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DEVELOPMENT OF TEACHER LEADERSHIP KNOWLEDGE MODEL FOR MALAYSIAN TEACHERS

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ABSTRACT

This study aims to develop and validate the Teacher Leadership Knowledge Model in order to determine the key factors of teacher leadership knowledge among Malaysian teachers. This study applied a quantitative approach using survey research strategy and questionnaires as the research instrument. A total of 413 trained teachers from schools in Petaling Perdana district, Selangor were selected using proportional stratification sampling and simple random sampling. Data in this study were analysed using Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) to test the validity of the Teacher Leadership Knowledge Model. The EFA yielded a three-factor sub constructs namely Collaborative Culture In and Beyond School, Improvement in Instructions and Student Learning and Organizational Development with the acceptable Cronbach Alpha values that were .926, .817 and .827 respectively. The study also found that, in the First Order CFA the goodness-of-fit indexes indicated that the model achieved the required level and fit the data (Normed Chi-square = 3.339, RMSEA = .076, CFI = .921 and IC < .90). In the Second Order CFA, the model was confirmed when the data showed a good fit statistics with acceptable construct reliability and validity (Normed Chi-square = 4.153, RMSEA = .089, CFI = .902, AVE \geq .50 and CR \geq .70). Overall, there were only three key factors namely Collaborative Culture In and Beyond School, Improvement in Instructions and Student Learning and Organizational Development that were able to explain teacher leadership knowledge through 14 measurable items. The implication of this study is to provide additional information and knowledge for teacher leadership development in Malaysian educational context, individually or organizationally by contributing to the understanding of teacher leadership and served as guiding principles in preparing teacher leadership in the future.





PEMBENTUKAN MODEL PENGETAHUAN KEPIMPINAN GURU UNTUK GURU DI MALAYSIA

ABSTRAK

Kajian ini bertujuan untuk membangun dan mengesahkan Model Pengetahuan Kepimpinan Guru untuk menentukan faktor utama pengetahuan kepimpinan guru dalam kalangan guru Malaysia. Kajian ini mengaplikasikan pendekatan kuantitatif dengan menggunakan strategi penyelidikan tinjauan dan soal selidik sebagai instrumen kajian. Sejumlah 413 guru terlatih di daerah Petaling Perdana, Selangor telah dipilih menggunakan persampelan berstrata seimbang dan persampelan mudah rawak. Data dalam kajian ini dianalisis dengan menggunakan *Exploratory Factor Analysis* (EFA) dan *Confirmatory Factor Analysis* (CFA) untuk menguji kesahan Model Pengetahuan Kepimpinan Guru. EFA menghasilkan tiga faktor Model Pengetahuan Kepimpinan Guru iaitu Budaya Kolaborasi Dalam dan Luar Sekolah, Penambahbaikan dalam Pengajaran dan Pembelajaran Pelajar dan Pembangunan Organisasi dengan nilai *Cronbach Alpha* yang boleh diterima iaitu masing-masing ialah .926, .817 dan .827. Kajian juga mendapati bahawa dalam CFA *First Order*, *goodness-of-fit indexes* menunjukkan bahawa model telah mencapai tahap yang diperlukan dan sepadan dengan data (Normed Chi-square = 3.339, RMSEA = .076, CFI = .921 dan IC < .90). Dalam *Second Order* CFA, model telah disahkan apabila data menunjukkan nilai statistik yang sepadan dengan kebolehpercayaan dan kesahan konstruk yang boleh diterima (Normed Chi-square = 4.153, RMSEA = .089, CFI = .902, AVE \geq .50 dan CR \geq .70). Secara keseluruhan, terdapat hanya tiga faktor utama iaitu Budaya Kolaborasi Dalam dan Luar Sekolah, Penambahbaikan Pengajaran dan Pembelajaran Pelajar dan Pembangunan Organisasi yang mampu menjelaskan pengetahuan kepimpinan guru melalui 14 item yang dapat diukur. Implikasi kajian ini dilihat dapat memberikan maklumat tambahan dan pengetahuan untuk pembangunan kepimpinan guru dalam konteks pendidikan di Malaysia, secara individu atau organisasi dengan menyumbang kepada pemahaman kepimpinan guru dan berperanan sebagai panduan dalam menyediakan kepemimpinan guru di masa hadapan.



