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CONTRIBUTION OF HEADMASTER TRANSFORMATIONAL LEADERSHIP TOWARDS TEACHERS' SENSE OF EFFICACY IN UNDER-ENROLLED PRIMARY SCHOOLS IN PORT DICKSON

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ABSTRACT

The purpose of this study was to investigate the contribution of headmasters' transformational leadership towards teachers' sense of efficacy. Purportedly, headmasters' transformational leadership is known to enhance teachers' sense of efficacy and indirectly increase student achievement. A questionnaire adapted from MLQ5x (Multifactor Leadership Questionnaire) and TSES (Teacher Sense of Efficacy) was used in conducting this research. The total sample consisted of 293 primary school teachers from under-enrolled schools in Port Dickson district, selected by using purposive sampling. The results showed that headmasters' intellectual stimulation ($\beta = .336, p \leq 0.05$) significantly predicted the students' engagement in learning. Again, headmasters' intellectual stimulation ($\beta = .291, p \leq 0.05$) was also found to significantly predict classroom management. Furthermore, headmasters' idealized influence ($\beta = .310, p \leq 0.05$) 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.

Keywords: Transformational Leadership, Teachers' Sense of Efficacy, Under-enrolled school, Headmaster, public school



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INTRODUCTION

Headmasters as leaders play an important role in transforming national vision to society through a school organization, whereas teachers are important persons in transforming vision through education to young generations who will be future leaders of the nation. Wahab, Fuad, Ismail, and Majid (2014) indicate that the key to a successful school is a solid leadership. A successful school is led by a leader who is talented, knowledgeable and capable of improving and changing the school with new ideas and technology. A talented headmaster will monitor students' learning process and encourage and support teachers' development (Manan, 2014). Moreover, a good headmaster will understand the importance of shared and distributive leadership among headmaster and teachers, resulting in excellence.

Teachers are important persons in fostering every student to be globally competitive. Teachers stand at the front line to ensure every student obtains six key attributes such as knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spiritually and national identity as required by the Ministry of Education. Hursh (2007) indicates that teacher quality is one of the important aspects emphasized by most countries. It is because the quality of teachers directly influences student achievement and school performance to foster highly educated human capital for a country. Ling, Pihie, Asimirin, and Fooi (2015) noted that teachers who put more effort into their teaching will produce a better generation. Moreover, there is a positive association between teacher efficacy and student achievement (Caprara, Barbaranelli, Steca, & Malone, 2006). Therefore, teachers' efficacy is required in fostering the capability and knowledge of young generations.

Leadership

In recent years, many types of leadership such as transactional leadership, distributive leadership, situational leadership, participative leadership and others have been developed by scholars to help leaders deal with their subordinates in facing rapid changes in the global environment.

Many studies reveal that transformational leadership is the most appropriate leadership to be implemented in Malaysia for realizing educational reforms as suggested by Hamzah, Yakop, Nordin, and Rahman (2011) and Ling et al. (2015).

Transformational Leadership

Previous research showed that transformational leadership cultivates a healthy relationship between leaders and their subordinates in the organization. Leaders always take care of their subordinates' feelings and treat them as family members, provide clear vision and high expectation which can help them to achieved unexpected goals. Therefore, subordinates trust and respect their leaders because they admire them as role models who always lead them to success (Sadeghi & Pihie, 2012).

Moreover, transformational leaders tend to help subordinates in resource mobilization and assist them in drawing up new directions in line with the organizational challenges (Balyer, 2012).

Inspirational Motivation

Inspirational motivation refers to the leaders' abilities to show their passion and optimism in motivating and inspiring subordinates. Besides that, inspirational motivation influence leaders to create an exciting image where this type of behavior increases team spirit to achieve the organizational goals. Furthermore, transformational leaders encourage their subordinates by providing them with challenging tasks and always express confidence in them. Hence, transformational leaders with inspirational motivation behavior always behave like a humorous person loved by their subordinates (Avolio & Bass, 2004; Bass & Riggio, 2006; Hughes, 2014).



