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Principal Transformational Leadership Practices and its Relationship with Teacher Effectiveness in Schools with Few Students in Pantu Zone, Sri Aman, Sarawak

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Abstract

This study aims to find out the level of transformational leadership practices of head teachers and its relationship with teacher efficacy in Zon Pantu, Sri Aman. This research uses a quantitative method in the form of a questionnaire involving 78 teachers from 8 schools with fewer students in Zon Pantu, Sri Aman. Statistical Package for the Social Sciences (SPSS) version 22.0 software was used for descriptive and inferential analysis. Descriptive statistical analysis involving percentage, mean and standard deviation was used to determine the level of principal transformational leadership practices and teacher efficacy. Inferential statistical analysis involving the Pearson correlation test was used to examine the relationship between principal transformational leadership practices and teacher efficacy. The findings of the study show that the level of transformational leadership practices of head teachers and teacher efficiency is at a high level. The results of the correlation test show that there is a strong and significant correlation between the two variables [$r(78) = .824, p < 0.01$] Therefore, this study has implications for the field of national education regarding the function and importance of transformational leadership and the effectiveness of teachers in improving the quality of the administration, the quality of the teachers, the quality of the organization and the quality of our country's education system. This study can also provide reference to PPD and JPN in designing training programs for head teachers and further be used as a reference to increase the credibility of head teachers as leaders in determining the direction of their respective schools.

Introduction

Transformational leadership is a theory developed by James McGregor Burns and later developed by Bass. It focuses on the qualities of leaders who are trying to change the way their organizations work for the better. These leaders are often called charismatic, inspirational, or institutional leaders. (Hunsaker 2008) A study by Mansor and Hamzah (2015) shows that when leadership is effective, it can help guide organizational change that leads to success. According to the explanation of Abdul Ghani (2005), the transformational leadership of the head teacher will contribute to the improvement of the quality of teacher's work, the

teacher's professional value and work spirit. Bing and Hamzah (2017) said that the head teacher's transformational leadership practice will be able to bring the teacher's management and leadership skills in handling tasks.

Teacher efficacy is a person's ability to successfully complete the tasks required to achieve a desired outcome and the belief or confidence that a person has in their ability to achieve the desired outcome. Noornajihan and Halim (2013) found that teacher efficacy is the main factor that affects teacher quality and teaching practice. Enochs and Riggs (1990) asserted that teachers with high self-efficacy tend to pay more attention to students' needs and help them succeed academically. Gibson and Dembo's study (1985) found that highly effective teachers are considered more diligent and can influence student success through goal setting. Effective teachers have several qualities such as patience and humility that make them excellent teachers. They accept their students' lack of knowledge and help them overcome their weaknesses. However, not all teachers are effective in teaching.

There is a strong correlation between teacher efficacy and transformational leadership. In transformational leadership, the leader is very concerned about the welfare of his followers. Head teachers who practice this transformational leadership will always create a comfortable climate for teachers, build positive relationships, provide needs for teachers and they also become role models for teachers. Afsar et al (2014) found that the transformational leadership implemented by the leader has a positive effect on the behavior of employees, including the generation of ideas and the implementation of ideas. motivate students to become better individuals. Hoy et al (1993) found in their study that leadership and emphasis on academics affect teacher efficacy. This matter can be realized with the presence of head teachers who practice transformational leadership in schools.

Although much research has focused on the issue of transformational leadership and teacher efficacy, there is still little research on the practice of transformational leadership that explains how this leadership can lead change effectively in schools with fewer students. Transformational leadership of principals is very appropriate to practice and has various benefits for schools with fewer students, but studies on transformational leadership of principals are only focused on ordinary primary schools and also secondary schools. Some studies carried out in Malaysia such as Shali (2016); Yusoff et al (2020); only focusing on ordinary primary schools and also secondary schools. Similarly, many studies related to teacher efficacy have been conducted such as studies by Adrience and Yusoff (2022); Ibrahim (2012); Johari et al (2009) but studies aimed at discussing the effectiveness of teachers in schools with fewer students or rural schools are still not carried out in Malaysia (Mohd et al., 2016; Limbasan et al., 2021; Wong et al., 2020)

The research findings of Zakaria and Mat (2018) state that transformational leadership contributes to teacher efficacy and efficiency. With this, policy and policy makers of the Ministry of Education Malaysia (KPMJ) can use this research as a guide to design principal training, especially for schools with fewer students. Next, school leaders can also use the findings of this study as an initiative to implement transformational leadership in their respective schools. Likewise, the District Education Office (PPD) can use the findings of this study to help school leaders improve principal leadership in driving higher school performance.

