British International Journal of Education And Social Sciences
Vol.6, No.10; October- 2019
ISSN (3342 – 543X);
p –ISSN (4519 – 6511)
Impact factor: 7.85

A MEASUREMENT MODEL OF TEACHER LEADERSHIP VALUES FOR GENERATION Y TEACHER PERFORMANCE IN MRSM

Wan Suhaila Wan Yaacob and Yahya Don, AP

School of Education and Modern Language, Universiti Utara Malaysia, 06010 UUM Sintok, Kedah Darul Aman, MALAYSIA

Abstract: *Teacher performance plays a significant role in an educational institution which is explained by teacher leadership values. Teacher leadership models are developed by many and Katzenmeyer (2009) has developed a model of teacher leadership values consisting of 47 items distributed into 7 dimensions. The aim of this study was to re-examine that measurement model for teacher leadership with the respective dimensions and items and analyse the model applicability for the Generation Y teachers in Maktab Rendah Sains MARA, Malaysia. This study proposed a measurement model by implementing EFA and Structural Equation Modeling for the dimensions of teacher leadership which explain teacher performance. The specific model could be used by researchers to identify the best values of teacher leadership that explain teacher performance.*

Keywords*: Teacher leadership, teacher performance, generation Y teachers*

Introduction

Effective schooling is definitely the result of effective teaching. How does a school improve on its effectiveness in teaching? A concerted effort by the school administrators and dedicated teachers are required to increase student performance; thus proving that the teaching is effective. When the students performed, the teacher performance is also labelled as excellent. Student performance is the product of teacher performance (Davis & Thomas, 1989). Suffice to conclude that the fundamental determining factor that brings about the success or failure of schools is the teacher.

Teacher performance is a predictor to student success (Darling-Hammond, 2010) due to the fact that teachers are the agent of change and they guide the school development and improvement (Harris, 2003). Thus, it is utmost important that teachers perform to the best of their ability in their teaching career.

Malaysia is also on the same track in making the educational institutions having exceptional performance. *Standard Kualiti Pendidikan Malaysia Gelombang 2* (SKPMg2) is designed to make sure that the teachers fulfilled certain standards in order to perform well (Jemaah Nazir dan Jaminan Kualiti, 2017). SKPMg2 are planned out to be an instrument to evaluate teacher performance in terms of teacher leadership, organizational management, curriculum, co-curricular and students' affairs management, learning and facilitating, and student development which is action and evidence based and quality emphasized.

Teachers should portray teacher leadership since the Ministry of Education in Malaysia has moved to agree with distributive leadership in educational institutions (Kementerian Pendidikan Malaysia, 2013). The reason for distributive leadership is to materialize the transformation of leadership at school level. When leadership is not only perceived as the administrators' responsibility but also regarded as everybody's duty, the autonomy to make decisions by many is increased. With the authority, teachers would feel that their passion for the job is increased and they would have greater ability to implement necessary changes in the schools in order to increase students learning and teachers' professionalism (Bastian, Cord, Marks & Carpenter, 2017). Carter (2018) has also proven that teacher performance is influenced by the qualities of teachers as teacher leaders when they perform in multiple capacities. In accordance to the findings thus far, there is a relationship between teacher leadership and teacher performance.

Purpose of Study

The purpose of the study was to enlist what are the actual qualities of teacher leaders that explain the performance of the teachers, thus proposing a measurement model for teacher leadership which affect teacher performance. The study tested the proposed model for its validity and reliability.

British International Journal of Education And Social Sciences
Vol.6, No.10; October- 2019
ISSN (3342 – 543X);
p –ISSN (4519 – 6511)
Impact factor: 7.85

Method

Participants

The participants of this study were the generation Y teachers in Maktab Rendah Sains MARA (MRSM) throughout Malaysia. There were 229 female teachers (65.4%) while there were only 121 male teachers (34.6%) as respondents. Looking at the qualification aspect, there was 14.6% teachers (51) who graduated from university abroad while 85.4% (299 teachers) were graduated from local universities. As for class of degree, which referred to the cumulative grade point average (CGPA), 83.1% of the teachers (291) were in the group of CGPA 3.00 and above while 16.9% of them (59) achieved CGPA of below 3.00.

Instruments

The instrument used to measure teacher leadership was the Teacher Leadership Self- Assessment by Katzenmeyer and Moller (2009). Teacher Leadership Self-Assessment consisted of seven dimensions namely self-awareness, leading change, communication, diversity, instructional proficiency and leadership, continuous improvement and self-organization. There were 47 items of teacher leadership which fell under these seven dimensions. Each item had five choices of answer describing the degree of agreement in the form of five points Likert Scale. The scales ranged from 1 (strongly disagree) to 5 (strongly agree).

