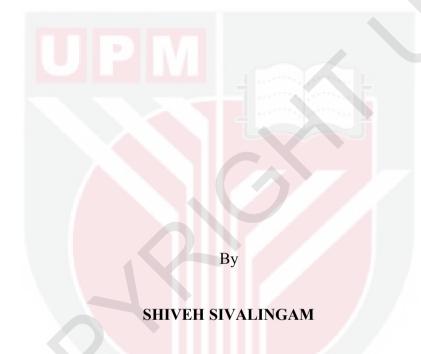**UNIVERSITI PUTRA MALAYSIA**

RELATIONSHIP BETWEEN SCHOOL CULTURE, SOURCES OF LEADERSHIP EFFICACY AND COLLECTIVE LEADERSHIP AMONG SECONDARY SCHOOL TEACHERS IN KUALA LUMPUR, MALAYSIA

SHIVEH SIVALINGAM

FPP 2019 18

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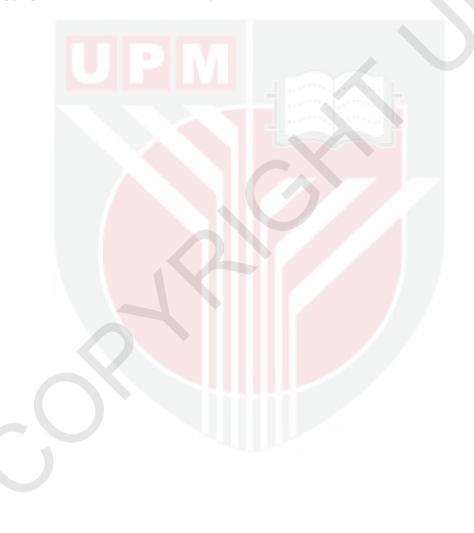
By

SHIVEH SIVALINGAM

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfillment of the Requirements for the Degree of Master of Science

December 2018

DEDICATION

This thesis is dedicated to my late mother – Mrs. Parameswary Canagaretnam nee Sivalingam, who is pivotal to my formative years in education and who always encouraged me to further my studies to the highest possible level. She would have been filled with celebratory pride.

RELATIONSHIP BETWEEN SCHOOL CULTURE, SOURCES OF LEADERSHIP EFFICACY AND COLLECTIVE LEADERSHIP AMONG SECONDARY SCHOOL TEACHERS IN KUALA LUMPUR, MALAYSIA

By

SHIVEH SIVALINGAM

December 2018

Chairman	:	**Suhaida Abdul Kadir, PhD**
Faculty	:	**Educational Studies**

This study examined the relationship between school culture, sources of leadership efficacy and collective leadership among secondary school teachers in the Federal Territory of Kuala Lumpur. It is imperative to determine factors predicting collective leadership among secondary school teachers due to its implications on professionalism in the teaching community. Traditional models of leadership highlight skills and capabilities of an individual but to effectively address the challenges teachers face in schools, we need to move beyond focusing on the individual toward a collective. Studies on collective leadership in the Malaysian context is yet to be done and studying leadership in urban schools under high-accountability conditions measuring the teachers' ability to cope in extraordinary conditions, is a worthy effort. The theoretical underpinning of this study was established from Rowan's Conception of Organic Management, Bandura's Social Cognitive Theory and McClelland's Human Motivation Theory. This is a descriptive correlational study, conducted in the Federal Territory of Kuala Lumpur, covering districts of Bangsar/Pudu, Sentul and Keramat. The instrument for data collection was a survey in the form of a structured questionnaire, adapted from Leithwood (2012), Usher (2005) and Edward, Gruenert & Valentine (1998) from previously validated studies. A pilot study was conducted on a sample of 30 teachers where an average Cronbach Alpha reliability of 0.7 was obtained on the instrument. In the actual study conducted on 402 teachers, the reliability coefficient ranged from 0.81 to 0.94. The study was analyzed using SPSS version 23. Data was analyzed using descriptive and inferential statistics tabulating mean, standard deviation, percentage, frequencies and Pearson correlation analysis as well as multiple regression, accordingly.

