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The Relationship between 21st-Century Instructional Leadership and Teachers' Self- Efficacy

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Abstract

A teacher's self-efficacy does not only affects the teacher's performance as an educator but also directly affects the learning processes of the students. Therefore, it is important to look into the things that affect a teacher's self-efficacy. Several factors can influence the level of self-efficacy of a teacher, including the leadership style and practices of school leaders. This study aims to identify the level of the 21st-century instructional leadership practices, the level of teacher self-efficacy and the relationship between the two variables. This study was conducted by using a quantitative method which is a survey design. The results of the study were obtained from 252 teachers working in primary schools in the Wilayah Persekutuan Putrajaya who were selected using the simple random selection method. Based on the data that has been analysed, the findings show that the level of the 21st-century instructional leadership practices and the level of teacher self-efficacy are at a very high level and the relationship between the two variables is strong ($r = 0.634$). The results of this study are expected to contribute to the efforts of stakeholders including ministries, education departments and education bureaus as well as schools to improve the quality of education. For further research, the researcher suggests a more comprehensive and in-depth study involving leaders at all levels as well as teachers in schools, to determine the leadership style of school leaders and the factors that influence teachers' self-efficacy.

Keywords: 21st-Century Instructional Leadership, Self-Efficacy, Teacher, Performance

Introduction

The leadership style of each school leader has a great impact on the effectiveness of his job in leading. Good and appropriate leadership practices will be able to motivate the teacher's motivation and work performance, which in turn affects the student's learning process. In an effort to achieve the final target of the Ministry of Education Malaysia (KPM) by 2025, several aspirations have been set including an innovative, dynamic and high-performing workforce to continue progressing in 21st-century education as well as pioneering the use of appropriate technology and digital capabilities to drive education agenda (KPM, 2019). Every school leader needs to play their respective role in ensuring that every teacher is able to meet every set aspiration and further encourage effective education.

21st-century instructional leadership refers to the ability of school leaders to think ahead, create a conducive environment for the digital generation, ensure appropriate and trained, supported and motivated teachers as well as a conducive school climate for learning. According to King (2002); Larry (2003) in Jeffri's (2021) study on the 21st century, instructional leadership leads to any action taken by school leaders using more sophisticated thinking to drive staff development and leverage each data when making results through the teaching leadership style they practice to enhance teaching and learning activities in schools.

A teacher's self-efficacy is one of the most important factors in ensuring excellent educational performance. Self-efficacy refers to a person's belief and confidence in their ability to perform tasks at a certain level (Zabidi, 2006). Bandura (1997) argues that self-efficacy can be defined more clearly by summarizing it as a person's insistence to plan, strategize and perform tasks effectively. Tschannen-Moran and Hoy (2001) introduced several factors that reflect a teacher's self-efficacy, namely the effectiveness of teaching strategies, the effectiveness of classroom management and the effectiveness of student participation. Self-efficacy can affect different things such as work performance, way of thinking, behaviour and emotions (Dewi, 2017).

Based on the study of Duman, Suhaimi and Khairuddin (2021), there is a significant relationship between the instructional leadership of school leaders and teachers' attitudes towards changes in education in the 21st century. This is because the style of school leaders has a great influence on the performance of teachers. Zamri's study (2016) shows that teachers have a low level of efficiency or confidence in some aspects including aspects of class management. In ensuring effective curriculum implementation, teachers' efficacy or confidence in their ability to teach is a very important factor (Khairuddin and Halimah, 2016).

Research Objectives

Based on this background, it is clear that the leadership style of school leaders has an impact on the self-efficacy of teachers which is very important in ensuring an effective learning process and needs to be studied more deeply. The main purpose of this study is to identify the influence of the headmaster's 21st-century instructional leadership on teacher self-efficacy. Therefore, the implementation of this study is based on the following objectives:

1. To identify the level of 21st-century instructional leadership of the headmasters
2. To identify the level of teachers' self-efficacy
3. To identify the relationship between the 21st-century instructional leadership of the headmasters and teachers' self-efficacy

This writing is divided into four parts. The first section clarifies past studies related to 21st-century instructional leadership and teacher self-efficacy. Next, the research methodology is discussed covering methods of collecting and analyzing data. The findings of the study are discussed and summarized in the next section and followed by a discussion section that includes theories, implications and recommendations for further research.