The Framework for Teaching (Danielson, 2013) was the instrument adapted to measure teacher performance. Developed by Charlotte Danielson in 1996, the framework had advanced into a valid and reliable measuring instrument. The instrument consisted of 22 items being distributed into four dimensions namely planning and preparation, classroom environment, instruction and professional responsibilities. Participants' feedbacks were based on the 1 to 5 scales of the Likert Scale, 1 being 'strongly disagree' and 5 being 'strongly agree'.

Data Analyses

Exploratory factor analysis (EFA) was performed to discover the fundamentally latent structure of a comparatively large set of items. (Norris & Lecavalier, 2009) using SPSS. Structural Equation Modeling was performed using AMOS software to identify which values of teacher leadership explain the increase in teacher performance.

Results

After EFA was performed, the 47 items of teacher leadership were reduced to 34 items distributed into four (4) dimensions namely self-awareness; communication and change; diversity and instructional proficiency; and organized and continuous improvement as in Table 1.

Table 1
The Rotated Component Matrix for Teacher Leadership

Item		DIMENSION			
		1	2	3	4
TL1	I reflect upon my excellent work performance	0.69			
TL2	I always think of how to improve myself as a teacher	0.73			
TL7	I act in ways that are congruent with my values and philosophy when dealing with colleagues	0.50			
TL9	At work, I behave in ways that are ethical and meet expectations for a high level of professional performance	0.52			
TL10	I invite colleagues to work toward accomplishment of the vision and mission of the school		0.59		
TL11	I lead others in accomplishing tasks		0.53		
TL12	I involve colleagues when planning for change		0.60		
TL14	I work toward improving the		0.56		

British International Journal of Education And Social Sciences
Vol.6, No.10; October- 2019
ISSN (3342 – 543X);
p –ISSN (4519 – 6511)
Impact factor: 7.85

	culture of the school			TL33	I am open to sharing with colleagues	0.57	
TL15	I am willing to spend time and effort building a team to improve my school	0.67		TL34	I act with integrity when working with students or adults	0.64	
TL17	I seek perspectives of others with accuracy	0.67		TL35	I act with fairness when working with students or adults	0.65	
TL18	I reflect others' thoughts and feelings with accuracy	0.64		TL36	I seek out all pertinent information from any sources before making a decision or taking action	0.54	
TL19	When facilitating small groups I keep the group members on-task and on-time	0.54		TL20	When leading meetings, I am able to get almost everyone to participate		0.55
TL13	I understand the importance of school cuture to improving student outcomes		0.58	TL31	I have a reputation for being competent in the classroom		0.66
TL23	I respect values and beliefs that may be different from mine		0.65	TL37	I set goals and monitor progress towards meeting them		0.69
TL25	I work efficiently with non-educators and persons with special interest		0.58	TL38	I analyze and use assessment information when planning		0.67
TL26	I make special efforts to understand the beliefs and values of others		0.59	TL39	I participate in professional development and learning		0.78
TL28	I promote positive environment in the classroom		0.61	TL40	I am proactive in identifying problems and working to solve them		0.75
TL30	I persist to assure the success of all students		0.61	TL41	I work side-by-side with		0.66

British International Journal of Education And Social Sciences
Vol.6, No.10; October- 2019
ISSN (3342 – 543X);
p –ISSN (4519 – 6511)
Impact factor: 7.85

	colleagues, parents and / or others to make improvements in the school or district				
TL42	I plan and schedule thoroughly so that i can accomplish tasks and goals				0.67
TL43	I exhibit self-confidence when under stress or in difficult situations				0.52
TL44	I work effectively as a team member				0.68
TL45	I show initiative and exhibit the energy needed to follow through to get desired results				0.71
TL46	I prioritize so that I can assure there is time for important tasks				0.66
	Eigenvalue	13.77	3.35	2.78	2.41
	Total variance explained	16.51	29.84	39.69	47.49

As for teacher performance, 22 items were reduced to 21 and these items were restructured under three (3) dimensions namely planning and preparation for classroom environment; instruction; and professional responsibilities as in Table 2.

