

Relationship between teacher leadership and school effectiveness among secondary teachers in Kinta Utara, Perak

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ABSTRACT

Understanding the mechanisms through which teacher leadership influences overall school effectiveness becomes paramount for educational administrators and policymakers as the demands on educators evolve. The investigation is grounded in a comprehensive literature review that explores key concepts such as teacher leadership, school effectiveness, and their interconnectedness within the Malaysian educational context. Drawing on established quantitative methodologies and survey instruments, the study aims to quantify the nature and extent of the relationship between teacher leadership practices and various dimensions of school effectiveness. A random sample of 360 secondary teachers from 12 secondary schools in Kinta Utara will participate in a structured survey designed to capture their perceptions of teacher leadership behaviours and school effectiveness indicators. Statistical analyses, including correlation coefficients and regression models, will be employed to discern patterns and strengths of relationships among variables. The research hypothesizes that specific dimensions of teacher leadership, such as instructional leadership and shared decision-making, significantly correlate with measures of school effectiveness, including academic achievement, teacher satisfaction, and stakeholder engagement. Additionally, the study seeks to identify potential moderating variables, such as school size and leadership support, that may influence the strength and direction of these relationships. The findings hold implications for educational policy and practice, providing evidence-based insights into the role of teacher leadership in fostering effective secondary schools. By quantifying the impact of teacher leadership on various aspects of school effectiveness, this research contributes to the empirical understanding of educational administration in the specific context of Kinta Utara, Perak. In conclusion, this quantitative study contributes to the existing body of literature on teacher leadership and school effectiveness, offering valuable insights that can inform evidence-based decision-making for educational leaders and policymakers in the Malaysian educational landscape.

Keywords: Teacher leadership, school effectiveness, secondary education, quantitative study, Malaysia

INTRODUCTION

Effective school in Organisms Theory Perspective is schools are able to realize what is called a self-renewing schools or adaptive schools", also called as a learning organization" is a condition in which the school as an institution the entity is able to deal with the problems it faces while demonstrating its capabilities to innovate (Utomo et al., 2019). The synergy between teacher leadership and school effectiveness represents a critical nexus deserving scholarly inquiry. The importance of effective teacher leadership is underscored by its potential to not only elevate the quality of classroom instruction but also to foster a collaborative and innovative culture within schools. The government system should contribute to creating effective schools through human resource development, community participation, provision of facilities and infrastructure, professional development of educators, guiding

students' and teachers' achievement, monitoring student progress, education financing to some degree, and the commitment of local governments to give appreciation to education actors (Nurkolis & Sulisworo, 2018). Teacher leadership has been widely discussed in terms of its definition, concept, frameworks, and models.

Generally, teacher leadership encompasses the concept of power and influence (Kamaruzaman et al., 2020b). The exploration of teacher leadership and its correlation with school effectiveness is not merely an academic exercise; it is a strategic endeavour to contribute empirically grounded insights that can inform educational leaders and policymakers in enhancing the quality of secondary education. Teacher leadership is often connected to experienced teachers as it is assumed that a certain level of knowledge and experience is needed (Meirink et al., 2020). It aims to bridge theoretical knowledge with practical implications, catering to the specific needs and nuances of the educational context. By shedding light on the symbiotic relationship between teacher leadership and school effectiveness, this study aspires to be a catalyst for informed decision-making, contributing to the ongoing discourse on educational administration and fostering advancements aligned with the nation's educational aspirations.

Background and purpose

The literature review in this study analyzed existing research on the relationship between teacher leadership and school effectiveness, providing a thorough overview of key findings and theoretical frameworks. This section explored studies that have investigated the role of teacher leadership in enhancing instructional practices, fostering a positive school climate, increasing student engagement, and promoting equitable educational opportunities (Shen et al., 2020). Additionally, the review examined various dimensions of teacher leadership, including instructional leadership, distributive leadership, and transformational leadership, and their contributions to school effectiveness. The evidence suggests a significant relationship between teacher leadership and school effectiveness. Teachers who demonstrate strong leadership skills can positively impact school culture, cultivate a supportive and collaborative learning environment, and effectively implement instructional strategies that enhance student achievement.

LITERATURE REVIEW

School effectiveness

School effectiveness refers to the degree to which a school achieves its goals in providing quality education and fostering positive learning outcomes (Myint Lay, 2021). Teacher effectiveness, a key area of educational research, is closely linked to school effectiveness. Teacher evaluation, within a broader context, contributes significantly to school effectiveness, as measured by the successful implementation of school development plans (Muhammad Akram et al., 2021).

