
Relationship of Headmaster' Instructional Leadership on Teachers' Efficacy

Mohd Fairoz Affendy bin Md Nordin*

**Cluster of Education and Social Sciences, Open University Malaysia*

Corresponding Email: fairoz@oum.edu.my

Received: 01 November 2021 **Accepted:** 20 January 2022 **Published:** 17 February 2022

Abstract: *This concept paper aims to discuss Headmasters' instructional leadership on teachers' efficacy. The leadership style of the Headmaster has a huge influence on the well-being and excellence of the school people. The Headmaster as instructional leaders in schools should highlight the important character of leading the school and be able to increase the teachers' efficacy in generating educational excellence. The aspect of teachers' efficacy is also very important to be given emphasis in building the personality of a teacher to form greatness and high competence among teachers in the school.*

Keywords: *Instructional Leadership Relationship, Headmasters' Leadership, Teachers' efficacy.*

1. INTRODUCTION

Excellent schools are born of effective management and leadership. The role played by the headmasters is very important to make the school an effective learning institution. With their ability to mobilize all teachers and students, this is believed to make the school institution an excellent educational institution.

Therefore, the main focus of school management should be to increase the level of academic excellence as well as enable teachers to perform their teaching and learning tasks more confidently, systematically and effectively. The effectiveness of teachers' teaching needs to be improved in an effort to make the school a center of excellence, a place for the dissemination of knowledge and the delivery of various types of skills as well as the formation of students' personalities.

According to Azizi, Noordin and Lim (2010), showed that an effective Headmaster emphasizes several characteristics of leadership, such as leadership approach, leadership empowerment, encouragement, teamwork spirit, curriculum leadership, and knowledge



culture. Educational leaders such as Headmasters need to play a role as instructional leaders and at the same time need to play a role as curriculum leaders (James & Balasandran, 2012). Whereas, from the perspective of Hallinger and Murphy (1985), the instructional leadership is any activity implemented by school administrators to improve the success of the teaching and learning process as well as increase the success of school development. Based on the mentioned characteristics, instructional leadership is not merely a distinct entity from routine administrative affairs in schools, but is closely related to the conduct of administrators in supervising teacher duties in the classroom and monitoring student work progress. Instructional leadership actually also supports any effort to encourage and support the parties involved in the teaching and learning process to achieve school goals and the formation of a strong school social system.

In addition to the effectiveness of the Headmaster's leadership, the teachers' efficacy also influences and has a relationship with the achievement of students in school which will indirectly be able to achieve national educational policies and goals. This is because, teachers tend to assess their own abilities in influencing student learning. Teachers' efficacy is a construct that refers to two elements namely self-efficacy and teacher teaching effectiveness. According to Bandura (1997), self-efficacy is an individual's confidence in his or her ability to manage and do something in pursuit of a particular objective. This mastery of self-efficacy in turn will increase teachers' confidence to apply new approaches in teaching activities, which can ultimately increase teachers' confidence in self-efficacy and control in the classroom thus impacting student learning. Robbins and Judge (2013) also explained that self-efficacy refers to an individual's confidence that he or she is capable of performing a task. The higher his efficacy, the more confident or believing he is capable of achieving success. By having high self-efficacy or confidence, a person will be more confident in performing specific tasks.

2. DISCUSSION

Instructional Leadership of primary schools:

Instructional leaders must ensure an orderly and focused learning environment to achieve a goal. Teachers are an important character in instructional improvement because only teachers themselves can change and want to improve. Head teachers provide constructive support such as providing the necessary resources and materials to teachers so that they can be successful in the classroom. Furthermore, head teachers themselves are intellectual leaders and need to be concerned about the latest developments in teaching, learning, motivation, classroom management and aspects of assessment.

Glickman (2002) defines, an effective curriculum or instructional leader needs to master three aspects as follows: basic knowledge, understanding of the task area and mastering the appropriate skills. Instructional leaders should have superior hands-on skills in operating the classroom so that they can be emulated by other teachers.

The broader scope can be refined through the definition of leadership by Gordon and Ross-



Gordon (2004) who describe instructional leadership as personnel who specialize in reviewing and implementing curriculum content. Whereas according to King (2002) defines instructional leadership as all actions taken by head teachers to enhance teaching and learning activities in their schools.

Self -Efficacy of Primary School Teachers:

Efficacy according to Gibson and Dembo (1984) is the level of trust, confidence and self-efficacy among teachers to overcome student learning problems . Teacher efficacy can be seen from three different elements namely effectiveness on Student Engagement Self-Efficacy, Instructional Strategies Self-Efficacy and Classroom Management Self-Efficacy (Tschannen-Moran and Hoy, 2001).

In order to be an effective teacher, knowledge of curriculum content and pedagogy alone is not enough. There is strong evidence to suggest that the ability and confidence of teachers to teach is a stronger influence on the effectiveness of teaching and learning in the classroom. According to Tschannen-Moran, Woolfolk and Hoy (1998), teachers' efficacy refers to a teacher's belief in one's ability to organize and perform a series of actions necessary to perform a teaching task in a specific context. Teachers' efficacy has also been associated with many positive teacher behaviors and attitudes (Bandura, 1997; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998) as well as student achievement and attitudes (Henson, 2002). In other words, teachers' efficacy refers to a teacher's belief in one's own ability to teach in teaching and learning situations.