Literature Review

School Leadership and Its Relationship With Teacher Self-Efficacy

The ability of an organization in achieving set goals is influenced by various factors. A key factor that can improve organizational performance is the effectiveness of a leader's leadership style practices in an organization. In addition to the role of manager and administrator, an effective leadership style will inevitably stimulate commitment, motivation and job satisfaction among employees (Abdul Ghani, 2017).

According to Lokman and Anuar (2017), effective and satisfactory leadership culture and practices can influence the level of commitment, efficiency, motivation and job satisfaction among teachers. Suleyman (2015) also stated that as a school leader, it is very important for every headmaster to ensure that the achievements and performance of the teachers and the school can be improved and improved to a satisfactory level. School leaders are important individuals in every school organization. This is because headmasters or principals are responsible for determining school policies and policies which become one of the factors in the level of teacher performance as well as student achievement in various fields including academic and co-curricular.

Theory and Model

The Basic Theory of Leadership

Various theories have been produced and debated in various academic levels related to leadership. Scholars are concerned about leadership elements that show a significant relationship with the ability and excellence of an organization including school organizations. The development of leadership theory has had a profound impact on the leaders of organizations including schools in leading their respective organizations effectively and successfully. Although the task is not an easy one, it turns out that the benefits have been enjoyed by managers in the public sector as well as in the private sector.

Bush (1984); Bush (2013); Bush and Glover (2003); Bubb and Early (2006) have formed a typology based on eight important theories namely instructional leadership, transformational leadership, moral leadership, participatory leadership, management leadership, postmodern leadership, interpersonal leadership and contingency leadership. However, Early and Weindling (2004) have limited to five basic theories of leadership only. The typology put forward by Early and Weindling was found to be more constructive and structured. Among the theories are nature theory, style theory, contingency theory, power or influence theory and personal quality theory. In conclusion, the theoretical typology by Early and Weindling has described the real relationship between leadership theory, stream of thought, approach or leader effectiveness better and clearly. Robbins and De Cenzo (1998) have put forward a leadership theory namely Path-Goal Theory. Path-Goal Theory is a theory in which the leader has a role and responsibility to help guide his subordinates in preparing the need for instruction and support to achieve the target. An understanding related to the development of leadership theory is crucial in the effort to produce versatile and competent leaders in challenging times.

21st-Century Instructional Leadership Model

Jeffri (2021) has adapted and combined Hallinger's (2015) instructional leadership model with a questionnaire produced by (The National Association of Secondary School Principals, 2010). As a result, there are seven main dimensions related to 21st-century instructional leadership, namely defining school mission, managing instructional programs, shaping a positive school climate, educational leadership, solving complex problems, communication and developing of self and others (Table 1).

Table 1

21st-Century Instructional Leadership Model

| | |
|---|--|
| Defining the School Mission | <ul style="list-style-type: none"> • Formulate the school goals • Clarify the school goals |
| Managing Instructional Programs | <ul style="list-style-type: none"> • Supervise and evaluate teaching • Coordinating the curriculum • Monitor student progress |
| Creating a Positive School Climate | <ul style="list-style-type: none"> • Protecting the teaching time. • Promoting professionalism development • Maintaining high visibility • Enforcing academic standards • Providing incentives for students • Providing incentives for teachers. |
| Educational Leadership | <ul style="list-style-type: none"> • Determining teaching instructions • Teamwork • Sensitivity. |
| Solving Complex Problems | <ul style="list-style-type: none"> • Punishing. • Decision-based • Organizational ability |
| Communication | <ul style="list-style-type: none"> • Oral • Written |
| Development of Self and Others. | <ul style="list-style-type: none"> • Development of the others • Understanding the strengths and weaknesses of oneself. |

Source: Jeffri (2021)

Bandura's Self-Efficacy Theory (1993)