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Intellectual Stimulation

Intellectual stimulation in transformational leadership refers to the leaders' ability in encouraging and cultivating innovation and creativity in their subordinates. A leader who has intellectual stimulation looks at different angles of every problem and encourages subordinates to apply new methods in completing the given tasks. Besides that, leaders challenge their subordinates to solve problems themselves where they are encouraged to think differently to come out with creative and special ideas for solving problems (Balyer, 2012; Grant 2012; Hughes, 2014).

Furthermore, Hauserman and Stick (2013) suggest that transformational leaders with intellectual stimulation behavior focus more on a collaborative vision which results from asking questions, using current researches in explaining the decisions to solve a problem with a creative solution. Consequently, the importance of leaders' intellectual stimulation behavior in this study is that it will help the headmaster in the Port Dickson primary school to lead teachers to explore problems from different angles and solve them from various perspectives.

Idealized Influence

Idealized influence refers to leaders' behaviors, such as consideration of subordinates' needs, possessing high moral value in solving problems and caring about what the subordinates gain rather than personal gain in every project. The leaders who practice idealized influence are able to inspire their subordinates to trust and respect their leader (Balyer, 2012; Tan, 2010).

Moreover, idealized influence behavior enables transformational leaders to lead and mentor their subordinates by using various types of examples and shows consistent fairness for all in decision making. Such leaders always show their charismatic personality to influence their subordinates to follow them (Grant, 2012; Shibru & Darshan, 2011). Hence, headmasters should show their charismatic personality and clear vision and mission by encouraging positive thinking among teachers and never give up.

Individual Consideration

Individual consideration is the ability of a leader in helping and coaching individuals to build up their potential according to their personal ability in a special field. Besides that, the leaders take care and treat their subordinates as individuals more than as group members such as listening to their problems, identifying their needs and expanding their strengths (Balyer, 2012; Hughes, 2014).

Furthermore, these leaders show concern for individual needs by having personal conversations with their subordinates and mentor and coach them with relevant methods suited to their individual needs. Such leaders believe that subordinates can obtain better self-improvement and career development if their needs are fulfilled (Avolio & Bass, 2004; Hauserman & Stick, 2013). Therefore, the teacher tends to cooperate and feel comfortable working with the headmaster in the school. Indirectly, the teachers' sense of efficacy will increase and the school will succeed in achieving organizational goals.

Domain of Headmasters' Transformational Leadership Behavior toward Teachers' Sense of Efficacy

Limited previous studies exist on the contribution of headmasters' transformational leadership domain towards teachers' sense of efficacy. The transformational leadership behavior contributed 35% of the change in criterion on collective teacher efficacy (Demir, 2008; Ross & Gray, 2006). Again, Demir's (2008) research explained that transformational leadership behavior contributed 49% of the change in criterion variable (teacher' sense of efficacy) in elementary schools of Edrine, Turkey. Similarly, Ling et al. (2015) indicated that 17.7% of teacher efficacy in secondary school teachers was contributed by transformational leadership practices in Malaysian secondary schools.



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Furthermore, Khany and Ghoreishi's (2014) study found that transformational leadership had contributed to teachers' sense of responsibility but at a moderate level. The study indicated that the level of teachers' sense of responsibility increased in line with the increasing level of transformational leadership in Iran.

The previous studies had provided empirical evidence that transformational leadership contributes to teachers' sense of efficacy although conducted in different places or in different school type. It means that a relationship exists between transformational leadership and teachers' sense of efficacy. Hence, the researchers address the following question: Is headmasters' transformational leadership behavior the contributory domain towards teachers' sense of efficacy in under-enrolled Port Dickson primary schools?

For answering this research question, three null hypotheses have been developed:

1. Headmasters' transformational leadership behavior is not the domain that contributes to student engagement in under-enrolled Port Dickson primary schools.
2. Headmasters' transformational leadership behavior is not the domain that contributes to instructional strategies in under-enrolled Port Dickson primary schools.
3. Headmasters' transformational leadership behavior is not the domain that contributes to classroom management in under-enrolled Port Dickson primary schools.

RESEARCH PROBLEM

In the last three decades, many researchers revealed that teachers' beliefs and sense of efficacy will improve their preparation and teaching performance. Tschannen- Moran (1998) as cited in Wah (2007) indicated that teachers with a high sense of efficacy have a positive teaching behavior as compared to teachers with low sense of efficacy.