The study by Muhammad Akram et al., (2021) identified a significant positive relationship between teacher performance evaluation and school effectiveness, with evaluation scores serving as strong predictors. Differences in perceptions were noted, with female teachers rating themselves and their schools as more effective than male teachers, and urban teachers viewing themselves and their schools as more effective than their rural counterparts.

Teacher leadership, defined as the ability of teachers to assume leadership roles within schools, also plays a critical role in school effectiveness. Research indicates that teacher leadership positively impacts school performance by fostering collaboration, continuous improvement, and a conducive learning environment (Indajang et al., 2021; J. Sarzoso et al., 2021). This relationship is particularly relevant in the context of Kinta Utara, Perak, where teacher leadership is essential for enhancing school effectiveness.

Factors related to school effectiveness

The effectiveness of Malaysian schools is shaped by a range of factors extensively explored in the literature. A primary determinant is the quality of teaching, with research consistently demonstrating that highly qualified and experienced teachers significantly enhance student learning outcomes. Additionally, the curriculum and educational resources available to schools, such as textbooks, digital tools, and laboratory equipment, are critical in determining their effectiveness. The alignment of the curriculum with national educational goals further strengthens this impact.

School leadership and management practices, including active parental and community involvement, also play a pivotal role in school effectiveness. These factors contribute to creating a supportive learning environment that promotes student achievement. Research by Dahiru et al., (2018) highlights key issues influencing school effectiveness, including teacher qualifications, human, financial, and material resources, teaching methodologies, and class size. Furthermore, the socioeconomic background of students and their families has been identified as an influential factor, affecting the overall effectiveness of schools. Collectively, these elements underscore the multifaceted nature of school effectiveness in Malaysia.

Importance to school effectiveness

Teacher leadership is essential for enhancing school effectiveness (Vašašová et al., 2021). It enables educators to take charge of their professional growth, which improves instructional quality and fosters a collaborative school culture. This collaboration enhances teaching practices, boosts student engagement, and increases student achievement (Kamaruzaman et al., 2020). In Kinta Utara, Perak, the significance of teacher leadership is particularly evident. Evidence indicates that teacher leadership positively influences school improvement and effectiveness. It is associated with higher academic and social success, increased faculty morale, improved support from parents and peers, and a stronger sense of connection and ownership among teachers (Vašašová et al., 2021). Empowering teachers to assume leadership roles in Kinta Utara can cultivate a positive and supportive learning environment for both students and educators. This, in turn, contributes to enhanced school effectiveness and better educational outcomes. Thus, promoting teacher leadership among secondary teachers in Kinta Utara is crucial for fostering a conducive learning environment and improving overall school performance.

Teacher leadership

There is broad consensus among scholars, practitioners, and policymakers that school leadership is a crucial factor in enhancing school and system performance. A substantial body of international empirical research supports the notion that principal leadership significantly improves school and student outcomes (Harris et al., 2017). Teacher leadership, defined as teachers assuming roles beyond their classroom responsibilities to enhance teaching and learning within their educational institutions, is integral to this process. It involves tasks such as mentoring new teachers, leading professional development, engaging in decision-making, and advocating for educational needs (Kamaruzaman et al., 2020). Teacher leadership influences colleagues, principals, and the broader school community to improve educational practices and student achievement (Vašašová et al., 2021). Although leadership practices, including teacher leadership, show a weak but statistically significant correlation with self-esteem (Vašašová et al., 2021), the evolving educational landscape necessitates teacher participation in leadership roles. Such involvement positively impacts school effectiveness, enhances school climate and culture, and fosters collaboration. Empowering teachers in Kinta Utara, Perak, to take on leadership roles can create a supportive and effective learning environment for both students and educators.

Theoretical perspectives

For a dissertation examining the "Relationship Between Teacher Leadership and School Effectiveness Among Secondary Teachers in Kinta Utara, Perak," several educational administration frameworks and models can provide a strong theoretical foundation. The following are two prominent frameworks and models that align well with the focus of this research:

Five features of teacher leadership (FFTL) framework

The Five Features of Teacher Leadership framework can be analyzed through various theoretical perspectives. From a transformational leadership perspective, the framework supports the concept of teacher leaders who inspire and motivate their colleagues towards achieving excellence. In terms of distributed leadership, the framework highlights the value of shared decision-making and collaboration among teachers to enhance school performance. Additionally, through the lens of social network theory, the framework underscores the importance of robust relationships and effective communication within the school community. To strengthen teacher leadership and cultivate a positive, motivating learning environment, schools may also apply Marzano's Model of School Effectiveness. This model emphasizes the critical role of teacher leadership in improving student outcomes (Murphy et al., 2010).