Self-efficacy refers to a person's confidence in performing a task in achieving a set goal. It is also interpreted as an individual's confidence in their ability to organize and implement the appropriate cognitive, action and social skills to achieve a goal (Schunk, 1991; Bandura, 1986; Jerusalem and Hellig, 2009). This theory explains that self-efficacy is a behaviour or act driven by a high level of motivation that involves cognitive processes i.e. the ability of an individual to anticipate, consider, evaluate and make decisions. Self-efficacy is a person's expectation that their behaviour is as necessary in order to achieve a goal (Bandura, 1977). This theory explains how an individual's level of confidence is able to affect their ability to perform a job (Bandura, 1997). Based on the theory, the relationship between cognition, environment and behaviour encourages individuals to learn about their surroundings in an effort to form appropriate behaviours based on their knowledge or experience.

Self-efficacy generally refers to an individual's behaviour or the relationship between a behaviour and its achievement. This is consistent with the 1977 Bandura study which showed a significant relationship between self-efficacy and job performance. Bandura (1977) argues that high self-efficacy allows people to do their jobs better in any situation than those who are not confident in their abilities. This theory is processed over time and encompasses expectations for an individual's ability to control activities, including thought processes, emotions, and behaviour (Schunk 1991). Schunk (1989) also explained that self-efficacy is one of the key features of the learning process. At the beginning of each activity, students have different beliefs about their abilities. The increase in the level of student learning motivation is in line with the achievement and efficiency of the learning process.

The self-efficacy model also refers to the self-goal setting, which is one of the determinants of personal outcomes. Effectiveness is also a factor that influences decisions and outcomes. Self-efficacy emerges as an expectation of increased levels of motivation and ability to do work. Since the level of effectiveness is critical to success, this theory is widely used in areas such as education, human resource management, organizational behaviour, sports and health.

Teachers' Self-Efficacy Model

Teacher self-efficacy (Tschannen-Moran et al., 1998) is formed from several elements, namely teaching strategies, student involvement and class management when the teacher teaches will affect student achievement. Highly effective teachers will always strive to plan and implement new teaching methods, especially challenging teaching techniques, in line with the current circulation and development. Highly effective teachers are also more likely to use various approaches in class management in an effort to stimulate autonomous control and increase student involvement in the learning and teaching process. According to Ross (1994) in his study, the level of teacher efficacy will influence student achievement in learning.

A good teacher's self-efficacy will contribute to increasing student achievement in the learning process (Woolfolk et al., 1990). This is because teachers with high self-efficacy are less likely to ignore the needs of low-achieving students. Ross (1994) also stated that highly effective teachers see student failure as a challenge that will make a teacher work harder to improve the effectiveness of his teaching so that students can achieve success. This effort is done because a teacher's sense of trust and confidence will encourage their ability and willingness to make changes and improve their teaching until they achieve the set goal (outcome).

This study by Ross (1994) is in line with the findings of Ashton et al (1983) which shows that teachers with a low level of self-efficacy are more likely to focus on high-achieving students, and ignore low-achieving students because they think that those students as a distraction. This will lead to a change in behaviour and a negative response by the students towards their academic achievement. According to Tschannen-Moran and Hoy (2001), teacher self-efficacy includes teaching strategies, classroom management effectiveness and student engagement effectiveness.

Past Studies

21st Century Instructional Leadership

According to Hallinger (2005, 2015) in Jeffri's (2021) study, instructional leadership practices, in the 21st century, are still relevant and capable of contributing to the achievement of school goals. The National Education Development Master Plan (MOE, 2007) also emphasizes the effectiveness of instructional leadership practices in the world of education today.

21st-century instructional leadership means the ability of forward-thinking school leaders, to create a conducive environment for the digital generation, ensuring teachers are appropriate and trained, supported and motivated and a conducive school climate for learning. These features are combined with the key role of instructional leadership in creating formal relationships between teachers through the comprehensive involvement of teachers, preparation of teacher professional development process, curriculum development and implementation of action research conducted to improve their reliability and capabilities in the classroom.