However, the 2013-2025 Malaysia Education Blueprint reveals that the UPSR examination Percentage GPS from 2005 to 2011 indicated a gap between urban and rural schools at 3.8 (Ministry of Education Malaysia, 2012). Additionally the report of the 2009 UNESCO meeting in Bangkok, as cited in Rao and Jani (2011) indicated that the rural students' achievements especially in English, Mathematics and Science lagged behind urban students' achievement. The report revealed that teachers' sense of efficacy is low among rural school teachers because of the poor infrastructure and the workload that have frustrated and burdened them.

Hence, the headmaster's leadership is important to motivate teachers to build up their sense of efficacy. The headmaster must be willing to help teachers to develop their sense of efficacy and encourage them to believe in themselves and encourage them to be brave enough to face the challenges and solve problems successfully. Moreover, Protheroe (2008) indicated that teachers working under headmasters with transformational leadership style have a higher sense of efficacy. These headmasters can help teachers' efficacy to flourish by motivating them (Ling, Pihie, Asimiran, & Fooi, 2013). Besides that, these headmasters do influence teachers' efficacy by enhancing their confidence. In turn, teacher's efficacy enhances the student learning outcomes and school performance (Ling et al., 2015).



CONCEPTUAL FRAMEWORK

Two frameworks were adopted for this research, which are the Transformational Leadership Behavior framework from Bass and Bass (2009) and the Teacher Sense of Efficacy framework from Tschannen-Moran and Hoy (2001).

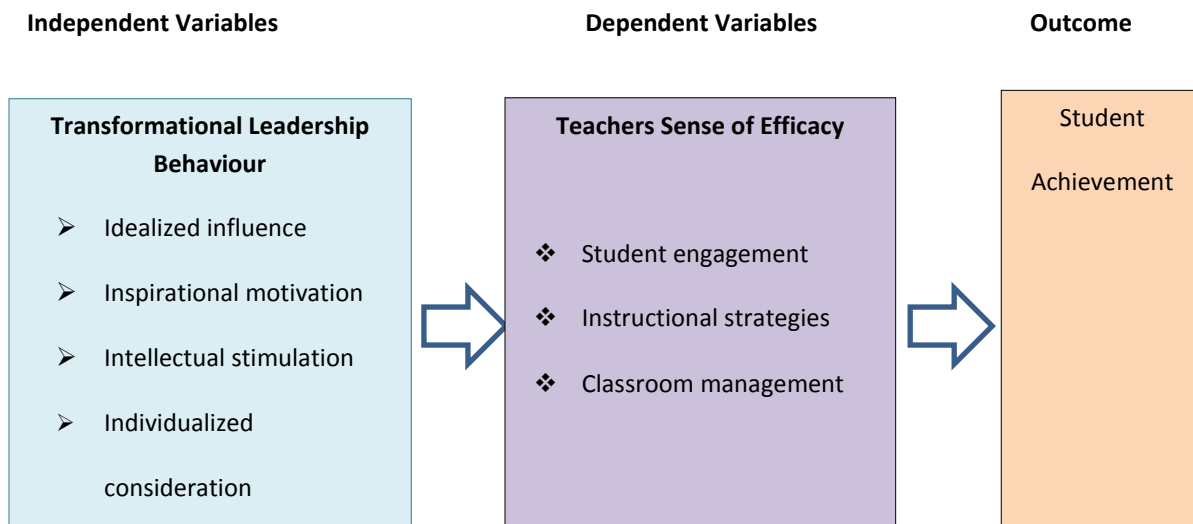


Figure 1. Conceptual framework of study (Source: Bass & Bass, 2009; Tschannen-Moran & Hoy, 2001)

METHODOLOGY

Questionnaires were handed to the teachers in under-enrolled primary schools for collecting data. This study was conducted in schools in the Port Dickson district. Tongco (2007) indicates that purposive sampling is most effective when one needs to study a certain cultural domain with knowledge experts within. Crossman (2014) defined purposive sampling as a judgemental sample where the samples are selected based on the population's expertise in the field involving them. Therefore, purposive sampling is used in this study so that only teachers in the under-enrolled schools of Port Dickson district are selected and those who do not suit the study purpose were excluded.