Headmasters' Leadership and Teachers' efficacy in Primary School

In ensuring that all visions and missions become a reality, the headmasters need to be competent and adopt the appropriate leadership style or strategy in ensuring that all school goals are achieved. This statement is in line with the opinion of Ishak Sin (2004) who said that competence requires leaders who are able to perform daily tasks by meeting the specified specifications, able to perform a task entrusted successfully, have personal characteristics and behaviors that include attitudes and self-worth appropriate to the position currently held, have sufficient knowledge to carry out duties and responsibilities as well as have the skills to carry out the task in practice.

Therefore, the role of school institutions in forming human capital that is capable, skilled and able to replace the leaders of the country in the future is very important. The main role of schools is not only to produce excellent human capital in terms of physical, emotional, intellectual, personality and social but also play a big role in providing individuals who can meet the demands of the job market. Fauziah Kassim (2008) thinks that the responsibility of the headmaster is very broad because he plays the role as a leader who is capable, responsible for planning and implementing knowledge, skills, has expertise in administering and managing schools efficiently and effectively. Therefore, the headmasters need to lead, manage and administer the school according to the appropriate leadership style.

Lortic (1975) in his study proved that unhelpful administration as well as little feedback will leave a negative impact on teachers' self -confidence. In fact, Bandura also stressed on the importance of feedback and appreciation in improving the teachers' efficacy collectively. The



same is agreed by Pajares (2002) who asserts that there is a correlation between the effectiveness of school administration with the teachers' efficacy. In general, the effective Headmasters can foster a healthy school environment as well as increase teacher confidence (Fullan, 2002;); in addition to improving teachers' efficacy and student academic achievement.

3. CONCLUSION

Instructional leadership practices were found to be closely related to the level of self-efficacy of primary school teachers. Headmasters as leaders in schools play a major role in assisting teachers in the teaching and learning process apart from administrative tasks as suggested by Hallinger and Murphy (1985) that the instructional leadership of administrators in schools consists of three main dimensions namely defining school goals, managing curriculum and teaching as well as fostering a climate of teaching and learning.

Teachers are an important asset in schools in digesting the national mission of education towards the formation of world-class human capital. Therefore, Headmasters need to cultivate a culture of cooperation among teachers so that the value of belief in their own abilities can be increased. This positive development will lead to an increase in the effectiveness of teachers on teaching and learning which ultimately leads to the achievement of the school's goal, namely school excellence. In conclusion, in order to improve teachers' efficacy, Headmasters need to identify the needs and wants of teachers to supervise the teaching and learning process more effectively.

4. REFERENCES (APA 6TH EDITION)

1. Azizi Yahaya, Noordin Yahaya & Lim Ting Theng. (2010). Gaya kepemimpinan guru besar dan hubungannya
2. dengan f aktor-faktor kepemimpinan di sekolah penerima Anugerah Sekolah Cemerlang di negeri Melaka.
3. Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W.H. Freeman.
4. Fauziah Kassim (2003) Tekanan dan kepuasan kerja guru-guru Sekolah Menengah Kebangsaan Bandar Tasek
5. Selatan, Kuala Lumpur: Latihan Ilmiah Fakulti Pendidikan, Universiti Kebangsaan Malaysia Fullan, M. (2002). The Change Leader. Educational Leadership, 59(8), 16-20.
6. Gibson, S. & Dembo, M. (1984). Teacher efficacy: A construct validation. Journal of Educational Psychology, 76(4), 569-582.
7. Glickman, C. D. (2002). Leadership for learning: How to help teachers succeed. Alexandria, VA: ASCD.
8. Gordon, S., & Ross-Gordon, . (2004). Supervision and Instructional Leadership(6th ed.). Boston: Allyn & Bacon.
9. Hallinger, P., & Murphy, J. F. (1985, November). Assessing the instructional management behavior of principals. Elementary School Journal, 217-247.



10. Henson, R. K. (2002). Teacher self-efficacy: Substantive implication and measurement dilemmas. Retrieved 6 February 2007 from <http://www.des.emory.edu/mfp/ERE/keynote.PDF>
11. Hoy, W. K. & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*, 93(4), 356-372.
12. Ishak Sin. (2004). Sekolah berkesan: Amalan-amalan dalam pengurusan dan pendidikan. *Jurnal Pengurusan dan Kepimpinan Pendidikan*, 14(2), 1-21.
13. James, A.J.E. dan Balasandran Ramiah. (2012). *Kepimpinan Instruksional Satu Panduan Praktikal*. Selangor: PTS Akademia. Edisi 2.
14. King, D. (2002). The changing shape of leadership. *Educational Leadership*, 59(8), 61-63.
15. Occupational health psychology. *Work & Stress*, 24 (3), 260 – 279
16. Lortie, D. C. (1975). *School teacher: A sociological study*. Chicago: University of Chicago Press.
17. Pajares, F. (2002). Self-efficacy beliefs in academic contexts: An outline. Retrieved 31 October 2003, from <http://www.emory.edu/EDUCATION/mfp/efftalk.html>
18. Robbins & Judge. (2013). *Organizational Behavior*. New Jersey: Pearson Education Inc.
19. Tschannen-Moran, M., Hoy, A.W. & Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Review of Education Research*, 68, 202 -248.