfil work criteria and demands, and stay committed to the community rather than to the personal interest. Also, Mohd Faiz, *et al.* (2020) also suggested that leadership is an important process, working together as a team and setting goals as a unit. The position of the school principal is therefore required to ensure that the process follows the goals and has a devotional effect whilst, as a whole, restoring the capacity of teachers and, as a result, making learning for students in the classroom and in school more beneficial in particular. Teachers will respond positively by fully cooperating in any form of school activity with a substantial competence leader (Chuang, Bird, & James 2011).

2. LITERATURE RESEARCH

2.1. Authentic Leadership

Avolio, Luthans, and Walumbwa (2004) have defined authentic leaders as being very careful in the way they think and act and they are seen as possessing this conscience not only in themselves but also in their moral values and other personal characteristics. They call themselves authentic leaders, acting on the values and beliefs of the people to build

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their credibility and to gain the respect and confidence of their subordinates.

2.2. Authentic Leadership Dimensions

According to Avolio, Gardner, and Walumbwa (2007), authentic leadership is evaluated through a 16-item scale consisting of four dimensions:

2.2.1. Self-Awareness

Leaders who are aware of their strengths and weaknesses and who have the confidence to make decisions. Understandably, Raham, Abiodullah, and Quraishi (2010) say that leaders become more efficient when they have the knowledge, know their strengths and weaknesses, and their actions are easily understood by others.

2.2.2. Transparency

Being honest with others, being able to share thoughts and emotions, and being able to assess positive and negative aspects. Walumbwa *et al.* (2008) understand transparency in relationships as the words of leaders and their actions. According to Raham *et al.* (2010) whereas transparency in the context of democratic education is expressed by making decisions following clear and ethical rules.

2.2.3. Internal Moral Perspective

Uses internal moral standards and values to guide followers by reducing external control. Authentic leaders have moral values and values that emphasize the importance of being together (Avolio & Gardner, 2005; Gardner, Avolio, Luthans, May, & Walumbwa, 2005). Their actions and decisions are based on these values and beliefs (Shamir & Eilam, 2005; Yukl, 2010).

2.2.4. Balance Processing

Leaders who can consider others' opinions before making any decisions and reduce the decision-making process are biased. It can then analyze great objectives before making a decision based on excellent information (Gardner *et al.*, 2005). Leaders also have access to different perspectives in making decisions. However, some individuals prevent interference and try to be objective in the analysis of available information (Kernis, 2003).

2.3. Self-Efficacy of Teachers

Self-efficacy is the personal belief of a successful person and can manage the activities required to

produce results (Bandura, 1977). According to Gibson and Dembo (1984) teachers' self-efficacy is their belief in the ability to make positive changes in student behavior and achievement. Self-efficacy refers to the confidence to succeed and overcome challenges, and in the classroom, context is to successfully teach and promote student learning (Soodak & Podell, 1996). In this regard, self-efficacy has been positively associated with teaching quality (Justice, Mashburn, Hamre, & Pianta, 2008) and student achievement (Guo, Piasta, Justice, & Kaderavek, 2010.)

According to Nurul Hidayu (2017) self-efficacy refers to the level of confidence in the individual in understanding how the individual builds confidence and detects their abilities. In line with the study conducted by Mehmood (2019), teacher self-efficacy was defined as teacher confidence in their ability to promote learning. As a result, teacher self-efficacy has a positive effect on teacher performance and makes teaching more effective.

Thus, in theory, teachers themselves draw from the self-conceptualization of Bandura (1986) and refer to teachers' perceptions of their effectiveness in fulfilling their role in achieving a set of educational objectives, such as facilitator learning and student development (Skaalvik & Skaalvik, 2010). Also, Moran, Hoy, and Hoy (1998) also highlight teachers' self-efficacy as teachers' confidence that they can successfully implement teaching tasks in specific contexts. It affects the general orientation of teachers in the educational process as well as the specific teaching activities. Establish a positive learning environment to foster the development of student competencies that depend on the talent and perceptions of teachers (Bandura, 1997). According to Gibson and Dimbo (1984) furthermore, teachers who have high self-efficacy in teaching confidence will have more time for academic activities, provide more guidance to overcome student difficulties, and praise their academic achievement.

They use innovative teaching methods, effective classroom management techniques, monitor student progress, and direct students to inquiry-based learning (Czerniak & Chiarelott, 1990). As such, they are found to be more willing to teach and maintain this teaching activity (Moran & Hoy, 2001). As a result, teachers will see their teaching activities as successful, and there will be increased self-efficacy in the future (Moran & Hoy, 2007).