This study discovered that the level of collective leadership (M=3.85, SD=0.38), sources of leadership efficacy (M=3.69, SD=0.45) and school culture (M=3.72, SD=0.46) in secondary schools in Kuala Lumpur is high. In addition, sources of leadership efficacy ($r = 0.517$, $p < .01$) and school culture ($r = 0.538$, $p < .01$) were positively significantly correlated with collective leadership. From the regression analysis, it is was found that both variables were significantly found to predict collective leadership. Since the two variables values are positive, this indicates that there are positive relationships between the variables and outcome, $\hat{Y} = 0.332 \, x_1 + 0.372 \, x_2 + 1.672$. Results revealed that collective leadership reaffirms the idea that having the influence of many individuals, albeit with different strengths and expertise, will not in any way compromise the initiatives and accountability of teachers, but amplify them. In addition, collective and collaborative ways increased teacher motivation and enhanced job satisfaction which lead to the development of stronger beliefs in the teachers' own abilities. The findings of this study would inform transpiring policy and practice that inclusion of teachers in leadership roles is pertinent in the element of success in schools.

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Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

HUBUNGAN ANTARA BUDAYA SEKOLAH, SUMBER KEBERKESANAN KEPEMIMPINAN DAN KEPIMPINAN KOLEKTIF DALAM KALANGAN GURU SEKOLAH MENENGAH DI KUALA LUMPUR, MALAYSIA

Oleh

SHIVEH SIVALINGAM

December 2018

Pengerusi : **Suhaida Abdul Kadir, PhD**
Fakulti   : **Pengajian Pendidikan**

Tujuan kajian ini adalah untuk mengkaji hubungan antara budaya sekolah, sumber keberkesanan kepimpinan dan kepimpinan kolektif dalam kalangan guru-guru sekolah menengah di kawasan Wilayah Persekutuan Kuala Lumpur. Kajian ini telah dijalankan berdasarkan Konsep Pengurusan Organik Rowan, Teori Sosial Kognitif Bandura dan Teori Motivasi Manusia McClelland. Kebanyakan model kepimpinan tradisional tertumpu kepada kemahiran dan keupayaan seseorang individu, malah untuk menangani cabaran-cabaran yang dihadapi oleh guru sekolah dengan lebih berkesan. Walaubagaimanapun, kita perlu beralih fokus ke arah kepimpinan kolektif dan tidak hanya tertumpu pada kepimpinan individu sahaja. Kajian dalam bidang kepimpinan kolektif dalam konteks Malaysia belum dijalankan dan mengkaji bidang kepimpinan guru di sekolah-sekolah bandar dalam situasi akauntabiliti yang tinggi, mengukur keupayaan guru untuk mengatasi keadaan yang sukar, adalah satu usaha yang layak diberi perhatian. Kajian ini menggunakan Konsep Pengurusan Organik Rowan, Teori Kognitif Sosial Bandura dan Teori Motivasi Manusia McClelland. Kajian ini turut menggunakan rekabentuk korelasional deskriptif yang telah dijalankan di Wilayah Persekutuan Kuala Lumpur yang merangkumi kawasan Bangsar/Pudu, Sentul dan Keramat. Instrumen pengumpulan data ialah soal selidik yang disesuaikan daripada kajian Leithwood (2012), Usher (2005) dan Edward, Gruenert & Valentine (1998) di mana kajian ini telah disahkan sebelum dijalankan. Kajian rintis telah dijalankan terhadap sampel 30 orang guru di mana kebolehpercayaan Alpha Cronbach sebanyak 0.7 telah diperolehi daripada instrument ini. Kajian sebenar telah dijalankan ke atas 402 orang guru di mana pekali kebolehpercayaan berada pada nilai antara 0.81 sehingga 0.94. Data kajian ini telah dianalisis dengan menggunakan SPPS versi 23. Data dianalisis menggunakan statistik perangkaan deskriptif, sisihan piawai, peratusan, frekuensi dan analisis korelasi Pearson serta analisis regresi berganda.