Studies that focus on transformational leadership and the effectiveness of teachers in schools with fewer students are still limited. In relation to that, in order to reduce the lack of research, a study on the transformational leadership of head teachers and the effectiveness of teachers in schools with fewer students in the Pantu Zone, Sri Aman was carried out. The purpose of

this study is to examine the level of head teachers' transformational leadership practices and their relationship with teacher efficacy in low-income schools. In particular, the objective of this study is (i.) To identify the level of transformational leadership practices of head teachers in schools with fewer pupils in the Pantu Zone, Sri Aman. (ii) Identifying the level of teacher efficiency in schools with fewer students in Pantu Zone, Sri Aman. (iii) Determining the relationship between the transformational leadership of the principal and the level of teacher efficacy in schools with fewer students in the Pantu Zone, Sri Aman. In accordance with the objective, the questions for this study are

- i. What is the level of transformational leadership practices of principals in schools with fewer students in Pantu Zone, Sri Aman?
- ii. What is the level of efficiency of school teachers with less students in Pantu Zone, Sri Aman?
- iii. Is there a relationship between the head teacher's transformational practices and the level of teacher efficacy in schools with fewer students in Pantu Zone, Sri Aman?

Based on the research question above, a null hypothesis, H_0 , has been constructed, that is "there is no significant relationship between the transformational practices of head teachers and the level of teacher efficacy in schools with fewer students in Pantu Zone, Sri Aman". Among the importance of this study is its implications for the theory of transformational leadership practices of head teachers including in aspects of planning, organizing, implementation and evaluation which will help provide guidance in improving one's own transformational leadership practices and further lead school teachers to implement changes that can bring excellence to schools in various aspects. The study also has implications for the aspects that need to be focused on in training for head teachers so that they can gain knowledge and skills to improve the level of teacher efficiency in their respective schools. The implications for KPM policy is to apply best practices in management and leadership to achieve the goals contained in the PPPM 2013-2025.

Literature Review

The Past Studies on Transformational Leadership

A study by Abdul Wahab et.al (2014) involving 240 teachers from 10 primary schools in Temerloh District, Pahang found that the principal's transformational leadership practices were at a high level. The results of a study of primary school teachers in northern Thailand by Kallapadee et.al (2017) also found a high level of practice in all aspects of transformational leadership. The study also confirmed that the culture created by transformational leadership has a strong impact on overall school success.

A study by Mokri et al (2013) involved 90 teachers from seven primary schools in the Segamat district (Program 7 Gemilang), aiming to determine the level of transformational leadership practices among the principals of 7 national schools with fewer students in the Segamat district. Questionnaires were collected, reviewed and analyzed using SPSS software (version -10.0), The findings of the study show that head teachers have a moderate level of transformational leadership practice. Ithnin and Abdullah (2018) asserted that head teachers are important people who help teachers and students achieve their goals in school. Effective transformational leaders are those who understand their role in each program, and have a clear vision and mission that aligns with the organization's goals and functions.

Habib and Zaimah's (2012) study of special education teachers at Sekolah Menengah Kebangsaan (Integration) in Ulu Langat, Selangor found that the principal's transformational

leadership characteristics were at a high level across all four dimensions of transformational leadership practices. A study also conducted by (Kong and Thien, 2020; Radzi et.al 2014) also found that principals have a high level of transformational leadership in their schools. The study of Mohktar et al (2021) which involved a total of 180 respondents among school administrators in Sandakan district found that the level of transformational leadership practices among administrators was at a high level.

A study by Daud and Don (2012) shows that charismatic school leaders are needed to maintain a positive school culture and give it a new lease of life. The findings of the study (Musa et. al., 2014; McCarley et al., 2014) found that school administrators in Malaysia need to encourage transformational leadership practices because it has been proven to be effective in increasing job satisfaction which can lead to school progress and excellence. Kim and Lee (2011) in their research showed the importance of transformational practices in fostering creativity, leadership, motivation, and job satisfaction. Therefore, the headmaster's transformational leadership is formulated as supporting, encouraging and empowering his members

The Past Study of Teacher Efficacy

Hipp (1997) conducted a study in 3 schools in the United States that involved two phases of data collection. The first phase of the study was to survey 280 teachers in 10 schools to determine the level of personal teaching effectiveness and general teaching effectiveness. School selection is based on a high level of personal teaching, a school that is high in general teaching effectiveness and a school with the lowest combination of personal teaching effectiveness and general teaching effectiveness. Data for the second phase was collected through observation and interviews with 34 teachers. The findings of the study found that teachers in schools that have a high level of personal teaching have high efficiency compared to others. If school leaders continue to ignore the effectiveness of teachers and the environmental conditions that affect their work, then committed young teachers as well as experienced teachers, will begin to question their existence in schools and worse, teachers may decide to leave the profession.

A study from Tawan et al (2020) who used the Tschannen-Moran and Hoy Teacher Sense Efficacy Scale instrument involving 297 respondents from 71 primary schools in Ranau district, Sabah in a cluster random sampling found that the level of teacher efficacy was at a high level. Next, Ismail et al (2015) who studied 234 teachers from 10 daily secondary schools in the south-west of Penang found the level of teacher efficiency to be high. This study also found that there was no significant difference in teacher self-efficacy between teachers with different teaching experience.

Gordon and Melby (2001) conducted a study on 96 respondents who were considered to have low efficacy. The analysis found that teachers with high efficacy are more effective than teachers with low efficacy. This study found that highly effective teachers who are confident in their abilities do not see student discipline problems as a serious matter, but believe that the problem will eventually go away on its own. Conversely, teachers with low self-efficacy often use harsher punishments to motivate students.