2.4. Theoretical Application

2.4.1. Authentic Leadership Theory

Authentic leadership models are models that have been developed and based on both empirical theories and have been varied according to contemporary societal changes from transformational leadership (Walumbwa *et al.*, 2010). Authentic leadership is, therefore, a style or model of leadership in which the leader is true to himself while leading and viewed by those who are led as sincere and honest people. Luthans and Avolio (2003) have defined authentic leadership as a process of generating positive psychological capabilities and highly organizational contexts and developing positive self-knowledge and behaviors in both leadership and leadership.

However, according to the same author, Luthans and Avolio (2003) we can identify an authentic leader if we can identify some of the key features: a) They know themselves well and they know what they believe; b) They demonstrate transparency and consistency between their ethical values and actions; c) They focus on the development of psychological quality such as, their confidence, their hope, and their resilience and their followers; d) They are recognized and respected by their integrity.

2.4.2. Theory of Self-Efficacy Theory

According to Bandura (1997), it is argued that the level of individual confidence in one's self and ability is known as self-efficacy theory. Furthermore, this theory describes the level of individual confidence in the ability to perform certain tasks. This theory of self-efficacy predicts that teachers with high efficacy will work harder and last longer even when students are hard to teach, but these teachers believe in themselves and their students (Woolfolk, 1998).

According to Absha Atiah Abu Bakar and Mohd Isa Hamzah (2019), this theory of self-efficacy is a different expectation of efficacy that is seen from expectations to outcomes or outcomes. They formulate expectations of effectiveness meaning that individuals believe that they will succeed in creating the behaviors needed to produce results. On the contrary, revenue expectations are related to the assumption that behavior will generate a certain amount of income. For example, a student may believe that a particular behavior will produce the expected result, but the student may not believe that he or she can perform the behavior that will result in the amount being shown.

Therefore, decisions that are often associated with self-efficacy are about behavior or achievement. In line with this theory, pioneers have linked the response to self-efficacy with achievement. In this regard, Bandura (1977) also states that individuals with high self-efficacy are expected to work more diligently and diligently, even though they may be in difficulties but do not doubt their abilities.

3. RESEARCH PROBLEMS

This is in line with a study by Qu, Dasborough, Zhou, and Todorova (2019) who conclude that authentic leaders are capable of establishing a good work culture as they serve as role model for employees in carrying out their responsibilities. However, Crawford, Dawkins, Martin, and Lewis (2019) point out that authentic leadership is a strategy that has been applied to address unethical leadership behavior problems. However, a study conducted by Siti Fairros Saffardin and Al Amin Mydin (2019) states that the level of authentic leadership practice of kindergarten teachers in Georgetown, Penang is at a moderate level. This phenomenon occurs because authentic leadership promotes transparent relationships and employee confidence in leadership within an organization which is clearly stated in the study by Chuang *et al.* (2011) where trust is a key component of school effectiveness, for example, authentic leaders also involve teachers in the decision-making process that will enhance teacher effectiveness in effective teaching and learning.

Moreover, research by Mohd Norakmar Omar, Siti Noor Ismail, and Abd Latif Kasim (2019) suggest that the influence of a leader is a key factor in changing teacher self-efficacy. This finding is reinforced in a study by Nagar, Schwabsky, and Firstater (2019) who stated that self-efficacy is important for predicting leaders' leadership in organizational management and teacher education.

On the other hand, a study by Bandura (1992;1994) stated that individuals with low self-efficacy at the same time were more likely to visualize potentially negative outcomes in a variety of scenarios, set challenging goals, and when faced with such situations, individuals those with low self-efficacy will experience deep-rooted self-doubt in their negative perception of their abilities. Furthermore, Bandura also found that a person's mind is directly affected by both the ability and the exploration to complete a task if one's perception of one's self-efficacy is low. This is reinforced by recent

studies by Gundela, Piroa, Straubb, and Smitha (2019) explaining that teachers' self-efficacy experienced declines for the first time they were provided with simulated experiences for self-taught teaching programs. This is in line with previous studies by Bellibas and Liu (2017) explaining that the factor in reducing teacher self-efficacy is due to a lack of skills, knowledge, and teaching experience. Researchers have found no previous studies on authentic leadership and dependent variables, teacher self-efficacy, which are the main gaps in this scientific research study. However, based on past research on authentic leadership and confidence, self-efficacy, and work engagement in the organization can serve as a guide for researchers to continue their research on selected research topics. Following on from this issue, researchers have chosen a study on the influence of authentic styles of national high school principals towards teacher self-efficacy.