According to King (2002); Larry (2003) in Jeffri's (2021) study, in the 21st century, instructional leadership refers to any action taken by a headmaster or principal in a school by using a more sophisticated view to encourage staff development and take advantage of every data when making decisions through the teaching leadership style they practice to improve teaching and learning activities in schools. In general, every action and behaviour taken by school leaders including headmasters and principals in influencing the quality of teaching and learning of teachers and improving student learning achievement is the role of teaching leadership (Yusri, 2012).

According to Norhayati et al (2017), the Malaysian Education Quality Standards wave 2 (KPM, 2017) focuses on the role of headmasters and principals as instructional leaders still emphasizing leading teaching activities in schools to ensure the success of all three waves in Malaysian Education Development Master Plan (PPPM) 2013-2025 21st century. As leaders, headmasters are responsible and act as agents of change and take steps to influence teachers so that they also change for the better and benefit the organization in accordance with current needs. According to Jonas and Mark (2008), changes need to be made in line over time, with technological developments, changes in politics and the standard of living and society.

Alimuddin (2010) argues that instructional leaders will be able to make a significant impact on student excellence by performing their duties as agents of change and creating a conducive school environment. Thus, instructional leadership is a key factor in determining the success of institutional change and institutional performance (Sahin, 2011). According to Kamarulzaman (2012), instructional leadership is able to have an impact on the formation of highly skilled individuals in line with the needs of the country. The development of technology, the passage of time, changes in political currents and the improvement of society's living standards require changes to occur at all times (Douglas and Mark, 2019). The changes made are able to provide a new injection in the organization to continue to remain at a good, stable and competitive level of work performance (Barbara, 2005).

Teachers' Self-Efficacy

An individual's belief in himself to carry out his responsibilities well. According to Amir (2016), a high and good level of efficiency will lead to an increase in the level of performance motivation. Self-efficacy will affect various things including work performance, way of thinking, behaviour and emotions, (Dewi, 2017). A study by Menon (2020) shows that the level of efficiency of teachers will increase if they have had the previous experience where they successfully taught their respective subjects. Primary school teachers have a higher level of self-efficacy compared to secondary school teachers who need various activities and teaching aids to increase teachers' confidence to manage older students, (George et al., 2018).

The efficacy and self-confidence of teachers can also be improved through guidance programs, mentoring and the support of colleagues (Dewanto, 2018). Self-efficacy is the teacher's self-confidence and motivation as a factor for children's physical, emotional, mental, intellectual and social development (Leong and Norizah, 2019). Tirmizi et al (2020) also showed that educators with a high level of self-efficacy are strongly related to the level of motivation where they can develop self-efficacy and innovation and carry out their duties well. A high level of self-efficacy strengthens the teacher-student relationship and plays a continuous role in the teacher's emotional support after the student's success (Yang et. al., 2021).

Methodology

According to Chua (2014), population means the entire group to be studied. The population of this study includes primary school teachers in the Federal Territory of Putrajaya. The selection of the sample number for a study involving primary school teachers in the Federal Territory of Putrajaya was determined based on the calculations of (Krejcie and Morgan, 1970). According to Talib (2016), the sample size determination table of Krejcie and Morgan (1970) uses calculations without taking into account statistical power and effect size. Therefore, this table is very suitable to be used for survey studies with large populations and known numbers. A simple random sampling technique is used to ensure that each subject in the population has an equal chance of being selected as a study respondent (Chua, 2014).

This study was conducted using the survey method which is one of the most popular research methods. This is due to this method which has the characteristics of a comprehensive implementation, fast data collection method, large sample size as well as information can be collected directly. According to Chua (2014), this survey study is a study that uses interviews or questionnaires as research instruments. In this study, researchers used questionnaires as research instruments. Overall, the questionnaire instrument used by the researcher for this study includes three parts, namely parts A, B and C.