A study by Taul et al (2021) aimed to study the efficiency and work performance of rural secondary school teachers in Sabah. This study involved 375 respondents who were selected from trained teachers. This study is a descriptive statistical study such as frequency, percentage, mean and standard deviation of questions to see the level of two variables. Additionally, Pearson's correlation analysis was used to test the research hypothesis. The

results of the survey show that the average score of the overall level of teacher efficacy is at a relatively high level. The study of Hallinger and Heck (1996), asserted that the leader's leadership behavior has a strong influence on the teacher's behavior, which in turn affects the academic success of students. The study also found that leaders' belief in their ability to change teacher behavior from negative to positive can have a great impact on teacher efficacy.

Previous Studies Related to Transformational Leadership and Teacher Efficacy

The findings of Sadeghi and Pihie (2012) found a positive and significant relationship between teachers' perceptions of the principal's transformational leadership practices and teacher self-efficacy ($r=.282$, $p < .01$).

Teh et.al's study (2015) which studied 137 secondary school teachers found that there is a significant relationship between the dimensions of transformational school leadership and teacher efficacy. This result is consistent with the study by Leithwood (1994) that there is a significant relationship between the dimensions of school leadership practices that affect change and teacher effectiveness. The findings also state that transformational leadership contributes to teacher efficiency.

Alhajri's (2014) study in the Muscat, Albatinah, and Aldhahira Provinces involving a total of 951 teachers from 120 government schools who were randomly selected using the 'multiple-stage sampling' method found that several dimensions of the principal's transformational leadership had a significant influence on teacher effectiveness.

A study by Nir and Kranot (2006) examining the leadership style of leaders with teacher efficacy in Israel involving 755 teachers from 79 primary schools in six districts found that transformational leadership provided a positive correlation with teacher efficacy. This study also states that the level of student motivation and enthusiasm is very high if the teacher has high efficiency. This finding is also in line with the findings of Hipp and Bredeson's (1995) study.

Theoretical Framework

Transformational Leadership Theory

This theory is one of the most popular leadership theories because of its strong principles (Aprilita, 2012) about the leadership style in which in transformational leadership, the leader tries to change the way his subordinates think and work to help them reach their full potential. Bass's theory initially had six elements which were later developed by himself and with other colleagues to eight elements using factor analysis. Various criticisms have been presented to Bass when this theory was developed and his study with Avolio, they have decided on only four dimensions of transformational leadership which are the characteristics of charismatic leaders, the ability to trigger and evoke inspiration, the ability to trigger and evoke inspiration and individual consideration.

Bass (1990) states that there are two types of leadership styles which are first, There are two types of leadership styles - management by exception, where the leader will punish employees if they do not meet performance standards. employees will be rewarded if they achieve the set goals. This type of leadership motivates and encourages employees to work hard. This suggests that giving extrinsic rewards (such as bonuses) to employees can help leaders achieve their desired vision, which leads to job satisfaction for employees.

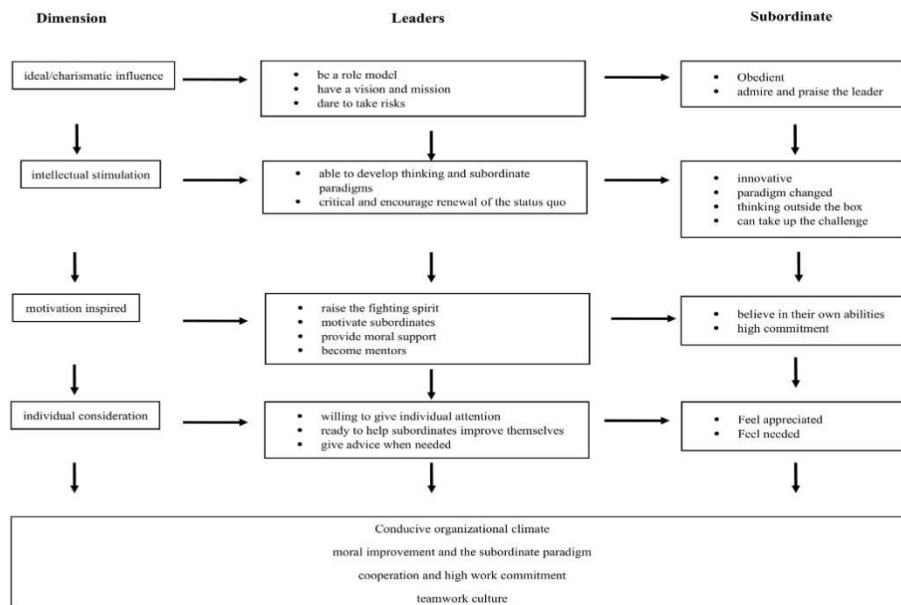


Figure 1 Transformational leadership model of Burns and Bass Source: Burns (1990)

