



# THE INFLUENCE OF PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP TOWARDS TEACHERS' COLLECTIVE EFFICACY IN RURAL SECONDARY SCHOOLS OF KANOWIT, MALAYSIA

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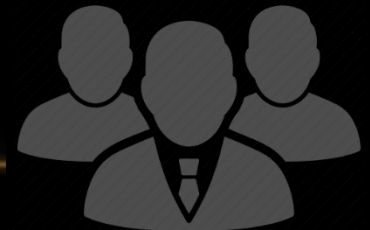
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# INTRODUCTION

- The development of education system in Malaysia has undergone a rapid change over time which encourages school principal to adapt to the changes for the education transformation.
- Leaders in education organization are required to equip themselves with effective leadership skills in managing and leading subordinates towards the goal set.
- Organization effectiveness needs subordinates with high efficacy as we believe these people tends to find solution to the problem faced.



# INTRODUCTION

- Transformational leadership style of leaders can contribute to teachers' collective efficacy through four different dimensions (redesign of the organization, setting new directions, developing people, improving instructions) (Ross & Gary, 2006).
  - Teachers' collective efficacy – individual beliefs in their capability to bring changes through perseverance and innovation to response towards the new challenges.
- The whole group perceptions on the capability of the school organization to design and implement the engagements to produce positive achievements (Goddard & Goddard, 2001).



# INTRODUCTION

- In Malaysia, past studies have shown that transformational leadership styles has an impact on job satisfaction, self-efficacy, creativity, workplace happiness, motivation, and commitment (Arokiasamy, Abdullah, Ahmad, & Ismail, 2016; Mustafa & Othman, 2016; Abdul Ghani, Ling, & Shamihah, 2018; Abdul Ghani, Ling, & Zahrana, 2016).



# RESEARCH METHODOLOGIES

- Suggested 123 respondents from a given population (N=180) in Kanowit, Malaysia. Response rate 66.7% through purposive random sampling involving 39 male teachers and 47 female teachers.



RESEARCH

- Quantitative cross-sectional design
- Questionnaire adapted from Leithwood's Total School Leadership (20 items) for the perceived principal's transformational leadership and Goddard's Collective Efficacy Short Form (12 items) measuring the perceived teachers' collective efficacy.



# RESULTS AND DISCUSSION

Independent Variable: Principal's Transformational Leadership	Dependent Variable: Teachers' Collective Efficacy
Setting direction	.394*
Redesigning organization	.222
Developing people	-.802*
Improving instructional program	.487
R	.447
R <sup>2</sup>	.200
Adjusted R <sup>2</sup>	.160
Durbin Watson	2.325

\* Significant level at .05

Transformational leadership contributed 20% of variance change towards teachers' collective self-efficacy

The finding is aligned with the past studies from Goddard & Skrla (2006) and Ross & Gray (2006) explained the significance influence of principal's transformational leadership on teachers' collective efficacy.

# SUGGESTIONS AND CONCLUSIONS



- The findings shown that the principals could provide achievable goals and directions for teachers to improve the performance of the followers in school.
- In other words, setting measurable and realistic of organization's vision and mission is needed to engage educators in education organization. Professional development is needed as well to upgrade the educators' quality in respective education organization.
- Leader's knowledge on managing effective organization should be updated to support subordinates in their organization in order to encourage the positive changes among the teachers' efficacy which will influence decisions for building effective schools.