Part A contains items on demographics while part B contains items that have been adapted from the instrument Questionnaire on the Practice of Headmasters in 21st Century Instructional Leadership, Professional Development and Professional Learning Community (PLC) in Perak (Jeffri, 2021) which is a combination of the Principal Instructional Management Rating Scale (PIMRS) which has been improved by Hallinger (2015) and 21st Century Instructional Leadership School Administrator Skills (21st CILSAS) by The National Association of Secondary School Principals (2010). Section C covers items adapted from the Tschannen-Moran and Hoy (2001) Teacher Self-Efficacy Scale. The items of the questionnaire were measured using a Likert Scale which was divided into five namely 1 'strongly disagree', 2 'disagree', 3 'disagree', 4 'agree' and 5 'strongly agree'.

A pilot study was conducted on a sample group of 30 teachers. Data for the main study was collected within 3 months via an online Google Form link sent to primary schools in the Federal Territory of Putrajaya via email. Before the study was implemented, the researcher had obtained permission from the university, Education Policy Planning and Research Division (BPPDP), State Education Department (JPN) and school administrators.

Sekaran (2006); Pallant (2006); Creswell (2013); Lim and Chee (2010); Sakeran and Bougie (2013); Creswell and Poth (2018) agree that reliability refers to the stability and internal consistency of the constructed questionnaire. For Cronbach (1950), Cronbach's Alpha value is often used as an indicator to measure the level of consistency of each research construct. The reliability index of each instrument practiced among researchers and scholars is Cronbach's Alpha value which exceeds 0.60 (Majid, 2000, 2005; Pallant, 2006; Rahayah, 2003).

Table 2 displays the reliability of the headmaster's 21st-century instructional leadership practice and teacher self-efficacy questionnaire. The results of the analysis found that the questionnaire obtained a Cronbach's Alpha value of 0.887.

Table 2

The reliability of the headmaster's 21st-century instructional leadership practice and teacher self-efficacy questionnaire.

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| 0.887 | 0.887 | 2 |

While the reliability analysis for each questionnaire construct was also performed. For the 21st-century headmaster instructional leadership construct, the overall Cronbach's Alpha value was 0.94 as shown in Table 3. Reliability analysis of the 21st-century headmaster instructional leadership practice questionnaire found that all dimensions at Cronbach's Alpha value 0.70 and above. This indicates that the 21st-century instructional leadership practice questionnaire of headmasters is at a good and applicable level.

Table 3

The reliability of the headmaster's 21st-century instructional leadership practice questionnaire.

| Dimension | Item number | Value of Cronbach's Alpha |
|-------------------------------------|-------------|---------------------------|
| Managing Instructional Programs. | 5 | 0.78 |
| Creating a Positive School Climate. | 5 | 0.91 |
| Educational Leadership. | 5 | 0.91 |
| Solving Complex Problems | 5 | 0.89 |
| Communication | 5 | 0.89 |

The questionnaire for teacher self-efficacy has a Cronbach's Alpha value of 0.94. The three dimensions of the questionnaire are as follows i) student involvement 0.92, ii) instructional strategy 0.89 and iii) class management 0.90. Just like the 21st-century instructional leadership practice questionnaire for headmasters, the teacher efficacy questionnaire is also at a good level and suitable for use in research. The ranking of Cronbach's Alpha values for the construct of teacher efficacy and the entire dimension is shown in Table 4.

Table 4

The reliability of the teacher self-efficacy questionnaire.

| Dimension | Item number | Value of Cronbach's Alpha |
|------------------------|-------------|---------------------------|
| Student Involvement | 5 | 0.92 |
| Instructional Strategy | 5 | 0.89 |
| Class Management | 5 | 0.90 |

The data analysis process for this study was implemented using SPSS software. Descriptive analysis was used to analyze the demographic data of the respondents and also to answer the first and second research questions involving the calculation of mean and standard deviation. According to Jainabee and Jamil (2009), the interpretation of the findings of the central tendency study refers to the measurement of the mean score of the interpretation. The interpretation of the mean score level is as in table 5.