Bass and AVALIO (1990) identified four main characteristics of this type of transformational leadership as follows

- i. Ideal influence is where leaders who have ideal influence are able to change their followers with their actions. They are a valuable reference or role model for followers while performing their duties, and they are also forward-thinking and willing to put in a lot of effort to help students, teachers and schools to continue to progress and excel.
- ii. Intellectual stimulation is where leaders who encourage intellectual stimulation will help followers think creatively, innovatively and critically. They will help followers find new or alternative ways to solve problems, and they will also encourage followers to try something new to improve the quality of students and schools.
- iii. Individual consideration is where the leader will try to be fair and understanding with the people under him. They will help solve problems and give everyone a voice. They will ensure that their relationship with followers is good.
- iv. Motivation is where leaders who motivate their followers will help them achieve their goals and be a role model.

According to Annas (2009), Burns' leadership concept was adapted by Bass to think about how to make leaders influenced, understand and empathize with the needs and wants of their followers or employees. and respected by employees. A transformational leader is someone who has a broad perspective, a driver based on a set of principles, and a far-reaching and more open view. Transformational leadership is also a guide to the best leadership practices for an organization that is determined to achieve the targeted goals. In this transformational leadership, a leader can improve the quality of the organization. They can also solve various problems that arise with creative thinking.

Teacher Efficacy Model

Tschannen-Moran et al (1998) suggested two important elements related to teacher teaching, namely the analysis of teaching tasks and the evaluation of teaching effectiveness. The need for these two elements is based on the fact that teacher self-efficacy is context

specific. Tschannen-Moran et al (1998) proposed a suitable model to measure teacher self-efficacy, taking into account two important factors that are directly related to the teacher's basic task, namely the analysis of teaching tasks and the evaluation of teaching effectiveness. This model shows the effectiveness of the teacher which includes elements of teaching strategy, student involvement and class management when the teacher is teaching will affect student achievement. The dimensions of teacher effectiveness are as follows:

- a. Teaching strategy refers to how teachers plan, conduct and control their teaching process. Instructional strategies affect teachers' ability to address students with different levels of achievement and acceptance, and to use different assessment strategies in the classroom to achieve stated instructional goals. Ross (1994) found that highly effective teachers always try to come up with new teaching strategies, especially challenging ones to help improve student achievement.
- b. Classroom management refers to the effectiveness of teachers in managing their classes, managing discipline problems, and controlling student behavior that leads to disruption. Effective teachers will use a variety of classroom management techniques that help students take control of their own learning and give them opportunities for students to engage in tasks that will help improve student achievement (Woolfolk et al., 1990)

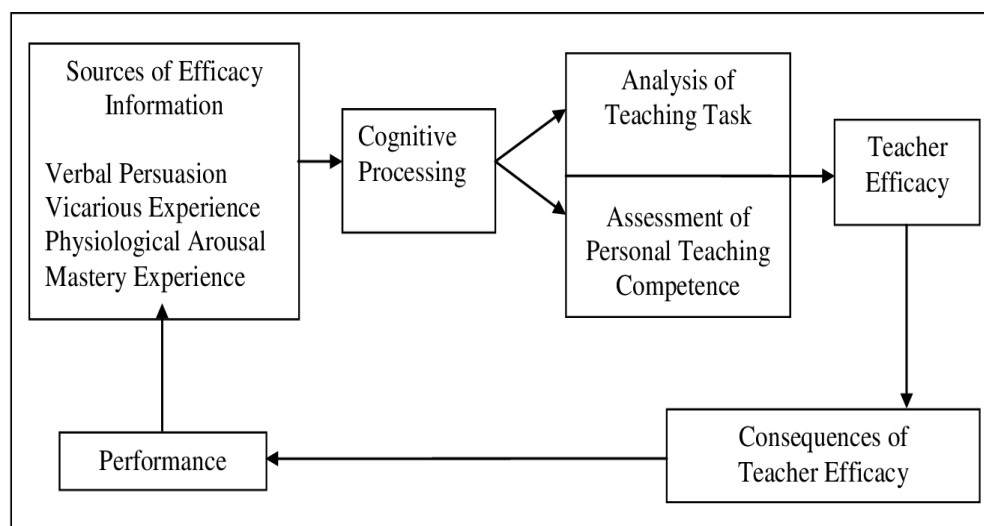


Figure 2 Model Efficiency Source: Tschannen-Moran et al (1998)

- c. Student involvement, teacher efficacy in student involvement looks at the extent to which a teacher is confident in increasing student involvement in learning. Student involvement in the learning process is an important aspect in achieving learning goals. A highly effective teacher will not tend to ignore low-performing students.

According to Wong and Thien (2020), effective teachers view student failure as a challenge that will make them work harder at teaching. This trust and confidence is based on the belief that teachers can and are able to change their teaching so that students reach the desired decisions. The study by Ashton et al (1983) found that ineffective teachers tend to focus on a group of high-achieving students and ignore low-achieving students because they believe these students will cause too many problems. This will lead to changes in behavior and can affect students' perceptions of their academic achievement.

