

Investigating the Teachers' Leadership Styles for Learning and Students' Academic Press/Emphasis

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ABSTRACT

The goal of this study was to investigate two research hypotheses.; H1: The English subject teachers at selected national secondary schools in Kuala Lumpur, Malaysia, used coercive (COE) and coaching (COA) leadership approaches to lead their students, and H2: In selected national secondary schools in Kuala Lumpur, Malaysia, there is a significant relationship between English subject teachers' leadership styles practices and students' AP/AE. The findings revealed that leadership style practices, mainly COA except COE, influence academic press/emphasis (AP/AE). Surprisingly, there is strong evidence that almost all English subject teachers from all three selected schools understudy did not exhibit COE leadership style, despite COA being the most influential predictor. They will most likely try to avoid practicing COE leadership style because it will create reinforcement patterns among the students. As a result, Bass and Riggio [1] defined COE leadership style as a lack of leadership.

Keywords: English teachers' leadership styles; students' academic press/emphasis; secondary schools.

GRAPHICAL ABSTRACT

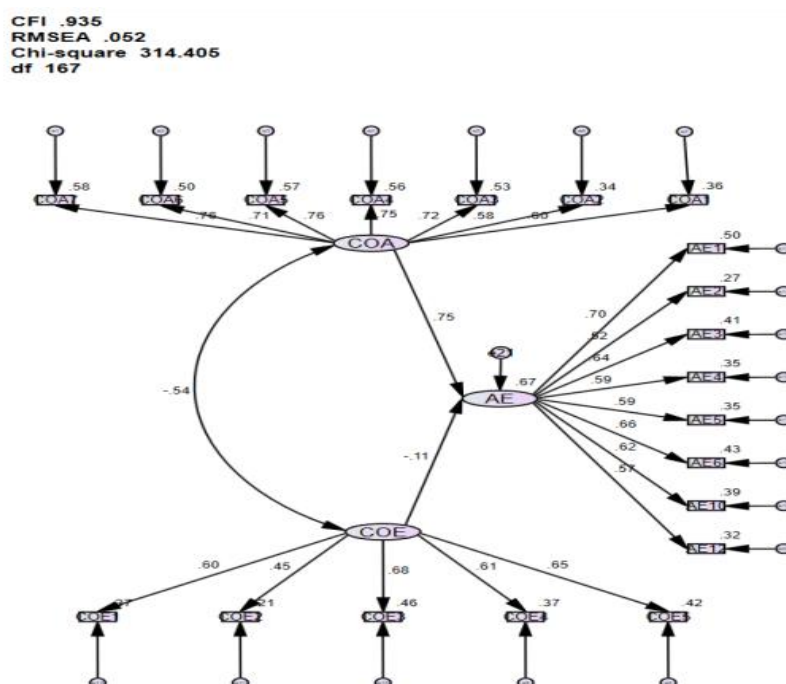


Fig. 1. Adequacy of the constructs

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1. INTRODUCTION

The primary goal of this study is to investigate and clarify if there is a relationship between the teachers' leadership styles practices, specifically coercive (COE) and coaching (COA), and the students' AP/AE [2]. As a result, this study adds a new dimension to the body of knowledge, assisting researchers in their efforts to understand the relationship between English subject teachers' leadership styles practices and students' AP/AE. As this study takes place in the Malaysian context, it definitely contributes to the enriching of the indigenous body of knowledge. The implication would be in terms of the teacher training and enhancement of teacher professional development programmes. Leadership style is an important aspect in the success of any organization due to its effects on employees' performance. In a constantly changing social, economic, and technological environment, leadership is a more important attribute of management today than before [3,4]. In academic institutions leaders may have a particularly unique set of skills required for effectiveness, as opposed to those in business, military, or government settings. This is partly due to the fact that colleges and universities have unique purposes in society, concerned with the knowledge of generation and the promotion of their learning and behavior [5,6].

2. METHODOLOGY

The study purposefully selected three different schools in Kuala Lumpur to answer the research questions and testing the hypotheses. The population of the study comprises of 1,581 Forms One and Two students. Based on 95% confidence interval and $\pm 5\%$ margin of error requirement, the study selected 330 students as samples. The survey questionnaire for the teachers' leadership styles practices for learning of English subject teachers was developed based on the literature [7]. As for AP/AE construct, the items were adopted and adapted from Hoy et al. [8]. Views and comments from the content experts were sought to ensure it complied with the content validity. As for face validity, the study administered the survey questionnaires among 100 students from the listed school. The Cronbach's alpha for the whole scale was 0.76. A Likert scale of 1 to 5 was used for all items except in demographic section. The researcher made the entries for each of the 330 returned questionnaires using SPSS version 25.0, cleaned for errors and checked for missing data. Consequently, the study analyzed the data to address the research hypotheses by conducting a CFA and full-fledged SEM.

3. RESULTS

The total number of respondents whose returned surveys questionnaires were usable; a total of 62.5% were female, while 37.5% were male. We evaluated the adequacy of the three measurement models of COE, COA and AP/AE using CFA and it showed good fit; $\chi^2/df = 1.883$; CFI = 0.935; RMSEA = 0.052, CI: .043, .061, suggesting that the three factor measurement model was consistent and fit the data. The item loadings of COA and COE were between .58 and .76 as well as .45 and .68 each. Item loadings for AP/AE was between .52 and .70. These latent variables are hypothesized to be significantly correlated whereby AP/AE was the dependent and COA and COE were the independents. By employing fullfledged SEM techniques, it was observed that the specified hypothesized structural model seemed to fit the data reasonably well. Firstly, the CMIN/DF ($\chi^2/df=1.88$) was very much lower than the cut-off value of 5. Secondly, the RMSEA value (.052) was smaller than 0.08. Thirdly, the incremental Comparative Fit Index or CFI was .935 which indicate very good fit. Therefore, the study concluded that the hypothesized structural model as above was reasonably fit to the data and thus accepted as a model of the study.

4. FINDINGS

The findings revealed that COE and COA were measured by five and seven indicators respectively. These indicators loaded perfectly into their respective factors. Therefore, H1 is indisputably accepted. The second findings revealed that COA had a very significant direct relationship (path coefficient $\beta=.75$) with AP/AE. Indeed, COA was proved to be most welcomed and effective in influencing the AP/AE. In contrary, there was a strong evidence that COE style of leadership of English teachers in

that particular schools was not welcomed and thus failed to influence the AP/AE of students (path coefficient $\beta = -.11$). Therefore, the study partially accepted H2.

5. CONCLUSION

As a result, the SEM produced results that supported the hypothesis that academic press/emphasis is influenced by leadership styles, particularly COA and COE. There is strong evidence that almost all English subject teachers understudy from all three schools studied did not have a COE leadership style. They might try to avoid using the COE leadership style because it would reinforce student behavior patterns.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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