3.1. Objective of the Study

This study aims to investigate how the principal authentic leadership (equal treatment, self-awareness, an internalized moral perspective and relation transparency) affects teachers' commitment, especially in Pendang, Northern Malaysia, for secondary school teachers.

3.2. Research Hypotheses

Ho1: There is no significant influence between Balanced Processing and teacher commitment

Ho2: There is no significant influence between self-awareness and teacher commitment.

Ho3: There is no significant influence between Internalized Moral Perspective and teacher commitment

Ho4: There is no significant influence between Relational Transparency and teacher commitment

3.3. Conceptual Framework

The conceptual framework is constructed based on two variables. The independent variable is authentic leadership and the dependent variable is self-efficacy as shown as Figure 1.

4. METHODOLOGY OF THE STUDY

4.1. Research Design

This study is a survey study using data collected through the questionnaire form. According to Chua (2006), stating that survey method is one of the most popular research methods because of its comprehensive use, easy and fast way of collecting data with large sample size, information can be collected directly from the respondents and the results of this study can be generalized to the population properly and effectively. Subsequently, the data obtained are analyzed according to the research questions, and hypotheses stated in chapter one.

4.2. Population and Sample Sampling

The population of this research is limited to the secondary school teachers in Pendang district, Kedah. Based on data from Pendang District Education Office, the population of teachers in ten secondary schools is 746 teachers with a total of 229 male teachers and 517 female teachers in 2019. Random sampling techniques are used for school sampling as there are only ten daily high schools in Pendang, Kedah. However, the sample selection of 254 teachers was selected using the formula (Krejcie & Morgan, 1970).

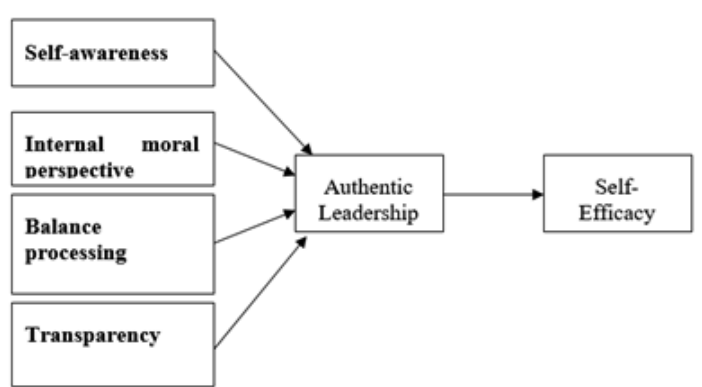


Figure 1: Relationship between Authentic Leadership and Self Efficacy.

4.3. Survey Instrument / Instrument

Measurements or intrusions of the study are an important factor in gathering information in this study. A set of questionnaires was developed based on the Authentic Leadership Questionnaire (ALQ -Version 1) of the original instrument developed by Avolio *et al.* (2007). Similarly, the questionnaire on the self-efficacy of the research teacher used Hoy and Woolfolk's short form of the Teacher Efficacy Scale developed by Moran, Hoy, and Hoy (1998). Subsequently, this set of questionnaires was divided into four sections, section A contained questionnaires on authentic leadership, section B was on teacher self-efficacy, part C was on teacher background and part D was on school demographics.d) Pilot Test.

This pilot study was conducted on 30 teachers from one of Alor Setar National Secondary School, Kedah consisting of randomly selected male and female teachers. This study was conducted to address the cross-cultural problem as the questionnaire was entirely dependent on the questionnaire from western countries. According to Fauzi Hussin, Jamal Ali, and Mohd Saifoul Zamzuri Noor (2014) researchers have used translation utilising equalization or functional matching in this pilot study to address the issue of suitability of questionnaires adapted in the country where the study was conducted. Further, according to Othman Talib (2013), the selection of respondents in this pilot study of 30 people is considered to be the maximum because the number that exceeds this limit will not provide any additional information for the improvement of the questionnaire. This questionnaire was analyzed using SPSS version 25 to obtain reliability index values. Alpha Cronbach's technique was used to test reliability.

According to Nunnally (1978) to determine the validity of the test, the principle used is that the alpha for each dimension should be between .70 to .90. Nevertheless, Nunnally (1967) proposes that a moderate alpha value between 0.5 and 0.6 is still acceptable. An alpha coefficient of 0.8 or higher indicates good reliability of the survey, but some researchers have found 0.6 and above to be acceptable especially for preliminary studies (Chua, 2012). Accordingly, Perry, Charlotte, Isabella, and Bob (2004) state that if the reliability value is 0.90 or above, the reliability value is very high, 0.70 to 0.90 is high-reliability value, 0.50 to 0.70 is low to high reliability, and 0.50 below its reliability value. is low. The results of Alpha Cronbach's reliability index for this pilot study

were 0.86. Therefore, this questionnaire is valid and can be used in this study.