Table 2
The Rotated Component Matrix for Teacher Performance

Item		DIMENSIONS 1	2	3
TP1	I demonstrate knowledge of content and pedagogy	0.61		
TP2	I demonstrate knowledge of students	0.72		
TP3	I set instructional outcomes	0.83		
TP4	I demonstrate knowledge of resources	0.70		
TP5		0.76		
TP6	I design coherent instruction	0.74		
TP7	I design student assessment	0.81		
TP8	I create an environment of respect and rapport in my classroom	0.77		
TP9	I establish a culture for learning in my classroom	0.72		
	Table 3.15 (Cont)			
TP10	I manage classroom	0.75		
TP11	procedures before, during and	0.62		
TP12	after class	0.76		
TP13	I manage my student behaviour	0.66		
TP16	in the classroom	0.65		
	I organize the classroom physical space			
	I communicate with students			
	I use questioning and discussion techniques			
	I demonstrate flexibility and responsiveness			
TP14	I engage students in learning		0.63	
TP15	I use assessment in instruction		0.65	
TP18	I maintain accurate records		0.65	
TP19	I communicate with families of my students		0.76	
TP20	I participate in professional community			0.85
TP21	I grow and develop professionally			0.79
TP22	I demonstrate professionalism in my work			0.66
	Eigenvalue	10.14	1.96	1.56
	Total variance explained	37.97	51.09	62.11

SEM was applied and the fitness index was satisfied (Zainudin Awang, 2012; 2015). Figure 1 presents the measuremet model of teacher leadership affecting teacher performance. Based on Figure 1, a represents self-awareness, b represents communication and change, c represents diversity and instructional proficiency and d represents organized and

British International Journal of Education And Social Sciences
Vol.6, No.10; October- 2019
ISSN (3342 – 543X);
p –ISSN (4519 – 6511)
Impact factor: 7.85

continuous improvement for teacher leadership while x represents preparation for classroom environment, y for instruction and z for professional responsibilities.

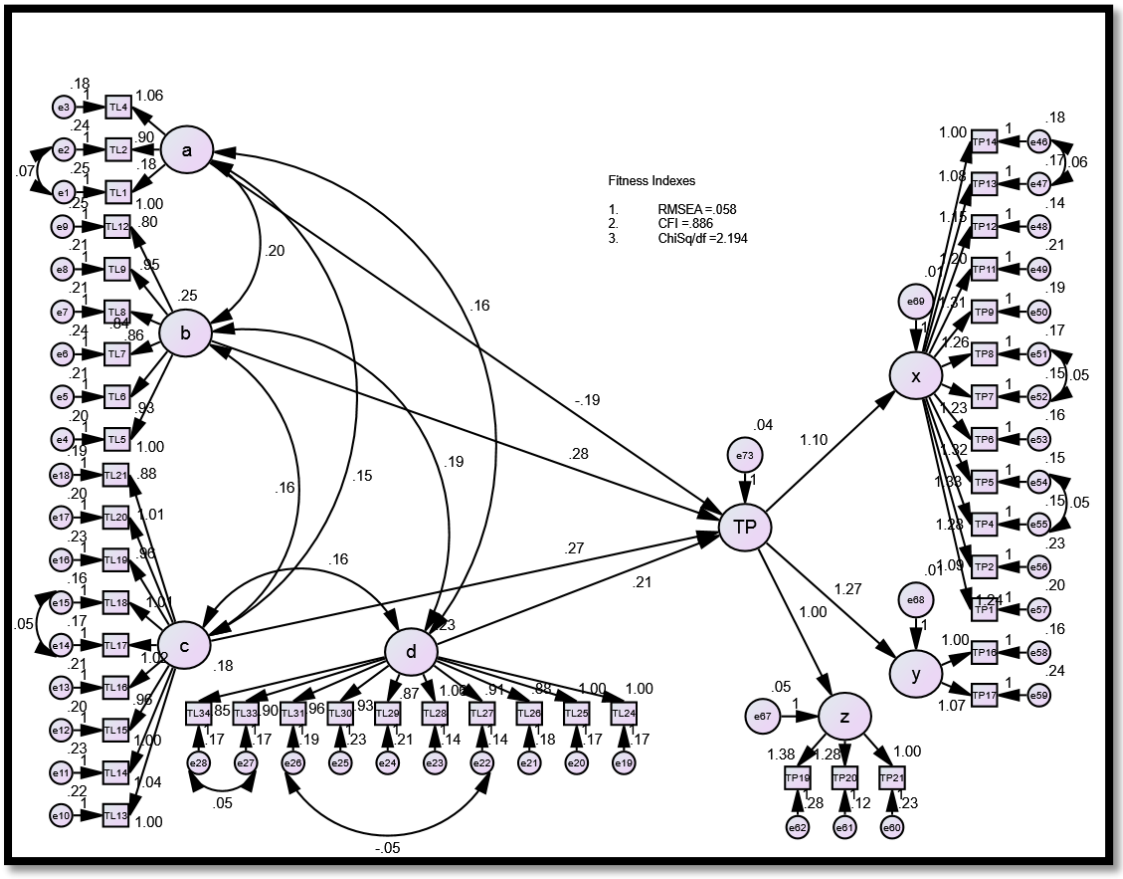

Figure 1: Measurement model for teacher leadership affecting teacher performance

Table 3 shows the summary of unstandardized estimates for each of the dimensions of teacher leadership which explained teacher performance.