A total of 293 sets of questionnaires formulated by researchers were distributed to 24 schools. The respondents were all teachers teaching at the schools except for the headmasters and headmistresses. The questionnaire consisted of three sections which are Part A, Part B and Part C. Part A consisted of six items on respondents' demographics while part B consisted of 15 questions about Headmasters' Transformational Leadership Behavior adapted from the Multifactor Leadership Questionnaire (MLQ5X) developed by Avolio and Bass (2004). Part C has 24 questions on teachers' sense of efficacy adapted from the Teacher Sense of Efficacy Scale questionnaire developed by Tschannen-Moran and Hoy (2001).



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Figure 2 illustrates the procedure in carrying out the study.

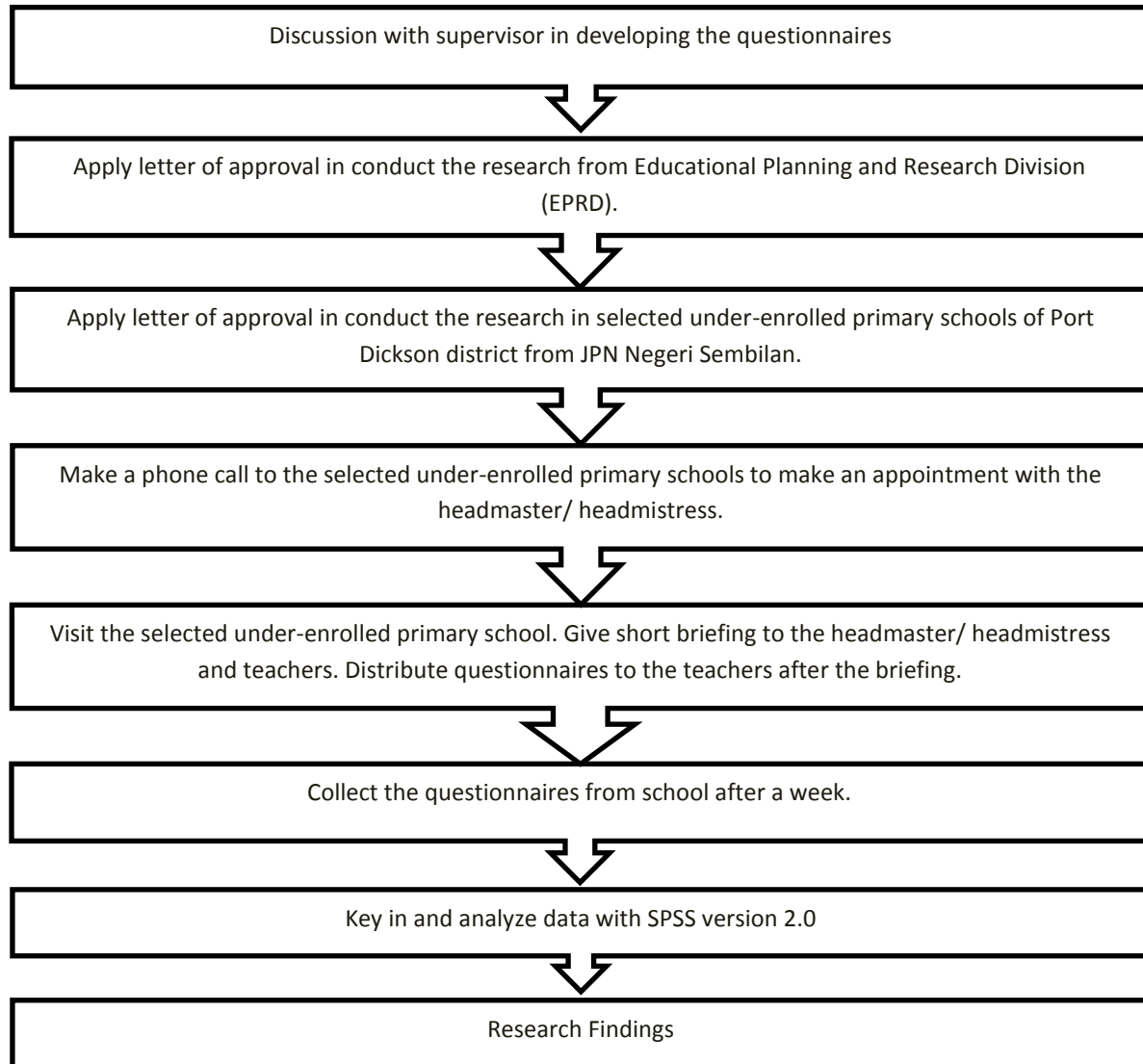


Figure 2. Procedures of the study.

