Contribution of headmaster transformational leadership towards teachers’ sense of efficacy in under-enrolled primary schools in Port Dickson

Pahrad Suki Abo Saeed1, Hana Abd Nahid2, Mohd Iskander Rahman Suki3, Lai Yuet Wei4

Malaysian Online Journal of Educational Management (Volume 4, No. 4, Oct 2016, Pages 65 to 80)

Time cited: 0

The purpose of the study was to investigate the contribution of headmasters’ transformational leadership towards teachers’ sense of efficacy. Purposely, headmasters’ transformational leadership is known to enhance teachers’ sense of efficacy and indirectly increase student achievement. A questionnaire adapted from MULQ (Multifactor Leadership Questionnaire) and TSES (Teacher Sense of Efficacy) was used in conducting this research. The total sample consisted of 263 primary school teachers from under-enrolled schools in Port Dickson district, selected by using purposive sampling. The results showed that headmasters’ intellectual stimulation (ß = 0.36; p ≤ 0.05) significantly predicted the teachers’ engagement in learning. Again, headmasters’ intellectual stimulation (ß = 0.29; p ≤ 0.05) was also found to significantly predict classroom management. Furthermore, headmasters’ idealized influence (ß = 0.310; p ≤ 0.05) significantly predict the instructional strategies. Overall, the research result can impact headmasters in under-enrolled primary schools to review and enhance their leadership and provide a better understanding of the dimensions of headmasters’ transformational leadership behavior toward teachers’ sense of efficacy that promote high-quality teaching and learning classroom in future.

Affiliation:
1. University of Malaya, Malaysia
2. University of Malaya, Malaysia
3. University of Malaya, Malaysia
4. University of Malaya, Malaysia

Download this article (This article has been downloaded 34 times)
Visit external link