Conceptual Framework of the Study

Figure 1 shows the conceptual framework used in this study. This conceptual framework is from Bass and Avilio (1995) which was adapted through the Multi Factor Leadership Questionnaire and the Teacher Sense of EfficacyScale (TSES) instrument (Tschannen-Moran and WoolfolkHoy, 2001). This study includes two variables, the independent variable is the head teacher's transformational leadership practice which includes four dimensions, namely the dimension of individual consideration, the dimension of building intellectual stimulation, the dimension of stimulating motivation and the dimension of fostering ideal influence while the dependent variable is the efficacy of school teachers with fewer students which includes teaching strategies, classroom management and student engagement.

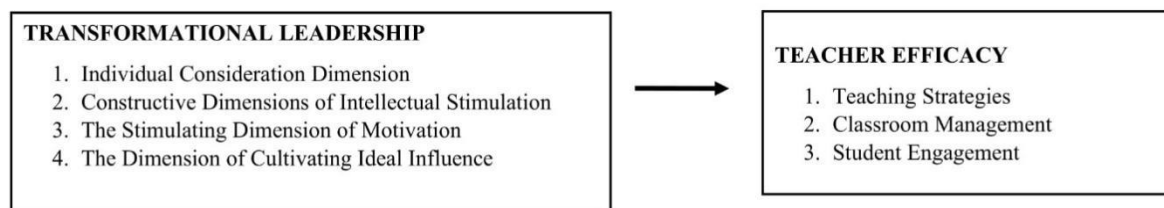


Figure 1 Conceptual framework of the study Source: Bass and Avilio (1995) adapted through the Multi Factor Leadership Questionnaire and Teacher Sense of EfficacyScale (TSES) (Tschannen-Moran and WoolfolkHoy, 2001)

Methodology

The studies selected in this study are quantitative and descriptive in nature. The researcher used a questionnaire to collect data for this study. The use of a survey form in this study is to collect comprehensive data from the respondents. A total of 89 teachers were made into the study population which involved teachers in 8 national primary schools with fewer students in the Pantu Zone, Sri Aman District. Only 78 teachers were used as the final sample for this study. However, head teachers and Chinese national type school teachers are not included in the population of this study. The sample obtained is consistent with the Krejcie and Morgan (1970) sample size determination table.

The questionnaire instrument was from Bass and Avilio (1995) which was adapted through the Multi Factor Leadership Questionnaire and for part B, the Teacher Sense of EfficacyScale (TSES) instrument by Tschannen-Moran and WoolfolkHoy (2001) was used to measure teacher efficacy. This questionnaire instrument has been divided into three main parts, which is part A related to demographic factors such as age, length of service and gender, part B related to the transformational leadership practices of the Headmaster (20 items) which includes 4 dimensions which are individual consideration, building intellectual stimulation, stimulating motivation and fostering an ideal influence and then part C related to teacher efficacy which is guided by three dimensions namely teaching strategy, classroom management and student involvement (12 items). The items for efficacy in teaching strategies measure the teacher's confidence in his ability to use effective teaching strategies and approaches. Efficacy in classroom management refers to the teacher's confidence in his ability to ensure that the class can run smoothly, while efficacy in student engagement measure the extent to which the teacher believes he can instill a positive attitude towards teaching and

learning among his students. All of these questionnaires use a five-point Likert scale with a score of 1 (strongly disagree) to 5 (strongly agree).

Data was analyzed using the Statistical Package for Social Science (SPSS version 22). Descriptive analysis was done to find out the frequency and distribution of the data. In this study, the mean value is used in all research objectives. Mean is the average value used to represent a set of values observed in the study (Piaw, 2014). The standard deviation is a more accurate and detailed estimate because an isolated point can increase the range of the deviation. The standard deviation shows the relationship of a set of scores to the mean of the sample. The Pearson r Correlation test will be used to identify the relationship between the head teacher's transformational leadership practices and teacher efficacy. In addition, in order to know the strength of the mean level that will be obtained, it is categorized according to three levels (Piaw, 2014) namely low level (1.00 -2.33), medium level (2.34 -3.66) and high level (3.67 -5.00). While the strength of the correlation between the two variables involved will be measured through the correlation coefficient index (Chua Yan Piaw, 2014) which is .00 (No correlation), 0.10 to 0.30 (Very Weak), 0.31 to 0.50 (Weak), 0.51 to 0.70 (Moderate), 0.71 to 0.90 (strong) and 0.91 or more (very strong).

Research Findings

Respondent Background

Respondent demographic information such as gender, age and teaching experience were analyzed from the questionnaire. A total of 78 teachers were involved as respondents to this study. Based on Table 1, most of the respondents involved in this study are men, which is 41 respondents (52.6%). While there were 37 female respondents (47.4%). In addition, information about respondents based on age is displayed. The majority of respondents, 29 respondents (37.2%) who were involved in this study were in the age range of 50 years and above. A total of 23 respondents (29.5%) were aged 40-49 years, followed by respondents aged 30-39 with a total of 15 respondents (19.2%) and the least number was aged 20-19 years and above which was only 11 respondents (14.1 %) only. From the aspect of the respondents' working experience, a total of 35 (44.9%) respondents have served more than 21 years and above, a total of 17 respondents (21.8%) have served for 1-5 years. For the period of service for 11-15 years, a total of 12 people respondents (15.4%), 16-20 years old by 10 people (12.8%) 6-10 years old by 4 respondents (5.1%).