FINDINGS

The sample consisted of 248 female respondents (84.6%) as compared to 45 male respondents (15.4%) involved in this study. Some 28.7% were between 31-35 years old, 27.3% were 25-30 years old, 18.8% were 36-40 years old, 13.7% were 41-50 years old, 7.5% were 18-24 years old, and only 4.1% were over 51 years old. In terms of respondents' positions, 49.8% were in DG41, 24.2% DG32, 11.6% DG48, 7.8% DG29, 15.5% DG44 and 1.0% in other type of grade.



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In terms of educational background, 69.3% were degree holders. This group of teachers formed the biggest group of respondents. The second biggest group of 65 teachers (22.2%) were diploma holders. There were 18 teachers with Master's degree, while only 7 teachers possess certificate of education.

The Contributory Domain of Headmasters' Transformational Leadership Behavior toward Student Engagement

The multiple regression analysis was used and the results are displayed in Table 1.

Table 1

Correlation Between the Components of Headmasters' Transformational Leadership and Student Engagement

Headmasters' transformational leadership behavior	R	R Square (R²)	Adjusted R Square
Headmasters' Transformational leadership Behavior	.388	.151	.139

Note: a. Predictors (Constant), Headmasters' Idealized Influence, Headmasters' Inspirational Motivation, Headmasters' Individualized Consideration and Headmasters' Intellectual Stimulation.

b. Dependent Variables: Student Engagement

The results in Table 1 indicate a significant relationship between the criterion variable and the component of headmasters' transformational leadership at .39. The R^2 value of .15 shows that 15% of the change in the criterion variable (student engagement) is due to change in the component of headmasters' transformational leadership behavior.

Table 2 gives the results for ANOVA test of the regression model.

Table 2

ANOVA Test of Regression Model

Model	df	Mean Square	F	Sig
1	4,289	1.7	12.77	.000

Note: a. Predictors (Constant), Headmasters' Idealized Influence, Headmasters' Inspirational Motivation, Headmasters' Individualized Consideration and Headmasters' Intellectual Stimulation.

b. Dependent Variables: Student Engagement

Table 2 above shows that the component of headmasters' transformational leadership behavior domain significantly predicted student engagement [$F(4, 289) = 12.77, p \leq .05$]. Hence, the predictors have a significant combined effect on student engagement.



And Table 3 gives the results for regression analysis toward student engagement.

Table 3
Regression Analysis toward Student Engagement

Variables	Std. Coefficients (β)	<i>t</i>	sig
Dependent			
Student Engagement		16.35	.000
Independent Variables			
Headmasters' Idealized Influence	.181	1.320	.188
Headmasters' Inspirational Motivation	-.017	-.142	.887
Headmasters' Individualized Consideration	-.119	-.842	.400
Headmasters' Intellectual Stimulation	.336	2.483	.014

Table 3 shows the multiple regression analysis that reveals headmasters' intellectual stimulation ($\beta = .336, p \leq 0.05$) as a significant predictor of student engagement. Overall, the predictor contributes 15% ($r = .39$) of the change in the criterion variable (student engagement) and this is due to change in component of headmasters' transformational leadership behavior [$F(4,292) = 12.77, p \leq .05$]. Hence, the null hypothesis has been rejected.

The Contribution of Domain of Headmasters' Transformational Leadership Behavior Towards Instructional Strategies Meanwhile, Table 4

Table 4
Correlation between Components of Headmasters' Transformational Leadership and Instructional Strategies

Headmasters' transformational leadership behavior	<i>R</i>	<i>R</i> Square (R^2)	Adjusted <i>R</i> Square
Headmasters' Transformational Leadership Behavior	.399	.159	.147

Note: a. Predictors (Constant), Headmasters' Idealized Influence, Headmasters' Inspirational Motivation, Headmasters' Individualized Consideration and Headmasters' Intellectual Stimulation.

b. Dependent Variables: Instructional Strategies

Multiple regression analysis was used and the results in Table 4 indicate a significant relationship exists between the criterion variable and the component of headmasters' transformational leadership with r value .40. The R^2 value of .16 shows that 16% of the change in the criterion variable (instructional strategies) is due to change in the component of headmasters' transformational leadership behavior.