Kajian ini membuktikan bahawa tahap kepemimpinan kolektif (M = 3.85, SD = 0.38), sumber–sumber keberkesanan kepimpinan (M = 3.69, SD = 0.45) dan budaya sekolah (M = 3.72, SD = 0.46) di sekolah-sekolah menengah di Kuala Lumpur adalah tinggi. Di samping itu, sumber-sumber keberkesanan kepimpinan (r = 0.517, p <.01) dan kebudayaan sekolah (r = 0.538, p <.01) mempunyai hubungan positif dan berkolrelasi secara signifikan dengan kepimpinan kolektif. Dari analisis regresi, kajian ini mendapati kedua-dua pembolehubah adalah signifikan kepada kepimpinan kolektif. Oleh kerana kedua-dua nilai pembolehubah adalah positif, ini menunjukkan bahawa terdapat hubungan positif antara pembolehubah-pembolehubah dan dapatan kajian iaitu, $\hat{Y} = 0.332 \, x + 0.372 \, x + 1.672$. Keputusan menunjukkan bahawa kepimpinan kolektif dapat menguatkan inisiatif dan akauntabiliti guru. Cara kolektif dan kolaboratif dapat meningkatkan motivasi dan kepuasan kerja guru yang dapat mempertingkatkan kepercayaan guru terhadap kebolehan masing-masing. Dapatan kajian ini turut membantu penyelidik dan pengamal pembangunan polisi pendidikan, bahawa peranan kepimpinan guru merupakan elemen penentu kejayaan sekolah.

iv

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Next, my deepest appreciation goes to my committee chair, Dr Suhaida Abdul Kadir who continually and convincingly saw me through to the completion of this thesis. Her persistent guidance and encouragement has enabled me to produce to an interesting study and journal articles published at Scopus platforms.

Also, I am eternally grateful for the support and love shown by Jeyanthan Barthasarathy - my pillar of strength, who put up with all my highs and lows throughout this journey and waited all those hours while I sat for my examinations. The patience and care shown, I will hold close to my heart always.

From the heavenly father, my friendship with you Irwin Alfred D E Silva, is my blessing, for you remind me that the intangible merit is limitless and that perspective decides the final result, which keeps me rooted to enjoy amazing possibilities. I look forward to an everlasting bond – my dearest 'bit-bit'.

To my father, Mr. S. Sivalingam, I hope that I have done you proud, as there was nothing more that you and mummy wanted but to see me progress in academia. I will journey on with your support and blessings.

I would like to thank my fellow masters students for their feedback, guidance, cooperation and friendship, with special mention to Te Tie Seng, Suharyanti Hanapi and Suriati Abu Bakar. You guys were awesome teammates, I could not ask for better!

A thank you goes out to my friends who are family to me, for accepting nothing less than excellence from me – Khatijah Mustaffa, Gayathri Murugiah (thank you for putting up with all my idiosyncrasies), Shirley Lourdes, Sharmala Haridass, Samuel Wong, Ravin Kalai, Dharrmin Raam, Privin Karnanithi, Thanabalan Paramasiban and Norman Rass Velayadan.

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This thesis was submitted to the Senate of the University Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows :

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                                Professor and Dean
                                School of Graduate Studies
                                Universiti Putra Malaysia

                                Date:

Declaration by graduate student

I hereby confirm that:
- this thesis is my original work;
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- this thesis has not been submitted previously or concurrently for any other degree at any institutions;
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CHAPTER 1

INTRODUCTION

1.1   Background of Study

Education transformation is central in today's 21st century teaching and learning. The Malaysian Education Blueprint 2013-2025 (Ministry of Education, 2013) states that "top performing school systems are moving away from the idea of one 'heroic' leader to one of 'distributed leadership' where assistant principals and other members of middle management such as subject heads have a greater share in decision making in the school." This idea of shared leadership gives way to vibrant teaching capabilities that create better professionalism and quality education. Lambert (2003) indicates, "distributed leadership allows for the distribution of school leadership through socially constructed beliefs, values and assumptions among teachers". Hence, the creation of multiple leaders in an educational institution increases the delivery of high-quality contribution, structuring the bedrock of the system to become tight and eminent.

The ascendancy of collective leadership is revealed through research done by Leithwood and Louis (2012) who suggest that a strong influence exists between teachers and students who engage in learner centered practice with their students. To that effect, the capability of teachers in the classroom and the environment that the students are exposed to, engaged in the determinant of suppositions set upon them.

Researches from past studies have revealed the impact of sharing of responsibilities among organizational members and stakeholders. Leithwood and Mascall (2008) noted that collective leadership permits members to capitalize on the range of their individual strengths. Contractor et.al. (2012) related collective leadership to work being organized among teams, knowledge distributed up and down organizational hierarchies as workers become increasingly specialized, global(ized) and digit(ized).