Table 1

Demographics of respondents

Category	Profile	Frequency	Percentage (%)
Gender	Man	41	52.6
	Woman	37	47.4
	Total	78	100
Age	Less than 29 years	11	14.1
	30-39 years	15	19.2
	40-49 years	23	29.5
	More than 50 years	29	37.2
	Total	78	100
Teaching Experience	1-5 years	17	21.8
	6-10 years	4	5.1
	11-15 years	12	15.4
	16-20 years	10	12.8
	More than 21 years	35	44.9
	Total	78	100
Total		78	100

Levels of Headmaster Transformational Leadership

There are four dimensions in the headmaster's transformational leadership practice, namely individual consideration, building intellectual stimulation, stimulating motivation and fostering ideal influence. The results of this four-dimensional descriptive analysis are shown in Table 2. Based on Table 2, the transformational leadership practices of principals of schools with fewer students in the Pantu Zone, Sri Aman are at a high level (mean = 3.96; s.p. = 0.63). In this regard, the behavior that is often practiced is, cultivating an ideal influence (mean = 4.07; s.p. = 0.67) followed by the Dimension of Building Intellectual Stimulation (mean = 3.98; s.p. = 0.61). The Dimension of Stimulating Motivation (mean = 3.93; s.p. = 0.65) and while the Dimension of individual consideration is the least practiced. (mean = 3.88; s.p. = 0.59).

Table 2

Head Teacher's Transformational Leadership Level

Dimension	N	Mean Score	Standard Deviation	Level
Individual considerations	78	3.88	0.59	High
Building Intellectual Stimulation	78	3.98	0.61	High
Stimulating Motivation	78	3.93	0.65	High
Cultivating Ideal Influence	78	4.07	0.67	High
WHOLE	78	3.88	0.59	High

Level of Teacher Efficacy

Descriptive analysis of teacher efficacy data using frequency, percentage, mean, and standard deviation provides an indication of the level of teacher efficacy. Based on Table 3, it shows that the level of teacher efficacy in schools with fewer students in Pantu Zone, Sri Aman as a whole is at a high level (mean = 4.14, SP = .49). The highest dimension is Classroom

Management (mean = 4.18, SP = .52) and is followed by the Teaching Strategy dimension (mean = 4.14, SP = .47). While the lowest is the Student Engagement dimension (mean = 4.10, SP = .48)

Table 3

The level of teacher efficiency in schools with fewer students in Pantu Zone, Sri Aman

Commitment	N	Mean	Standard Deviation	Level
Teaching Strategies	78	4.14	0.47	High
Classroom Management	78	4.18	0.52	High
Student Engagement	78	4.10	0.48	High
WHOLE	78	4.14	0.49	High

The Relationship Between Transformational Leadership and Teacher Efficacy

Pearson's correlation analysis was used to find the relationship between the principal's transformational leadership practices and the level of teacher efficacy. This information was used to answer the third research question. The hypothesis formulated to achieve the objective of this study is: Ha1 = No There is a significant relationship between transformational leadership practices and the level of teacher efficacy in schools with fewer students in Zon Pantu, Sri Aman. The study found that the Pearson correlation coefficient showed a strong positive and significant relationship between the principal's leadership practices and teacher efficacy [$r(78) = 0.824, p < 0.01$]. This means that this study successfully rejects the established null hypothesis. This also shows that there is a relationship between the principal's transformational leadership practices and teacher efficacy.

Table 4

Correlation test on the relationship between the head teacher's transformational leadership practices and the teacher's efficacy in schools with fewer students in Pantu Zone, Sri Aman.

		The practice of Teacher efficacy transformational leadership	
The practice of transformational leadership	Pearson Correlation	1	.824**
	Sig. (2-ended)		.000
	N	78	78
Teacher efficacy	Pearson Correlation	.824**	1
	Sig. (2-ended)	.000	
	N	78	78

Discussion

The descriptive analysis of this study shows that the level of transformational leadership practices practiced by head teachers is at a high level. Respondents agreed that the majority of head teachers have practiced transformational leadership that is in line with the development of the times. The findings of the study show that head teachers practice all three dimensions in transformational leadership, namely the dimension of individual consideration, the dimension of building intellectual stimulation, the dimension of stimulating motivation and the dimension of fostering ideal influence. The discussion of this study is divided into three parts. The first part is a discussion on the level of transformational leadership practices

of head teachers. The second part examines issues related to the level of teacher efficiency. The third part examines the relationship between the head teacher's transformational leadership and teacher efficacy.