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(I-CVI)

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LIST OF ABBREVIATIONS

AKEPT	Akademi Kepimpinan Pengajian Tinggi
AMOS	Analysis of Moments Structure
CC	Collaborative Culture
CCIBS	Collaborative Culture in and Beyond School
CFA	Confirmatory Factor Analysis
CVI	Content Validity Index
CWC	Collaboration with Communities
EFA	Exploratory Factor Analysis
I-CVI	Item-Level Content Validation Index
IISL	Improvement in Instructions and Student Learning
MTLA	Modelling Teacher Leadership Attributes
OD	Organizational Development
OLF	Ontario Leadership Framework
PISA	Programme for International Student Assessment
RL	Referral Leader
RO	Research Objective
RQ	Research Question
S-CVI	Scale-Level Content Validation Index
SEM	Structural Equation Modelling
TIMSS	International Mathematics and Science Study
TLK	Teacher Leadership Knowledge
UKM	Universiti Kebangsaan Malaysia
UM	Universiti Malaya
UPM	Universiti Pertanian Malaysia
UPSI	Universiti Pendidikan Sultan Idris
USM	Universiti Sains Malaysia

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CHAPTER 1

INTRODUCTION



1.1 Introduction

The knowledge of teacher leadership is not new today, in fact teacher leadership affect education by increasingly appeared in education programs, conference sessions and articles. The interest on structuring teacher leaders as change agents in and beyond schools has been increased (Trabona, Taylor, Klein, Munakato, & Rahmen, 2017) and at the same time teacher leadership roles appeared in schools, districts and organizations all over the country (Kajitani, 2015). Teacher leadership has been found to affect school improvement and effectiveness, students achievement and also teacher morale. According to Abdul Rahman, Mohd Noor, Yusof and Yusof (2015), teacher leadership is one of the element that give impacts on students, develop their potential and achieve success either in curricular or extra-curricular.





Teacher leadership is different from the other school leader roles. Leadership in school usually refers to the principals, headmasters, school administrators, power, authority and control (Muhammad Faizal, Norfariza, Shahril@Charil, & Faisol, 2014). Therefore, teachers need to change their perspectives that leadership does not only placed on the shoulders of principals, headmasters and school administrators only (Nurulain, Mohd Asri, & Hamidah, 2016), in fact, teachers are responsible and also involve in school improvement (Hamidah, Vyapuri, Norasibah, Mahaliza, & Mohd Asri, 2017).

Briefly, teacher leadership roles can be hold by teacher formally or informally and with or without position to improve students learning (Fairman & Mackenzie, 2012; Teacher Leadership Exploratory Consortium, 2011). According to Topolinski (2014), formal teacher leadership involves those teachers in leadership position and it may help them to shape themselves as leader whereas informal teacher leadership includes teachers who willingly support and work together with their colleagues in order to obtain positive changes without having a formal position. In spite that, teacher leadership is not only based on teacher's position and authority but also for teacher who have high level of knowledge and skills which may change the organization and affect colleagues (Muhammad Faizal et al., 2014).

Today, schools' success is no longer principals, headmasters and school administrators responsibility but also involves engagement of the school members by working together towards achieving the schools' goals (Trabona et al., 2017; Murphy, 2005). According to Pang and Miao (2017), teachers are more connected one to one in student learning than principals. From the literature review, scholars found that





principals' leadership is the second influence factor that affect students learning achievement while teachers seem to be the most influence factor that contribute to students' success (Grissom, Kalogrides, & Loeb, 2015). Moreover, leadership responsibilities in schools now seem to be more complicated, thus principals are no longer as single leaders in schools (Mampane, 2017).

In the perspective of Malaysian education system, the Malaysian Education Blueprint has developed eleven shifts to transform our education system. In the fourth shift, the focus is on transforming the teaching profession into the profession of choice. This shift focuses on raising the entry bar for teachers to be selected amongst the top 30% of graduates, upgrade the quality of Continuous Professional Development (CPD), focus teacher on their core function of teaching, implement competency and performance-based career progression, enhance pathways for teachers into leadership, master teaching and subject specialist roles and develop a peer-led culture of professional excellence and certification process by 2025 (Ministry of Higher Education Malaysia, 2012). Although this shift emphasize the aim to create pathways for teachers into leadership, the focus is only for certain individuals or target group that to be prepared for administrative posts (Norlia et al., 2016). However, the need for teachers' leadership knowledge and training for teachers who are not tend to involve directly in administration is not mentioned.

Besides that, the Malaysian education system aims to “produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving high personel well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation





at large” (Ministry of Higher Education Malaysia, 2012, p. 4). Thus, to be able to reach the Malaysian’s education system goals, teachers will be the key players and play a major role. Therefore, it is important to prepare teachers with knowledge of teacher leadership that will enable them to be highly collaborative, technologically shrewd and understand the needs of their students and profession (Kajitani, 2015).