4.4. Procedures

Before data collection and project documentation, the step taken by the researcher is to seek approval from the Awang Had Salleh Graduate School (AHSGS) of Universiti Utara Malaysia. The next move is to seek approval from the Department of Planning and Policies of the Ministry of Education of Malaysia to act as the Ethical Testing Committee for more URL study authorisation in any school setting: <https://eras.moe.gov.my/>. Following the approval of the Ministry of Education, which is considered to be an Ethical Research Committee for Malaysian Schools, written permission was given to the State Education Department of Kedah and the Pendang District Education Office. Besides, the researcher will approach and remind the principal of the selected national high school to distribute the questionnaire. A set of 280 questionnaires was printed and distributed to designated schools. To order to facilitate the method of administering the questionnaire, the researcher sought help from the school management assistant engaged in administering the questionnaire to the respondent (teacher). Teachers were given ample time to answer the questionnaire, and they were also told that they could decline at any time if they were uncomfortable answering the questionnaire. After a week, the researcher collects the questionnaire from the school administration. The data will be recorded in IBM SPSS version 25 in stages and the results will be obtained from the analysis.

5. RESULTS

Based on Tables 1, 2 stepwise regression tests showed that the dimensions of authentic leadership self-awareness were significant predictors of teacher self-efficacy with $R = .322$, $t = 5.398$, $p = .0001$. In addition, the principal's self-leadership dimension of self-efficacy also explained the variability in teacher self-efficacy variance with $R^2 = .104$, $F(1,252) = 29.135$ and significant at the $p = .0001$ level. $R = .322$ values indicate that the dimensions of authentic leadership self-awareness are positively related to teacher self-efficacy, the higher the principal's authentic leadership, the higher the teacher's self-efficacy. $R^2 = .104$ explained that the dimension of authentic leadership self-awareness contributed 10.4% to the variability of teacher self-efficacy variance.

Table 1: Results of the Authentic Leadership Regression Test (dimensions of self-awareness, information processing balance, moral values, and communication transparency) Non-Predictors of Teacher Self-Efficacy

Model	R	R ²	R ² standardized	Standard error	Change Statistic				
					Change R ²	Change F	df1	df2	Sig. F
1	0.322 ^a	0.104	0.100	0.316	0.104	29.135	1	252	0.000

a. Predictors: (Constant), Self-awareness.

b. Independent variables: Self-efficacy of teachers.

Table 2: ANOVA

Model	Sum of squares	df	Mean squares	F	Sig.	
1	Regression	2.903	1	2.903	29.135	0.000 ^b
	Residual	25.110	252	0.100		
	Total	28.013	253			

a. Dependence variable: Teacher self-efficacy.

b. Predictor: (Constant), self-awareness.

The conclusion that can be expressed here is that the dimension of consciousness has the most significant predictor and influence on the self-efficacy of teachers in Pendang, Kedah. Accordingly, for the dimensions of communication transparency, moral values and the balance of information processing are not in the table above because these dimensions are not direct predictors of teacher self-efficacy. Therefore, the regression equations that can be formulated based on these statistics are:

$$EKG = 3.17 (\text{Cons}) - .206 (\text{Self-awareness})$$

6. DISCUSSION

Based on the findings of the stepwise regression study, it has been observed that only the dimensions of authentic self-leadership affect the degree of self-efficacy of teachers in Pendang, Kedah. For other aspects, the quality of information collection, spiritual principles, and openness of communication are not predictors of the level of self-efficacy of teachers in Pendang, Kedah. It can be inferred that the element of self-awareness has always been a crucial priority in the leadership style of the principals in the Pendang District, Kedah, to continue to lead school leadership.

The findings of this study were supported by Mohamad Razi Ashbihani (2013), who studied the authentic practice of principals and teaching commitment at secondary school in the Muar district of Johor, where researchers found that the dimension of self-awareness is the most commonly used dimension of outstanding principals in the area. The findings of

this research are further confirmed by a study by Qureshi *et al.* (2019), which studies the culture of authentic leadership in Pakistani organisations, has finds that authentic leadership is still a major indicator of discontent at the workplace, where an organisation with sincere leaders will minimize frustration at the workplace and enhance a healthy working atmosphere and unity.

Such results are also consistent with the research by Haryokusumo (2016) which explored the influence of authentic leadership on positive feelings, values, and aspirations and their effects on the organizational engagement to find authentic leadership that has a positive impact on perceptions ($r = 0.619$, $p \leq 0.01$) and then on genuine leadership. A positive impact on trustworthiness ($r = 0.914$, $p \leq 0.01$) and, lastly, a positive positive effect on positive sentiment ($r = 0.671$, $p \leq 0.01$).