Table 5 displays results for the ANOVA test of the regression model.

Table 5
ANOVA Test Regression Model

Model	df	Mean Square	F	Sig.
1	1,292	1.8	13.60	.000

Note: a. Predictors (Constant), Headmasters' Idealized Influence, Headmasters' Inspirational Motivation, Headmasters' Individualized Consideration and Headmasters' Intellectual Stimulation.

b. Dependent Variables: Instructional Strategies

Table 5 shows that the component of headmasters' transformational leadership behavior significantly predict instructional strategies [$F(1, 292) = 13.60, p \leq .05$]. It means that the predictors (Headmasters' Idealized Influence, Headmasters' Inspirational Motivation, Headmasters' Individualized Consideration and Headmasters' Intellectual Stimulation) have a significant combined effect on the instructional strategies.

Table 6 shows the multiple regression analysis that reveals how headmasters' idealized influence ($\beta = .310, p \leq 0.05$) significantly predict the instructional strategies.

Table 6
Regression Analysis Toward Instructional Strategies

Variables	Std. Coefficients (β)	t	sig
Dependent			
Instructional Strategies		16.82	.000
Independent Variables			
Headmasters' Idealized Influence	.310	2.270	.024
Headmasters' Inspirational Motivation	-.062	-.525	.600
Headmasters' Individualized Consideration	-.026	-.187	.852
Headmasters' Intellectual Stimulation	.175	1.301	.194

Overall, the predictor contributes 16% ($r = .40$) of the change in the criterion variable (instructional strategies) and this is due to change in the component of headmasters' transformational leadership behavior [$F(1, 292) = 13.60, p \leq .05$]. Hence, the null hypothesis is rejected.



The Contributory Domain of Headmasters' Transformational Leadership Behavior toward Classroom Management

Table 7 displays the correlation between the component of headmasters' transformational leadership and classroom management.

Table 7
Correlation between Headmasters' Transformational Leadership and Classroom Management

Component of headmasters' transformational leadership behaviour	R	R Square (R^2)	Adjusted R Square
Headmasters' transformational leadership behaviour	.440	.193	.182

Note: a. Predictors (Constant), Headmasters' Idealized Influence, Headmasters' Inspirational Motivation, Headmasters' Individualized Consideration and Headmasters' Intellectual Stimulation.

b. Dependent Variables: classroom management

From Table 7, it can be seen that multiple regression analysis was used and the result indicates that there is a significant relationship between the criterion variable and the component of headmasters' transformational leadership at .44. The R^2 value shows that 19% of the change in the criterion variable (classroom management) is due to change in the component of headmasters' transformational leadership behavior.

Table 8 shows that the component of headmasters' transformational leadership behavior significantly predicts classroom management [$F(1, 292) = 17.27, p \leq .05$].

Table 8
ANOVA Test Regression Model

Model	df	Mean Square	F	Sig
1	1,292	2.34	17.27	.000

Note: a. Predictors (Constant), Headmasters' Idealized Influence, Headmasters' Inspirational Motivation, Headmasters' Individualized Consideration and Headmasters' Intellectual Stimulation.

b. Dependent Variables: Classroom Management

This means that the predictors (Headmasters' Idealized Influence, Headmasters' Inspirational Motivation, Headmasters' Individualized Consideration and Headmasters' Intellectual Stimulation) have a significant combined effect on classroom management.

The following Table 9 shows the results for multiple regression analysis; it reveals that headmasters' intellectual stimulation ($\beta = .291, p \leq 0.05$) significantly predict the classroom management. Overall, the predictor contributes 19% ($r = .44$) of the change in the criterion variable (classroom management) and this is due to change in the component of headmasters' transformational leadership behavior [$F(1, 292) = 17.27, p \leq .05$]. Hence, the null hypothesis has been rejected.