Today, the kind of teaching require teachers to have a masterful combination of content knowledge (Schleicher, 2012), ingenious teaching methods and also a new level of leadership in teaching (Berry, 2015; Kajitani, 2015). This leadership change the way teachers interact with their students, colleagues as well as the communities (Kajitani, 2015). Moreover, teacher leadership roles occur at all levels of experience, from the preservice teachers (Alsalahi, 2014; Neumann, Jones, & Webb, 2012; Xu & Patmor, 2012; Bond, 2011; Quinn, Haggard, & Ford, 2006) to the veteran teachers (Leonard, Petta, & Porter, 2012). Any teacher can be a leader and hold leadership roles formally or informally and, with or without position by finding ways to collaborate with colleagues, communities and various stakeholders toward the same goal of student success (Fairman & Mackenzie, 2012; Teacher Leadership Exploratory Consortium, 2011). A new generation of education has come, and teacher leadership will be the important element in it. Therefore, teacher leadership knowledge will help teachers to understand the leadership concept and act as a guiding principles towards preparing themselves for the future.



1.2 Research Background

The main objective of our education system is to ensure all of the students are equipped with knowledge and skills to success in their life. Nowadays, with increasing global recognition, it is not enough for students to leave school with just the 3Rs (Reading, wRiting and aRithmetic) knowledge and skills (Ministry of Education Malaysia, 2012). Obviously, education system in other countries succeed in increasing their students' performance more rapidly (Ministry of Education Malaysia, 2012). According to the Programme for International Student Assessment (PISA) results, our students achievements are gradually decrease (Ministry of Education Malaysia, 2012). Thus, the gap between Malaysian education system and other countries has become wider.

Results from the Organization for Economic Cooperation and Development's (OECD) PISA have shown that Malaysia ranks in the bottom third of 74 countries involved which was below the international and OECD average (Ministry of Education Malaysia, 2012). These results give negative implications for education systems as well as teachers. Therefore, the kind of teachers who can give positive impact on students and increase school achievements are needed. One of the mechanisms or factors that influences the success of a school is teacher leadership (Mampane, 2017; Mette, Fairman, & Dagistan Terzi, 2017; Mohd Izham & Shuhaida, 2017; Norlia et al., 2016; Nor Asma Sheirnowani, Mohd Asri, Rohaila, & Hamidah, 2015; Fairman & Mackenzie, 2012; Teacher Leadership Exploratory Consortium, 2011; Center for Strengthening the Teaching Profession, 2009). Moreover the contribution of teacher leadership in improving students learning and achievement was also found as significant (Farrah Dibba, 2016; Normah, 2016; Nor Asma Sheirnowani et al., 2015; Harris & Muijs,



2005). This statement is supported by Teacher Leadership Exploratory Consortium (2011) which mentioned that, teacher leadership relates to the increasing of students achievement.

Looking ahead, the Blueprint complements the National Education Philosophy's vision of a balanced education as its foundation for individual student aspirations (Ministry of Education Malaysia, 2012). In order to ensure our students are able to lead and work effectively once they leave schools, Malaysian education system develop six key attributes needed by every student to be globally competitive. Every student will have knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity (Ministry of Education Malaysia, 2012). The education system will help every student reaches their full potential by creating opportunities for students to work in teams and to apply leadership roles (Ministry of Education Malaysia, 2012). In line with this, the need for teachers' leadership knowledge is important for teachers to show leadership examples because their students learn and make exemplary from their teachers' leadership thought and action (Katzenmeyer and Moller, 2001).

Furthermore, there are also guidelines for teachers about their teaching profession in the Malaysian Teacher Standard. Briefly, Malaysian education system aspires to have teachers with high competencies in the practice of the professional teaching, knowledge and understanding and also teaching and learning skills (Malaysian Teacher Standard, 2009). By mastering knowledge, teachers can improve their confidence and professional duties to maintain effectiveness and enhance teachers' quality (Malaysian Teacher Standard, 2009). However, knowledge of teacher leadership





are not directly mentioned in the Malaysian Teacher Standard. Therefore, the need for teacher leadership knowledge is important to prepare quality teachers that play important role in improving school and students' performance (Neumann et al., 2012; Schleicher, 2012). The implementation of teacher leadership knowledge will ensure the professional quality of teachers are at the high level and keep it relevant to the development of education.

At the international level, it was reported that the institution of higher education in various countries that offer degree program in teacher leadership had increased (Teacher Leadership Exploratory Consortium, 2011). Briefly, the four countries that achieved high ranking in PISA and International Mathematics and Science Study (TIMSS); Finland, Korea Singapore and United Kingdom, have educational systems with strong teacher education component during their preparation program to support teacher leadership (Teacher Leadership Exploratory Consortium, 2011).