Accordingly, the findings of this study, in line with the study by Semedo, Coelho, and Ribeiro (2019), which examined authentic leadership, job well-being, and affective commitment in Cape Verde, located in the Santiago and Sao Vicente Islands, found that there was a relationship between leadership authenticity and well-being at work. The findings of the analysis by Semedo *et al.* (2019) show that trustworthy leadership has a significant impact on the well-being of the workforce ($r = 0.049$, $p < 0,001$). Such results suggest that true leaders play a significant role in building a constructive and stimulating social sense and making their followers more relaxed.

The findings of this study show that the influence of authentic styles of leadership can be seen as an excellent communicator of organizational culture in enhancing employee self-efficacy and increasing trust in leadership (Avolio *et al.*, 2004; Gardner *et al.*, 2005; Walumbwa *et al.*, 2017). Researchers see that authentic leadership benefits from being positive in terms of positive emotions (Jensen & Luthans, 2006), engaging in more meaningful tasks (Gardner *et al.*, 2005), motivating higher organizations (Ilies, Morgensen and Nahrgang, 2005), fulfilling collaborative work with leaders and employees (Jensen & Luthans, 2006) and creating high self-efficiency for them.

7. CONCLUSION

Authorities need to have in-depth access to the Values through the introduction of courses on credible leadership activities in online education organizations and frequent in-service training courses. Authentic leadership practices in school management and administration can be applied to the principals of this course. It constantly motivates strategies for the introduction of realistic forms of leadership by school administrators and senior management staff, so that they can be a consistent occurrence in school leadership.

Overall, it has been found that only the dimensions of authentic self-leadership influence the level of self-efficacy of teachers in Pendang, Kedah. Researchers concluded that the element of self-awareness has also been a crucial priority in the leadership style of principals in Pendang, Kedah, to continue to lead school leadership. The researchers' hope, based on the findings of this study, is that they can provide useful information to help educators, the Pendang District Education Office, the Kedah State Education Department, and the Ministry of Education of Malaysia cultivate the leadership style of the principals and the high level of self-efficiency of teachers in producing the same human capital. Furthermore, credible leadership is commonly exercised in education institutions so that transformational strides can meet the priorities outlined in the Malaysian Education Development Plan 2013-2025.

7.1. Recommendation and Limitation of the Study

Accordingly, based on the findings of this study, it has had a positive impact on educational leadership. Authorities need to have in-depth access to the Values through the introduction of courses on credible

leadership activities in online education organisations and frequent in-service training courses. Authentic leadership practices in school management and administration can be applied to the principals of this course. It constantly motivates strategies for the introduction of realistic forms of leadership by school administrators and senior management staff, so that they can be a consistent occurrence in school leadership.

Overall, it has been found that only the dimensions of authentic self-leadership influence the level of self-efficacy of teachers in Pendang, Kedah. Researchers concluded that the element of self-awareness has also been a crucial priority in the leadership style of principals in Pendang, Kedah, to continue to lead school leadership. The researchers' hope, based on the findings of this study, is that they can provide useful information to help educators, the Pendang District Education Office, the Kedah State Education Department, and the Ministry of Education of Malaysia cultivate the leadership style of the principals and the high level of self-efficiency of teachers in producing the same human capital. Furthermore, credible leadership is commonly exercised in education institutions so that transformational strides can meet the priorities outlined in the Malaysian Education Development Plan 2013-2025.

7.2. Limitation of the Study

The study also faces its constraints, which should be improved to improve research in the future. Limitations include: 1) The study is therefore limited to a restricted number of participants. We also suggest that researchers use a wider range of sampling methods in this area. More teachers, including rural and urban schools, should be included in future studies to better understand the status of current teacher supervision. Qualitative data are important to obtain insight into the essence of contextualized similar approaches inherent in credible leadership 2) Researchers are often urged to use a broader variety of sampling techniques. Longitudinal experiments and hybrid approaches (e.g. quantitative and qualitative test design) must be carried out in the future to provide a clear impression of the success of teaching supervision. For example, research into mixed methods of honest leadership in schools, which are objectives of social change and can not be achieved, is useful. This style of research provides insightful in-depth examples of how relationship models such as real leadership are formed. To validate the results of the survey report, the

future analysis uses other approaches, including screening techniques and material marking, including interviews, communications, situations, videotapes, etc. to determine trustworthy leadership. This will also benefit from less arbitrary individual success tests based on the findings of professional research.

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