To date, most studies on collective leadership is focused in the context outside Asia and its development in this region is fairly recent. Rahimah and Ghavifekr (2014) in their research, found that in the present period of time, leadership is all about enthusiasm, ability to deal with situations and evolving breakthroughs. Additionally, it is regarding merging, creative and distributive, sharing of power and expertise, to enhance the leadership ability of all adherents. This is clearly in line with Malaysian Education Blueprint 2013-2025 which encourages teamwork, thus paving the way for collective leadership which can enhance work effectively. Rabindarang, Khuan and Khoo (2015) in their study emphasized that good relationships among leaders and workers give postive impacts for the organization's effectiveness. Rosnarizah and Hussein (2015) quote Harris (2003) who stated, trends in educational leadership now no longer see the principal shoulder all responsibilities (as) it is more focused on how to create a culture of accountability and learning as well developing school leadership capabilities. This is in support of research carried out by Rosnarizah and Zulkifli

(2009) which found the collective leadership prevailed in high schools in Malaysia. Further, this finding was supported by other researchers in technical and vocational schools (Rabindarang, Khuan and Khoo, 2015) and primary schools (Jamalulail et.al., 2013). Thus, collective leadership creates collectivistic concepts about ability of followers.

To illuminate on the feature of leadership in Malaysia, it is common for the practice of time-based methods. Potential leaders in the teaching fraternity are promoted from the usual teaching position they hold, to helming administrative positions following a general pathway. It starts from the Head of Subject Panel, the Head of Department, Afternoon Supervisor, Senior Assistant for Co-curriculum Affairs, Senior Assistant for Students' Affairs, Senior Assistant for Academic Affairs before assuming the position of Principal of the school. This pathway follows the Civil Servants Legislation where government officers are promoted according to their seniority - Cabinet Committee Report 1979 as cited in Ng (2016).

However, with the changing of times and added responsibilities, it was noted that the burden for Principals in the 21st century was a lot more, and it was then seen fit that potential leaders in school be given training before acknowledging their ability to become leaders in a school. To that effect, the National Educational Management and Leadership Institution or Institut Aminuddin Baki – the nation's esteemed training and development centre which is the equivalent to the National College for Teaching and Leadership in England, took on the responsibility for training these potential leaders as their challenges go beyond the scope of administration and management demands.

The recognition of responsibilities that demand more than administration and management is reasonable, as the Malaysian education system has undergone reconstruction. With the advent of the National Education Blueprint (2013-2025), teacher empowerment now is integral to ease the burden of principals. Teacher empowerment results in better and more appropriate decisions, increased commitment and enhanced teacher performance and increased in willingness for teachers to assume responsibility (Ministry of Education, 1992).

As per the Malaysian Education Blueprint 2013-2025 (Ministry of Education, 2013) "top performing school systems are moving away from the idea of one 'heroic' leader to one of 'distributed leadership' ", as mentioned in the beginning of this chapter, the idea of teacher empowerment is akin to distributed leadership as this form of leadership is at best a device to share leadership and management activities (Harris, 2013; Hartley, 2010; Fitzgerald & Gunter, 2006). Hence, to conceptualize leadership in Malaysia, it is one that is moving from singular leadership authority, to one that is more distributed, shared or collective.

Leadership theory implies influencing change in the conduct of people (Nash, 1929 as cited in Bass, 1990). This change suggests that leadership is not an inborn trait. People become leaders in large part as a result of experiences that help them learn how to be

a leader (Gentry, Deal, Stawiski & Ruderman, 2012). The study of collective leadership here wants to address factors that can influence teacher collective leadership. Leadership develops from a number of confluencing aspects such as context, task and personal qualities of leader and followers, changing demographic patterns, new technologies and rapidly developing fields of knowledge (Lord & Brown, 2004). Some other factors are coordination, control and measurement, which are also contributors to leadership (Holsapple & Joshi, 2000). These factors can be internal and external. Because today's leaders struggle to adapt to change, internally and externally (Avolio & Bass, 2004; Lord & Hall, 2005 as cited in Hannah et. al., 2008), sources of leadership efficacy is relevant to be studied as a variable to collective leadership because it provides the internal guidance and drive to perform demanding tasks and possibilities successfully (Lord & Brown, 2004; Carver & Scheier, 1998; Mischel & Shoda, 1998; Cropanzano et. al., 1993; Shamir et. al., 1993 as cited in Hannah et. al., 2008). Researchers have also demonstrated that school culture in addition to efficacy is related independently (McLeod, 2012) and both together have a positive influence on leadership (Carpenter, 2015). Therefore, the variables to study in this research is sources of leadership efficacy and school culture and its relationship to collective leadership.