Table 5
Mean Score Interpretation

| Mean | Level |
|-------------|-----------|
| 1.00 – 1.80 | Very Low |
| 1.81 – 2.60 | Low |
| 2.61 – 3.40 | Medium |
| 3.41 – 4.20 | High |
| 4.21 – 5.00 | Very High |

Source: Jainabee and Jamil (2009)

To answer the third research question which is the relationship between 21st-century instructional leadership practices of headmasters and teachers' self-efficacy, the results of the study were analyzed using correlation analysis. To measure the strength of the relationship between the variables, the Pearson correlation interpretation table (Fauzi et. al., 2014) was used as in Table 6.

Table 6
Pearson Correlation Interpretation

| Pearson Correlation Value | Interpretation |
|---------------------------|----------------|
| 0.80 - 0.99 | Very Strong |
| 0.60 - 0.79 | Strong |
| 0.40 - 0.59 | Medium |
| 0.20 - 0.39 | Weak |
| 0.01 - 0.19 | Very Weak |

Source: Fauzi et al (2014)

Findings

21st-Century Instructional Leadership Practices of Headmasters

To answer the research question, the results of the study were analyzed to identify the level of 21st-century instructional leadership practice of headmasters. The table below shows the findings from the study that has been conducted. Mean values, standard deviations and levels for each dimension of 21st-century instructional leadership were used to compare the level of principal practice in 21st-century instructional leadership based on the five dimensions as in Table 7.

Table 7

The Level of Principal Practice In 21st-Century Instructional Leadership

| Dimension | Mean | Standard Deviation | Interpretation |
|---|-------------|--------------------|------------------|
| Managing Instructional Programs. | 4.22 | 0.50 | Very High |
| Creating a Positive School Climate. | 4.34 | 0.62 | Very High |
| Educational Leadership. | 4.32 | 0.51 | Very High |
| Solving Complex Problems | 4.16 | 0.62 | High |
| Communication | 4.27 | 0.53 | Very High |
| Principal Practice In 21st-Century Instructional Leadership | 4.26 | 0.45 | Very High |

Based on the results of the analysis, the level of the headmaster's 21st-century instructional leadership practice is at a mean value of 4.26 (SP= 0.45). Table 7 also shows the data that has been analyzed according to each dimension, namely managing instructional programs (mean= 4.22, SP= 0.50), creating a positive school climate (mean= 4.34, SP= 0.62), educational leadership (mean= 4.32, SP= 0.51), solving complex problems (mean= 4.16, SP= 0.62) and communication (mean= 4.27, SP= 0.53). So, overall, the level of 21st-century instructional leadership practices of headmasters is at a very high level.

Teacher Self-Efficacy

The results of the analysis from the findings of this study also answered the objective of the study to identify the level of self-efficacy of teachers. The descriptive analysis that has been carried out is explained as illustrated in Table 8.

Table 8

The Level of Teachers' Self-Efficacy

| Dimension | Mean | Standard Deviation | Interpretation |
|--------------------------------|-------------|--------------------|------------------|
| Student Involvement | 4.29 | 0.43 | Very High |
| Instructional Strategy | 4.29 | 0.45 | Very High |
| Class Management | 4.25 | 0.45 | Very High |
| Teachers' Self-Efficacy | 4.27 | 0.41 | Very High |

In this study, the level of teacher self-efficacy was measured through three dimensions namely student involvement, instructional strategies and classroom management. Table 8 shows the data from the analysis that has been implemented, namely student involvement (mean = 4.29, SP = 0.43), instructional strategies (mean = 4.29, SP = 0.45) and classroom management (mean = 4.25, SP = 0.45). Overall, the results of teacher self-efficacy in this study have recorded a mean score of 4.27 with a standard deviation of 0.41 and the level of teacher self-efficacy is at a very high level.

The Relationship Between Headmaster's 21st-Century Instructional Leadership Practices and Teacher Self-Efficacy

The findings of the study were also analyzed to answer the third objective of the study which is to identify the relationship between 21st-century instructional leadership practices of headmasters with teachers' self-efficacy. The results of the analysis are as illustrated in Table 9.