In Malaysia, the teacher preparation program was known as Teacher Education Program which provides all the important phases in teachers' work includes enhancement of students competency, confidence level, teaching method and materials, classroom management, behavioural management and ability to handle situations. To become qualified teachers, graduates student teacher required to undergo Teacher Education Program to become effective classroom teachers (Ministry of Higher Education Malaysia, 2012). However, the education program focus on the strategies to improve teachers' quality but yet less focus on teacher leadership as the Ministry of Higher Education Malaysia (2012) belief that, teachers' quality is the school-based factors most significant in determining the success of students. In line with this,





Hamidah, Vyapuri, et al. (2017) stated that, there were less attention has been paid on teacher leadership training in teacher preparation curricular in Malaysia. According to Quinn, Haggard, and Ford (2006), it is a need to include teachers' leadership knowledge in teacher preparation programs in order to develop leadership skills.

In Malaysia, there are Bachelors in Education programmes provided by five selected universities; Universiti Malaya (UM), Universiti Pendidikan Sultan Idris (UPSI), Universiti Putra Malaysia (UPM), Universiti Sains Malaysia (USM) and Universiti Kebangsaan Malaysia (UKM) with minimum duration of time within four years or eight semesters. However, according to the list of education foundation courses in those five universities, it was found that there was no stand-alone teacher leadership course. Probably this course is embedded in the other education foundation courses.



Summary of all the compulsory education foundation courses within the eight semester study period in the five selected universities is shown in Table 1.1 below.

Table 1.1

List of Bachelor in Education Foundation Courses in Selected Malaysian Universities

No.	Institution	Education Foundation Courses (Bachelor in Education)
1.	Universiti Kebangsaan Malaysia (UKM)	Teaching Profesion Educational Psychology Computer in Education Pra-practicum Thinking Skills in Education Curriculum and Pedagogy Educational Technology Measurement and Evaluation in Education Student Diversity and Differentiated Teaching

(To be continue)



Table 1.1 (Continued)

No.	Institution	Education Foundation Courses (Bachelor in Education)
		Foundations of Research Management Process of Teaching and Learning Academic Exercise I Academic Exercise II Life Sciences in Education Human Development and Citizenship Practicum and Post Practicum Seminar
2.	Universiti Malaya (UM)	Curriculum Development Planning and Administration Physical Education Health Education Education Psychology Measurement and Evaluation Special Education Language Education Arabic Language Education English Language Education Science Education Mathematics Education Social Science Education Sociology of Education Islamic Education
3.	Universiti Pertanian Malaysia (UPM)	Values Education Arts Education Philosophy of Education Falsafah Dan Konsep Pendidikan Etika Dan Profesionalisme Keguruan Falsafah Pendidikan Psikologi Pendidikan Kemahiran Berfikir Sosiologi Pendidikan Teknologi Pendidikan Pengujian Dan Penilaian Perkembangan Kurikulum Penyelidikan Pendidikan Pembangunan Kepemimpinan

(To be continue)



Table 1.1 (Continued)

No.	Institution	Education Foundation Courses (Bachelor in Education)
4.	Universiti Sains Malaysia (USM)	Pelajar Dan Keperluan Pembelajaran Perkembangan Intrapersonal Dan Interpersonal Remaja, Guru, Sekolah Dan Masyarakat Instructional Technology Practices Basic Educational Measurement and Evaluation Kemahiran Komunikasi Dan Interpersonal Untuk Guru Pengurusan dan Pentadbiran Kokurikulum Sekolah Pengurusan Disiplin Sekolah Information and Communication Technology in Education General School Administration
	Universiti Pendidikan Sultan Idris (UPSI)	Seminar Refleksi Latihan Mengajar Pengajaran, Teknologi Dan Penaksiran 1 Seminar Refleksi Latihan Mengajar Pengajaran, Teknologi Dan Penaksiran 1 Pengajaran, Teknologi Dan Penaksiran 2 Pengurusan Pembelajaran Pembelajaran Dan Perkembangan Pelajar Perkembangan Pendidikan Di Malaysia: Falsafah Dan Dasar Pemikiran Strategik Dan Inovatif



Obviously, it is impractical that teachers are able to develop their leadership knowledge if they are not exposed to it earlier. According to Goodwin (2010), teachers personal knowledge; belief and lived experience from the learning process during the teacher preparation program are the foundation of teachers' philosophy. In line with this, Goodwin and Kosnik (2013) stated that, knowledge of teaching consist of teachers personal knowledge that shape teachers' philosophy. In Malaysia, National Education Philosophy and Teacher Education Philosophy was created as a guideline for teachers to perform as expected by the national education system. According to Hamidah, Fariza, Mohd Asri, and Norasibah (2017), teachers who neglected these philosophies were not aware of the national education goals. Furthermore, Teacher Education Philosophy was