Collective leadership refers to the extent of influence that organizational members and stakeholders exert on decision in their schools. Stemming from Rowan's conception of "organic" management, it is about a pattern of control where employees are involved in decision-making, staff cooperation and collegiality (Leithwood and Jantzi (2012) in Leithwood and Lois (2012)). It is teamwork leadership where there is no power disbursed and applies to non-powered positions.

The first pertinent determinant to collective leadership involves the variable of efficacy. Demir (2008) states that efficacy functions are important determinants of leadership. According to Bandura (1997), through his social cognitive theory, collective efficacy is the perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on the organization. This belief is embedded in Bandura's (1997) social cognitive theory which carries the idea that cognitive processes mediate change but that cognitive events are induced and altered most readily by experience of mastery arising from effective performance. This enables the idea of leadership efficacy which is a specific form of efficacy corresponding with the level of confidence in the knowledge, skills and abilities associated with leading others (Hannah et. al., 2008).

The significance as well as prominence of sources leadership efficacy in the field of leadership have prompted researchers to extend their investigation into its four elements, which are performance accomplishment, vicarious experience, social persuasion and emotional arousal. Performance accomplishment is the individual's evaluation of past performance, while vicarious experience is when individuals observe competent and relevant models, social persuasion deals with the ability to praise for heightened efficacy and emotional arousal is a feelings indicator to decide if efficacy beliefs are energizing factors or performance debilitators (Bandura, 1997).

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Leadership efficacy of teachers is pivotal in the exercise of leadership in schools. Efficacious teachers review their experiences more adaptively, plan and organize more effectively and are more resilient when faced by challenges compared with teachers with lower sources of efficacy (Tschannen-Moran et.al., 1998; Woolfolk Hoy & Davies, 2006). Sources of efficacy (Bandura, 1997) have been found to predict the effort teachers put forward, how efficiently they stand tenacious in facing challenges, how well teachers pay attention to and hype themselves to attain what they triumph and what options they choose in life; and all these point to the reasons why researchers study how efficacy influences the motivation and behaviour of individuals in an academic setting (Pajares, 2002).

The commission of leadership and sources of efficacy is supported by studies done in countries outside Malaysia albeit limited. On the basis of encouraging teacher collective leadership efficacy, this study sets out to show that increase in efficacy among teachers is important for the effectiveness an organization (Gordon, 2001; Woolfolk Hoy & Davies, 2006).

The attainment of optimum collective leadership skills and sources of leadership efficacy can only be engineered through a positive school culture. The elements of leadership, efficacy and school culture must work together for improved leadership performance. Researchers have highlighted that these elements have a compounding effect on school. The 'Global Leadership and Organizational Behaviour Effectiveness' (GLOBE) report underlined that school culture influences leadership and that culture takes the place of primacy in work on leadership (House & Javidan, 2004). Further, scholars have also noted that effective school leadership is contingent on a thorough understanding of school culture (Leithwood & Jantzi, 2008; Leithwood & Riehl, 2003; Peterson & Deal, 2002; Fullan, 2001; Sergiovanni, 2000; Deal & Peterson, 1999). The relationship between school culture and efficacy is also found to have compounding effects of positively influencing leadership (McLeod, 2012).

School culture is defined as the system of basic assumptions, norms and values as well as the cultural artefacts which are shared by school members and influence their functioning at school (Bolman & Deal, 2013; Maslowski, 2006; Van Houtte, 2005; Cox, 1993). Jerald (2006) simplified this to mean the relationship between the administration and the teachers, teachers and teachers, teachers and students and students and students, in addition to the school's interaction with the community and other stakeholders. How things are accomplished in an organization sets the template for the culture of the school, hence the culture of the school facilitates or inhibits the development of teachers in a professional learning organisation (Chapman & Gregory, 2013).

On the local front, a study by Sullivan (2010) as cited in Parwazalam et. al. (2014) postulated that school culture correlates with leadership. Predictors of school culture in their study, include collective efficacy and communication. The other constructs in their study which are faculty trust, academic optimism and control do not generate a high predictor score. Yaakob Daud (2012) in his study also found that there is a

positive, significant relationship between school culture and leadership. A study in Taiwan by Wu et. al. (2013) echoes findings from McLeod (2012) describing school culture as an important variable in teacher's sense of efficacy which influences sources of leadership efficacy.