The level of transformational leadership practices of head teachers

The descriptive analysis of this study shows that the level of transformational leadership practices practiced by head teachers is high. The majority of respondents agreed that most head teachers have practiced transformational leadership that is appropriate for today. This finding is supported by studies (Fadhlah et al., 2019; Abdul Sani and Abdul Wahab 2012; Thalauddin and Norhaini 2015; Radzi et al., 2014; Yusoff et al., 2022; Ting and Nordin, 2021; Basri and Arumugam, 2011) show that school principals practice transformational leadership at a high level. This finding is different from the study by Raj et al (2016); Vijian and Abdul Wahab (2020); Shuen and Noor (2022) where the head teacher's transformational leadership level is at a medium level.

This study also found that head teachers practice all dimensions of transformational leadership, namely the dimension of individual consideration, the dimension of building intellectual stimulation, the dimension of stimulating motivation and the dimension of fostering ideal influence at a high level. This finding is in line with the study Talib et al (2019); Mokhtar et al (2021) in which all elements of transformational leadership are at a high level. The findings of the study also show that the ideal influence is most often practiced. This is in line with the study conducted by (Philip and Azlin, 2017). In addition, head teachers are also able to be role models for teachers and encourage them to make excessive efforts to achieve organizational goals. This opinion with the study of Yuan and Alias (2021), head teachers who practice transformational leadership can provide strategic direction to the organization, mobilize teachers to change and further create a positive culture in schools.

The results of this study also revealed that the head teacher in Pantu Zone, Sri Aman has leadership characteristics, is enthusiastic, works hard, takes risks, and is always emotionally and intellectually stimulated in the process of achieving goals and fulfilling the mission and vision. The practice of transformational leadership can also help to increase the closeness of the relationship between teachers, which in turn causes teachers to experience high job satisfaction and increase teacher productivity.

Level of Teacher Efficacy

The results of the descriptive analysis show that the overall level of teacher efficacy in schools with fewer students in the Pantu Zone, Sri Aman is at a high level. The results of this study are consistent with the results of Baharin et al. (2016) in rural primary schools in Musang District, Kelantan. Haidi and Jerry (2021) also reached the same conclusion in their study of primary schools in the island zone in northern Sabah. This finding was refuted by Shazadi et al (2011) who found that teachers who teach in rural areas have a lower level of efficiency than teachers who teach in urban areas.

The results of this study are also on the three dimensions of teacher efficacy, namely teaching strategies, class management and student involvement, which are also at a high level. Respondents felt they were confident in their teaching responsibilities, including being able to involve students in learning, creating a classroom management system that all students could follow, and being able to practice new teaching strategies and diverse assessment methods in the classroom. study supported by Kara et al (2022) who asserted that teachers who have high efficiency in teaching strategies will be more committed in teaching. High-

quality teacher teaching strategies indirectly help teachers implement curriculum-based teaching in the classroom better and will be able to create interaction among students through the content of materials, resources, and processes to assess the achievement of educational goals.

A study by Asmawati et al (2019) explained that teacher efficacy is important in facing educational situations that constantly challenge the creativity of teachers in imparting knowledge and skills to students. This statement is confirmed by the study of Syed Kamarzuan et al (2014) teachers need to be braver in innovation and improve their quality in order to adapt to changes in the world of education. Leong and Norizah (2019); Junaida et al (2011) think lack of well-being, lack of self-confidence, lack of practice culture, less good relationships and recognition have an impact on teacher effectiveness.

The relationship between the head teacher's transformational leadership and teacher efficacy

The results of the data analysis found that there is a strong positive correlation between transformational leadership and teacher efficacy. Research findings from Teng (2006) who conducted a study in the Kuching/Samarahan section involving 420 teachers from 18 secondary schools. shows that the level of teacher efficiency is high. According to Teng, the principal's transformational leadership practice greatly affects the level of teacher efficacy, especially in terms of school climate, and this shows that there is a significant positive relationship between teacher efficacy and the principal's leadership practice. This finding is contrary to the study (Mohd Hairuddin et al. 2021; Ibrahim et.al 202; Kalaivani A/P Muniandy and Azlin Norhaini Binti Mansor 2021) that there is a low but significant positive correlation. Studies by Linda and Zamira (2017); Sharma and Singh (2017) found that there is a relationship between transformational leadership and three dimensions of teacher efficacy, namely teaching strategies, classroom management and student engagement. This shows that the leader has a high level of confidence in transformational leadership and accepts that the behavior of the head teacher and also the teacher's efficacy can have a positive effect on the progress of the school. The findings of this study are consistent with previous studies by (Wong and Thien, 2020). The research findings of Mohammad and Abdullah (2016) assert that to increase teacher job satisfaction, head teachers need to pay attention to factors such as head teachers' behavior, organizational (school) commitment and teacher efficacy.

Study Implications

Overall, this study will have implications for the field of national education regarding the function and importance of transformational leadership in improving the quality of administration, the quality of teachers, the quality of organization and the quality of our country's education system.