Marzano's Model of school effectiveness

Marzano's Model of School Effectiveness is a well-established framework that identifies several critical factors contributing to school effectiveness. These factors include a clear and shared vision, effective instructional strategies, a supportive and collaborative culture, strong leadership, and meaningful family and community involvement (Pounder, 1995). This study utilizes Marzano's Model to explore how teacher leadership intersects with these elements and enhances overall school effectiveness in Kinta Utara, Perak.

Marzano's Model has profoundly influenced educational practices and school improvement initiatives globally. By providing a comprehensive framework that addresses multiple dimensions of school operations, Marzano offers educators a strategic guide for boosting student achievement and overall school effectiveness. A significant impact of Marzano's model is its emphasis on evidence-based practices grounded in research. It advocates for data-driven decision-making to inform instructional practices, monitor student progress, and identify areas for improvement, leading to more effective teaching methods and enhanced student outcomes.

Moreover, Marzano's model fosters a holistic approach to school improvement by recognizing the interdependence of various factors within the educational environment. It encourages educators to consider leadership, curriculum, assessment, school climate, professional development, family engagement, and organizational design as interconnected elements that affect student achievement. By addressing these components in an integrated manner, schools can create a supportive learning environment that promotes student success. Thus, Marzano's model enables educators to adopt a systemic approach to school improvement, yielding positive impacts on teaching and learning across diverse educational contexts.

Conceptual framework

The conceptual framework of this study integrates the Five Features of Teacher Leadership (FFTL) Framework with Marzano's Model of School Effectiveness. It posits that teacher leadership, characterized by the ability to inspire and motivate colleagues, positively influences the various dimensions of school effectiveness as outlined in Marzano's model. The FFTL Framework, as articulated by Hunzicker (2022), emphasizes the need for a pragmatic and accessible framework for teacher leadership. It aims to provide teachers with a straightforward tool for self-identification and self-assessment of their leadership practices.

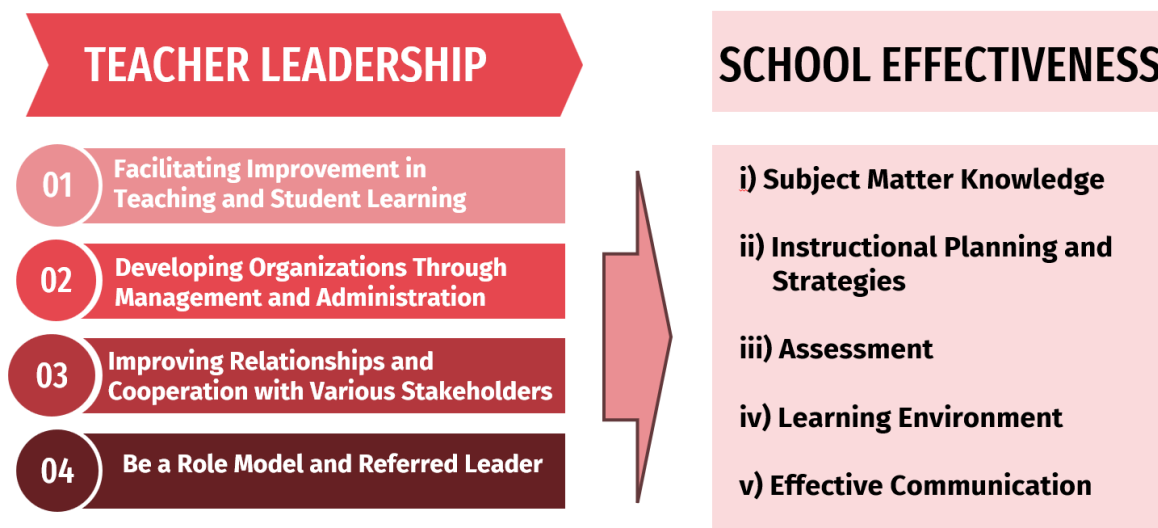


Figure 1. Diagram of Conceptual Framework, adapted from Hunzicker (2022) and Thoonen et al. (2011)