1.2   Statement of the Problem

The Malaysian education system is growing to meet the needs of preparing Malaysia's children for the needs of the 21st century. And the roadmap for that is the Malaysian Education Blueprint 2013-2025. This document stipulates that greater liberty and liability requires constructive networking with key stakeholders across Government agencies, in particular, the teachers (Datuk Dr. Madinah Mohammad, Ministry of Education, 2013), hence the need for expanding leadership roles to teachers.

This research was carried out in the Federal Territory of Kuala Lumpur because leadership in urban schools operate under high-accountability conditions (Isa et. al., 2017; Boori et. al., 2015). Learning, variously construed, lies at the centre of public policy and societal concern for the quality of urban schools (Isa et. al., 2017). The teachers today, would then have to meet with the demands of various quarters as concerned is shown towards higher standards and improved performance (Ahmad Zabidi, 2011). In Kuala Lumpur, this high-accountability condition rises as a result of the Government Transformation Plan under the New Economic Model resulting in the National Education Blueprint (2013-2025). Through this effort Kuala Lumpur saw the first Trust School, Smart School, Sports School, Cluster School, High-Performance School and 1 BestariNet,– Wave 1 (2013-2015) under the Education Performance and Delivery Unit (PADU) (Ministry of Education, 2013). All these demanded the delivery of high-quality outcomes which created new challenges for teachers (Rosnazirah & Hussein, 2015). The difference in living standards in the urban area also gyrates towards the higher expectations from parents and students (Ahmad Zabidi, 2011) demanding dynamic leadership roles from teachers. In order to cope with this, teachers need to learn cognitive flexibility, stress tolerance and divergent thinking (Puccio, Murdock & Mance, 2011). For that, teachers in Kuala Lumpur have been given professional development courses in the field of leadership to develop autonomy, through Institut Aminuddin Baki and the Education Performance and Delivery Unit (PADU) (The Star, 2018). Therefore, researching collective leadership efforts among teachers in Kuala Lumpur is a worthy effort as it would measure the ability of teacher to cope in extraordinary urban conditions.

Previous studies usually lay focus on other types of leadership but presently, the idea of leadership that is gaining momentum is collective leadership. Yet, Ni et.al. (2017) report in their research that knowledge on collective leadership is very limited. There is also a dearth of studies on collective leadership involving teachers in Malaysia. To date, studies on leadership is focused on teacher leadership (Fitzgerald & Gunter, 2006; Harris, 2003), such as special education (Ngang, 2012), leadership in the area of vocational and technology (Rabindarang et. al., 2014), leadership and teacher efficacy (Bijat, 2016; Yusof & Alias, 2015; Adimin, 2012), distributed leadership and

teacher motivation/efficacy (Rosnarizah & Hussein, 2015; Jamalulail et. al., 2013), – to mention a few. Nevertheless, studies on collective leadership in education using the Malaysian context has yet to be done and this study sets out to discover the status of collective leadership, here.

Sources of leadership efficacy has received little attention in the leadership literature (Hannah, Avolio, Luthans & Harms, 2008). McCormick (2002) explored the idea of leadership efficacy, which predicted behavior and distinguished leaders from non-leaders. Yet, Hannah et. al. (2008), reported that their literature review did not uncover any articles addressing leadership efficacy. Results of the current study, can provide a perception into the building of efficacious leadership, which can become the element that enhances leaderships in schools.

On the grounds that culture is a way of life for members of an organization, and their routines become habitual actions for that organization (Mohd Yaakob et. al., 2016; Turan & Bektas, 2013), the formation of that culture in educational settings, depend on shared objectives. When objectives are shared by all the school's stakeholders, it makes for the creation of a common culture where leadership efforts can emerge (Turan & Bektas, 2013). Therefore, studying culture for this research makes it the catalyst in creating the fitting environment for leadership efforts.

Findings of past research indicate that studies have been done on school culture (Karadag & Bayir, 2018; Levesque, 2017; Cansoy & Parlar, 2017; Yusof et. al, 2016; Carpenter, 2015; Dixon, 2014; Turan & Bektas, 2013) and sources of efficacy (Sun & Jiangang, 2018; Malinen & Savolainen, 2016; Rosnarizah & Hussein, 2015; Yusof & Alias, 2015; Mestrova et. al., 2015; Gallante, 2015; Huh et. al., 2014) but none linked together to collective leadership which is a concept associated with non-powered positions (Raelin, 2018), and in this research context it is referenced to teachers. Leithwood's (2012) framework through his analysis of research depicts that collective leadership has significant direct effects with teacher variables which include teachers' work setting i.e. school culture; and teacher motivation i.e. sources of efficacy. This makes the variables operationally linked. In addition, it also strengthens the choice for collective leadership as the dependent variable in this research, as past research from Leithwood and Louis (2102) indicate that studying collective leadership will not undermine the effectiveness and accountability of teamwork but potentially enhance them through its effects on teacher motivation (sources of efficacy) and workplace settings (school culture) (Leithwood & Jantzi, 2008). Therefore there is rational need to conduct a research to investigate the relationship between the three variables.