Table 9
Regression Analysis toward Classroom Management

Variables	Std. Coefficients (β)	t	sig
Dependent			
Classroom Management		15.32	.000
Independent Variables			
Headmasters' Idealized Influence	.181	1.35	.177
Headmasters' Inspirational Motivation	-.076	.653	.514
Headmasters' Individualized Consideration	-.095	-.692	.489
Headmasters' Intellectual Stimulation	.291	2.20	.028

The multiple regression results indicate that a relationship exists between the independent variables (HTLB) and dependent variable (TSES). These mean that higher number of headmasters' transformational leadership behavior were associated with high level of teacher's sense of efficacy. The transformational leadership domain contributing most towards teacher's sense of efficacy in under-enrolled Port Dickson primary schools is the headmasters' Intellectual Stimulation as compared to other components of headmasters' transformational leadership behaviors.

DISCUSSION AND CONCLUSION

The study findings indicate that headmaster transformational leadership behavior influences teachers' sense of efficacy. These findings are supported by Sompongtham (2016) who earlier indicated that there is a statistically significant effect of headmasters' transformational leadership behavior on teacher sense of efficacy in Thailand. Demir (2008) indicated that the predictor contributed 35% of the change in criterion variable (collective teacher efficacy) while 49% of the change in criterion variable (teacher sense of efficacy) are due to the change in transformational leadership behavior. However, this study showed that transformational leadership behavior contributed less towards teachers' sense of efficacy. The predictor contributed 15% of the change in criterion dependent variable (student engagement), 16% of the change in criterion dependent variable (instructional strategies) and 19% of the change in criterion dependent variable (classroom management). This result is in line with a study in the Malaysian context (Ling et al., 2015) which indicates that 17.7% of teacher efficacy in secondary teachers was contributed by transformational leadership practices.

The multiple regression findings in the current study identified intellectual stimulation from the subscale of headmasters' transformational leadership behavior as the significant predictor for teachers' sense of efficacy in student engagement and classroom management. Meanwhile, idealized influence is the significant predictor for teachers' sense of efficacy in instructional strategies. However, inspirational motivation and individualized consideration is not a significant predictor to all subscales in teachers' sense of efficacy as shown in this study.

Headmasters' intellectual stimulation is the most significant predictor of teachers' sense of efficacy in classroom management with 19% contribution and 15% contribution in student engagement. Headmasters with higher intellectual stimulation are able to motivate their teachers with their knowledge and expertise. The high level of teachers' sense of efficacy help to build up teachers' confidence in motivating and encouraging their students to involve themselves in learning and contribute ideas in every classroom learning activity (Dibapile, 2012; Wolters & Daugherty, 2007).



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Teachers' efficacy in student engagement helps students to achieve the learning goals where students became more interested in learning, thus decreasing in misbehaviors. Moreover, teachers' efficacy in classroom management increases indirectly through efficacy in student engagement.

Headmasters' idealized influence is the significant predictor of teachers' sense of efficacy with a 16% contribution. The headmasters are able to influence their teachers by becoming role models. The headmasters can show extraordinary capabilities and help teachers to solve problems. The leaders, who create their visibility, develop and maintain a good relationship with subordinates will be able to have high expectations to achieve organizational goals and they are the transformational leaders who apply the idealized influence behavior in their organizations. Hence, teachers tend to emulate, admire, trust and respect them, and their sense of efficacy tends to increase directly (Hauserman & Stick, 2013; Shibru & Darshan, 2011).

Furthermore, teachers' sense of efficacy in instructional strategies is apparent when a teacher is able to create and apply multiple methods in teaching such as designing interesting and fun activities which can motivate student learning. The teacher needs to master various teaching methods and plan and prepare their lessons with various types of teaching aids and activities. Teachers' efficacy in instructional strategies is important to instruct and help students to achieve the learning objectives (Dibapile, 2012; Wolters & Daugherty, 2007).

In conclusion, the headmasters' transformational leadership behavior does contribute to teacher sense of efficacy but with minor effect. All of the subscales of headmasters' transformational leadership behavior are important to the headmaster in enhancing teachers' sense of efficacy and students' achievement in a school. Furthermore, Sompongdam (2016) revealed that teacher sense of efficacy is directly affected by headmasters' transformational leadership. Meanwhile, headmasters' transformational leadership behavior affects students' achievement through teacher sense of efficacy.

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