Table 3

Summary of unstandardized beta estimates for teacher leadership to teacher performance

			Estimate	S.E.	C.R.	P	Label
	<---	a	-.191	.411	-.465	.642	par_54
TP	<---	b	.284	.262	1.085	.278	par_55
TP	<---	c	.271	.124	2.183	.029	par_56
TP	<---	d	.208	.070	2.961	.003	par_57

The unstandardized beta estimate from dimension a to teacher performance is -0.191. This means that teacher performance on average will reduce by 0.191 for a unit change in dimension a (self-awareness). For dimension b (communication and change), teacher performance will increase by 0.284 for a unit change in dimension b. Nonetheless, the p-values for dimension a and b are >0.05 (a = 0.642, b = 0.278) which showed that they were not statistically significant. Then, one interpretation would be that teacher performance was not statistically dependent on the generation Y teachers' values of communication and change as well as self-awareness. Another interpretation could be that teacher performance was known to depend on these two values of teacher leadership but the study design, applied in generating the data, did not have sufficient power to detect that dependence.

Dimension c (diversity and instructional proficiency) and d (organized and continuous improvement) were positively explaining teacher performance whereby for teacher performance will increase by 0.271 and 0.208 for a unit change in each dimension respectively. Both of these dimensions were statistically significant at p-value <0.05 (c = 0.029, d = 0.003). This meant that teacher performance was statistically dependent on dimension c and d.

Discussion and Conclusion

This research would like to identify whether teacher performance was affected by values or dimensions of teacher leadership. Based on the structural equation modeling, it was undeniable that some dimensions of teacher leadership explained the performance of the generation Y teachers. How much each dimension of teacher leadership explained teacher performance differed which signifies that some values of teacher leadership play a more significant role in influencing teacher performance. In this study, generation Y teachers' self-awareness has a negative effect on their performance. The other three dimensions have a positive effect on teacher performance. Nonetheless, what matters most are the values of diversity and instructional proficiency as well as organized and continuous improvement. Based on the finding of the study, it is suggested that professional development programmes should put a stress on developing these values. Thus the model of teacher leadership that affects teacher performance consists of the values diversity and instructional proficiency as well as organized and continuous improvement.

References

Bastian, K.C., McCord, D. M., Marks, J.T., & Carpenter, D. (2017). A temperament for teaching? Associations between personality traits and beginning teacher performance and retention. *AERA Open*, *3*(1), 1-17.

Carter, J. (2018). *A qualitative study of teacher leadership in secondary schools in central Missouri* (Doctoral dissertation). Retrieved from https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/66369/research.pdf?sequence=1&isAllowed=y

Danielson, C. (2013). *Rubrics from the framework for teaching: Evaluation instrument* (23rd ed.). Retrieved from http://www.ode.state.or.us/wma/teachlearn/commoncore/danielson-2013-rubric-only.pdf

Darling-Hammond, L. (2010). *Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching*. Retrieved from https://scale.standford.edu/system/files/teacher_effectiveness.pdf

Davis, G. A., & Thomas, M. A. (1989). *Effective schools and effective teachers*. Massachusetts: Allyn and Bacon.

Harris, A. (2003). Teacher leadership as distributed leadership: heresy, fantasy or possibility?. *School Leadership & Management, 23*(3), 313-324.

Jemaah Nazir dan Jaminan Kualiti. (2017). *Standard Kualiti Pendidikan Malaysia Gelombang 2*. Putrajaya: Kementerian Pendidikan Malaysia.

Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Kementerian Pendidikan Malaysia. (2013). *Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025*. Putrajaya: Kementerian Pendidikan Malaysia.

Norris, M & Lecavalier, L. (2009). Evaluating the use of exploratory factor analysis in developmental disability psychological research. *Journal of autism and developmental disorders. 40*(1), 8-20.

Zainudin Awang. (2012). *Research methodology and data analysis* (2nd ed.). Shah Alam: UiTm Press.

Zainudin Awang. (2015). *SEM made simple: A gentle approach to learning structural equation modelling*. Bangi: MPWS Rich Publication Sdn. Bhd.