1.3   Objectives of Research

Generally, this study attempts to determine the level of school culture, sources of leadership efficacy and collective leadership present among teachers in the government secondary schools in Kuala Lumpur. Also, it examines the relationship

between sources of efficacy, school culture and collective leadership among these secondary school teachers.

The specific objectives of this research are as follows,

1. To determine the level of collective leadership among secondary school teachers.
2. To determine the level of school culture and sources of leadership efficacy among secondary school teachers.
3. To examine the relationship between the dimensions of school culture and collective leadership among secondary school teachers.
4. To examine the relationship between the dimensions of sources of leadership efficacy and collective leadership among secondary school teachers.
5. To identify factors predicting collective leadership among secondary school teachers.

1.4   Research Questions

Research questions were formulated to guide the process of this research,

RQ_1	What is the level of collective leadership practice towards secondary school teachers?
RQ_2	What is the level of school culture among secondary school teachers?
RQ_3	What is the level of sources of leadership efficacy among secondary school teachers?
RQ_4	Is there any relationship between the dimensions of school culture towards collective leadership among secondary school teachers?
RQ_5	Is there any relationship between the dimensions of sources of leadership efficacy towards collective leadership among secondary school teachers?
RQ_6	What are the factors predicting collective leadership among secondary school teachers?

1.5   Hypotheses

To achieve objectives 4 to 6, three hypotheses will be tested :

- H_1 There is significant relationship between the dimensions of school culture with collective leadership among secondary school teachers.
- H_2 There is significant relationship between the dimensions of sources of leadership efficacy with collective leadership among secondary school teachers.
- H_3 Sources of leadership efficacy and school culture significantly predict the variance in collective leadership among secondary school teachers.

1.6   Significance of Study

Efficacy can greatly influence how people behave, think, feel, stimulate and inspire themselves. To this effect, efficacy can ascertain the effort teachers interpolate to face demanding problems, set challenging goals and demonstrate stronger sense of commitment when exercising leadership capabilities. The efficacious teacher indirectly becomes (an) effective teacher, according to Shaughnessy (2004). The sources of efficacy – mastery experience, vicarious experience and social persuasion, can provide a perception for solutions to produce better understanding into the concept of collective leadership. In addition, the application of efficacy needs the collaboration of school culture for the overall success of collective leadership to take place.

In addition to investigating efficacy, the idea of collective leadership also needs to be investigated. To date, there is limited empirical work supporting the approach. Collective leadership is a new age way of viewing the idea of leading an institution. Leadership is viewed as a collectivistic phenomenon that involves putting the ''we'' in leadership where multiple individuals interact, through a variety of formal and informal structures, broadly defined, and take on a variety of leadership roles, both formally and informally over time (Yammarino et. al., 2012).

This study, therefore aims to bring about an awareness to the teaching fraternity, of the importance for sources of efficacy and school culture in creating effective and efficacious collective leadership skills. With this awareness, teachers would be better prepared with an understanding of how to facilitate actions promoting collective leadership in facing the multitude of challenges in schools.

1.7   Limitations of Study

There are several limitations to this study. This study will focus on collective leadership of secondary school government teachers in the Federal Territory of Kuala Lumpur. As such, the findings of this study may not be generalized to teachers throughout Malaysia, since it is conducted in various schools, only in the city of Kuala Lumpur. In addition, different locations of schools could contribute to other school level variables that may interfere in the findings of the study.

Next, this study is focused on exploring the four sources of efficacy and school culture in its effect on collective leadership. The questionnaire is designed to get feedback from teachers only. Since the whole faculty is responsible in creating a conducive school environment, the scope of this research is limited as findings from the principals and school administration is excluded. A questionnaire also holds complex interpretations as what may be good to some may not be so, for others, thus raising the level of subjectivity to constructs that can lead to skewed results. Different understandings can stem from exogenous factors such as culture, age and education. These propensities can lead to data inaccuracies.