Table 9

The Relationship Between Headmaster's 21st-Century Instructional Leadership Practices and Teacher Self-Efficacy

| Variables | | | Value of Correlation |
|--|---|---------------------|----------------------|
| Headmaster's Instructional Practices | 21 st -Century Leadership | r Sig (2-tailed) | 0.634 |
| Teacher Self-Efficacy | | r Sig (2-tailed) | 0.634 |

** Correlation is significant at the 0.01 level (2-tailed)

N = 252

Overall, Table 9 shows the relationship between the headmaster's 21st-century instructional leadership practices and teacher self-efficacy. Based on the results of the analysis, the correlation value of the relationship between the headmaster's 21st-century instructional leadership practice and the teacher's self-efficacy is $r = 0.634$. Therefore, the relationship between the headmaster's 21st-century instructional leadership practices and the teacher's self-efficacy is strong.

Discussion

The results of this study clearly show that the level of 21st-century instructional leadership practices of headmasters is at a very high level with a mean value of 4.26 (SP = 0.45). This finding has fulfilled the objective of the first study which is to identify the level of instructional leadership practices of the 21st-century headmaster. In conclusion, headmasters apply 21st-century instructional leadership practices which are managing instructional programs, creating a positive school climate, educational leadership, solving complex problems and communicating efficiently and effectively. According to Nitce et al. (2019), instructional leadership practices including emphasizing the definition of school goals, management of instructional programs and rewarding and recognizing teachers are important for every school leader.

In addition, the results of this study have also answered the second objective of the study, which is to identify the level of self-efficacy of teachers. The results of the analysis show that the level of self-efficacy of teachers is very high with a mean value of 4.27 (SP= 0.41). This shows that the teachers have a very high belief in themselves in carrying out their responsibilities as an educator. The findings of this study are in line with studies carried out by Kamarzuan et al (2014); Aziah et al (2015); Awanis et al (2016); Mardhiah and Rabiatal-Adawiah (2016); Norakmar et al (2019); Norsimah and Mahadzir (2020) who found that the level of self-efficacy of teachers is at a high level.

Next, the results of the correlation analysis show that there is a strong relationship between the headmaster's 21st-century instructional leadership practices and the teacher's self-efficacy

($r = 0.634$, $p < 0.01$). This point shows that the level of 21st-century instructional leadership practices of headmasters has a great influence on the level of teacher self-efficacy. School leaders who practice the 21st-century instructional leadership style will influence self-efficacy which leads to increased motivation and work performance while ensuring that the school can achieve the set goals. This is in line with the study of Yusri (2012) who found that every action and behaviour taken by school leaders including headmasters and principals in influencing the quality of teacher education and improving student learning achievement is the role of teaching leadership. This finding is also supported by Yahya's (2007) statement, which states that school leaders are the main focus because school excellence depends entirely on the level of effectiveness of school leaders.

The effectiveness of leaders to lead can ensure a good level of self-efficacy of the teachers in line with their responsibility to improve school performance. A high level of efficiency will increase the effectiveness of teachers in carrying out their responsibility to educate students because with high self-confidence, teachers will perform their duties more efficiently and effectively. Along with the study of Amir (2016); Dewi (2017) which states that a high and good level of efficiency will lead to an increase in the level of performance motivation and influence various things including work performance, way of thinking, behaviour and emotions of an individual.

Conclusion

The practice of 21st-century instructional leadership is important and can have a great influence on the level of self-efficacy of teachers. Therefore, it is very critical for every school leader to apply appropriate leadership practices efficiently and effectively so that the level of self-efficacy of teachers can be improved while encouraging high work performance motivation. This will further ensure the success of students and the achievement of the school's goals as well as the country's aspirations in the education system. Based on the findings from this study, it is hoped that the Malaysian Ministry of Education, the State Department of Education, the District Education Office and schools can provide greater space to fostering good leadership practices among school leaders in order to improve the quality of education in the country as a whole.

In addition, the researcher also hopes that this study will be further developed by looking at the practice of 21st-century instructional leadership among principals and the self-efficacy of teachers serving in secondary schools throughout Malaysia. It is suggested that future studies be carried out using a qualitative approach so that influencing factors as well as 21st-century instructional leadership practices and teacher self-efficacy can be identified and understood more deeply.

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