Findings from this study become the basis of reference and guidance for head teachers, especially schools with fewer students, to assess their own strengths and weaknesses and further improve themselves as a leader who will determine the direction of a school in their respective management and administration. The headmaster plays an important role in the management and administration of the school and the headmaster should always be sensitive to the needs of the teachers in the school in improving professional quality and work quality. This study will also have a positive impact on the principals of Pantu Zone where this study will help provide guidance in terms of constantly improving their own transformational leadership practices and further leading school teachers to implement changes that can bring excellence to the school in various aspects.

In addition, the results of this study can provide a comprehensive picture of how the head teacher's transformational leadership affects teacher efficacy. Leaders in the school should always be sensitive to the welfare of the teachers in the school because it can bring a positive impact to the teachers in addition to increasing their level of efficiency. Teachers who have a high level of efficiency will always give full support to their profession regardless of fatigue or money in order to dignify the teaching profession and also produce quality human capital.

The results of this study can be used as a guide by PPD and JPN officials to design and plan leadership training programs for head teachers in order to improve professionalism especially in the field of administration and management. In addition, the PPD and JPN can identify the level of transformational practices and teachers' efficiency, especially in the Pantu Zone, Sri Aman, Sarawak, where the PPD and JPN can plan strategic and effective actions to improve existing deficiencies, especially among leaders in the Zone Pantu and especially to schools with fewer students.

This research contributes to the Malaysian Education Development Plan (PPPM) 2013-2025, especially the 5th shift to ensure that every school has high-performing leadership. The MoE should provide continuous training to principals of schools with fewer students in school leadership and management, especially in the field of transformational leadership. This is because many head teachers, especially head teachers of schools with fewer students, are rarely exposed to professional quality improvement courses. Many enter the position of principal based on long service rather than a strong ability and passion to be an effective school leader. The findings of this study can also be used as a reference for the MoE to apply best practices in management and leadership to achieve the goals contained in the PPPM 2013-2025.

This research has important implications for the Malaysian Ministry of Education's efforts to improve the quality of students, the effectiveness of teachers and schools. KPM can use this research as a useful benchmark to identify issues related to teacher efficiency. The quality of transformational leadership of head teachers and the level of teacher efficiency can be improved so that it can be used as a starting point for a paradigm shift to generate excellence in human capital.

Suggestions for Further Study

Since transformational leadership practices have an influence on teacher efficacy, it is important for head teachers to practice transformational in school organizations. Here are some suggestions for expanding or deepening research related to transformational leadership practices and teacher efficacy.

The study conducted by the researcher is a quantitative study. Evaluation of the head teacher's transformational leadership level as well as the level of teachers' efficiency was obtained through teachers' perceptions using a questionnaire as a research instrument. Findings shown through the selection of perceptions based on the Likert scale are only sufficient to express comprehensively based on the research questions that have been set. Another study is recommended to use qualitative methods such as interviews to ensure that the data obtained is accurate, as well as being able to describe the transformational leadership situation of head teachers and the actual effectiveness of teachers.

This study involves teacher respondents in schools with fewer students in the Pantu Zone, Sri Aman only, especially national schools, so it is suggested that future research be done in the context of a comparison of transformational leadership between head teachers in schools

with fewer students, covering primary schools and also Chinese national type schools throughout Sri Aman district, Sarawak.

This study only focuses on teachers' perceptions and does not represent the perceptions of members of the school's implementation group. With this, the researcher suggests that further research be conducted involving the perception of all members of the organization towards the head teacher's transformational leadership style.

A more in-depth study of transformational leadership in schools with fewer students should be done especially for Senior Administrative Assistants where the responsibility of leading does not only lie with the head teacher but the role is also borne by the senior assistants. Research can also be done on Senior Subject Teachers, Heads of Subject Committees, and assistant teachers who carry out teaching in the classroom.

It is also suggested that TSES should be a measure of teacher efficiency in future research. The exploration of high TSES results will help researchers better understand the importance of TSES to the improvement of teachers' work in the classroom. Leadership development programs can be built on ways to improve TSE (for example, through coaching and mentoring, teacher feedback and the development of teacher professionalism programs), and that evidence can be collected and turned into research on the impact of TSES on teacher performance.

Summary

Overall, this chapter discusses and summarizes the findings of the study related to the transformational leadership practices of head teachers and teacher efficacy in the Pantu zone, Sri Aman, Sarawak. The results of the study show that the head teacher's transformational leadership and teacher efficiency are at a very high level. This proves that head teachers in schools with fewer students in the Pantu Zone practice a transformational leadership style effectively and efficiently.

The results of the study have shown that there is a weak positive significant relationship between the head teacher's transformational leadership practices and teacher efficacy. Therefore, transformational leadership should be practiced and understood by the principal for the achievement and effectiveness of the school towards excellence. Competent and motivated leaders should always be ready to improve their weaknesses and make continuous improvements in achieving the organization's vision and mission. Teachers who have high efficiency will bring the school to an excellent level which can indirectly improve the teacher's work performance and student achievement performance in the school.

This transformational leadership strategy is a pedagogy that uses best practices for implementation, teaching, management facilitation and leadership. Therefore, the field of leadership is the field that will determine the direction of the country, and it needs to be started and strengthened at the school level.

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