1.8   Definition of Terms

Significant important terms and variables used in this study are defined operationally as follows:

1.8.1   Collective Leadership

According to Leithwood and Jantzi (2012) in Leithwood and Louis (2012), collective leadership is the combined effects of authorities in the role of leadership; in the contribution made by each of these, for example administrators, teachers, students and parents. For this study, collective leadership discusses how far teachers practice leadership through aspects of setting directions, developing people and redesigning the organisation. Each of these dimensions, comprises from three to five more specific practices. Collective leadership is measured using the instrument from Leithwood (2012).

1.8.2   Sources of Leadership Efficacy

The belief in their capabilities to organize and execute actions to successfully accomplish tasks involving leading others in given contexts is what defines the understanding of leadership efficacy according to Hannah et.al. (2008). Factors that influence efficacy which influences the development of teachers' perceptions toward their capabilities, is derived from the four pertinent sources of leadership efficacy (Bandura, 1997). The four sources of leadership efficacy include performance accomplishment, vicarious experiences, social persuasion and emotional arousal.

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These sources of leadership efficacy contribute to the analysis of the teacher's leadership competence and relationship between its proposed antecedents (Paglis, 1999). Performance accomplishment is represented by personal-behaviour interaction. Vicarious experiences and social persuasion is represented by personal-environment interaction. Emotional arousal is a personal behaviour influenced by an achievement and emotional state. These components are measured using the instrument adapted from Usher (2006) based on Bandura (1997).

1.8.3 School Culture

According to Fullan (2001) school culture can be defined as the guiding beliefs and values evident in the way a school operates. When discussing the impact of the leadership variable on schools, the culture of the school is a priority as it gives direction to the success of leadership practices in schools. In this study, school culture is measured through dimensions, namely, participative leadership, teacher collaboration, professional development, unity of purpose and learning partnership. The School Culture Survey used in this research was developed by Gruenert and Valentine (1998).

1.9 Summary

In essence, this chapter gives a lead-in to the focus of this study which is the relationship between school culture, sources of leadership efficacy and collective leadership. The problem statement is given and the objectives of the research, as well as research questions and hypotheses that guide the study are stated. The preceding chapter will look at the literature which explores the variables, gearing towards explication of the problem.

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BIODATA OF STUDENT

Shiveh Sivalingam was born on 28 September 1977 in Taiping, Perak. She is the eldest of two siblings. Her academia journey started at Tadika All Saints, Kamunting after which she began her primary schooling in SRK Convent Kota, Taiping. Her secondary journey was at SMK Convent, Taiping, subsequently doing pre-university for a short time before receiving a scholarship to pursue a Bachelor's of Education degree in Dunedin, New Zealand with the University of Otago.

Upon graduation, her first posting was to SMK Puterijaya, Kuala Lumpur where she served for 9 years before being posted, on a pre-university academic teacher upgrade to SMK Cochrane, Kuala Lumpur. She served at Cochrane until the point of receiving her second scholarship to pursue postgraduate studies in the field of leadership and educational administration at University Putra Malaysia. She currently teaches at Victoria Institution's Pre University Centre in Kuala Lumpur.

During her career, she held many important positions, spanning from Assistant Head of the Disciplinary board to Advisor for the Pre University Council where there were many feats achieved. She was also examiner for the SPM, STPM and MUET examinations and examiner and chief examiner for the MUET Speaking assessment for many years. In addition, she was a facilitator for MUET under *Jabatan Pelajaran Negeri Wilayah Persekutuan* for some years. Her contribution was not only to MUET but also to English language and English for Science and Technology, during her tenure as a teacher. In recognition for her services, she was conferred the Excellent Service Award (*Anugerah Perkhidmatan Cemerlang*) in 2005 and 2013.

At University Putra Malaysia, she was actively involved in on-campus activities and participated in the 4th International Conference on Educational Research and Practice 2017 (ICERP 2017), presenting a paper on leadership. She then presented her second paper at the 3rd International Conference on Social Sciences, Humanities and Technology (ICSHT 2019) at Penang, Malaysia.

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LIST OF PUBLICATIONS

Journal

Sivalingam, S., Kadir, S. A. & Asimiran, S. (2017) Collective Leadership Among Secondary School Teachers, *International Journal of Academic Research in Business and Social Sciences*, 7, 696-710

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