Figure 1 illustrates the integration of transformational leadership with Marzano's Model of School Effectiveness. This study aims to examine how teacher leadership, shaped by transformational leadership principles, impacts various factors of school effectiveness, including instructional strategies, school climate, and community involvement. Specifically, the research investigates the relationship

between teacher leadership, as informed by transformational leadership, and its influence on the dimensions of school effectiveness described in Marzano's model. Drawing on the sources provided, the study focuses on exploring this relationship in the context of Kinta Utara, Perak (Pounder, 1995). By applying Marzano's Model of School Effectiveness and integrating transformational leadership theory, this study seeks to elucidate how transformationally influenced teacher leadership practices contribute to the overall effectiveness of schools in Kinta Utara, Perak.

METHODOLOGY

This chapter delineates the rationale, objectives, and design of the research. First, it provides an overview of the significance of teacher leadership in shaping school culture, enhancing instructional practices, and ultimately improving student outcomes. Next, it articulates the specific objectives guiding this investigation, which include examining the various dimensions of teacher leadership and their impact on school effectiveness in the context of Kinta Utara, Perak. Furthermore, it outlines the research questions and hypotheses that will guide data collection and analysis.

Research design

This study adopts a quantitative approach, focused on correlational study design to gather numerical data on the variables under investigation. The quantitative approach, specifically a correlational study design, is suitable in Malaysian secondary schools for several reasons (Tajasom & Ariffin Ahmad, 2011). First, a correlational study design allows researchers to examine the relationship between teacher leadership and school effectiveness. This is important in the Malaysian context as it provides an empirical understanding of how teacher leadership practices influence school outcomes. Additionally, the quantitative approach allows for the collection of large-scale data from a diverse group of schools, providing a comprehensive view of the relationship between teacher leadership and school effectiveness within the Malaysian education system (Ghani et al., 2011).

Furthermore, a correlational study design allows for the analysis of data using statistical methods, which can provide objective and quantifiable evidence of the relationship between teacher leadership and school effectiveness. This approach is especially relevant in the Malaysian context because it allows for the identification of specific factors and practices that contribute to school effectiveness, guiding policymakers and school leaders in making evidence-based decisions to improve overall school effectiveness.

Location

The research takes place in Kinta Utara District, Perak. It is the biggest district with the biggest school number in Perak. It was chosen because the district represents a diverse urban and rural setting, providing a varied context for studying the relationship between teacher leadership and school effectiveness. Furthermore, the location of this study was chosen because there may be a gap in existing research regarding the specific context of Kinta Utara District, making it a suitable location for conducting research to contribute valuable insights to the field of education. Lastly, access to schools and willingness from educational authorities to participate in the research may have influenced the decision to choose this District as the study area.

Population and sample

Population refers to the set or group of all the units on which the findings of the research are to be applied. In other words, population is a set of all the units which possess variable characteristic under study and for which findings of research can be generalised (Shukla, 2020). Sampling is an important tool for research studies because the population of interest usually consists of too many individuals for any research project to include as participants. A good sample is a statistical representation of the population of interest and is large enough to answer the research question. Any subset of population, which represents all the types of elements of population is called sample. Sample refers to the small amount of something that gives the information about the thing, it is taken from (Shukla, 2020). In this study, secondary school teachers from 28 secondary schools in Kinta Utara District, Perak, were chosen as participants. Selecting schools for research in the Kinta Utara District may come with several restrictions due to various factors such as geographical location, accessibility, and school size.

Some schools in the district may be situated in remote or rural areas, making them difficult to access for researchers. This could pose logistical challenges in terms of transportation and scheduling

visits to these schools. Additionally, certain schools may have limited resources or infrastructure, which could impact their willingness or ability to participate in the study. The size of the schools in the district may vary significantly, with some being larger and more established while others are smaller or newly established. Larger schools may have more administrative processes and bureaucracy to navigate when seeking approval for research participation, while smaller schools may have fewer staff members available to dedicate time to the research project.

Furthermore, school size could also influence the diversity the teachers' experience, potentially affecting the generalizability of the research findings. Thus, the researcher needs to carefully consider the balance between including a representative sample of schools and managing the practical constraints of conducting research. In order to obtain a representative sample of secondary teachers in the district, a cluster sample strategy was used where 360 sample size were needed from 12 secondary schools to conduct the study. Kinta Utara district of Perak was divided into clusters based on geographic regions, and sample of 12 secondary schools was selected from the clusters based on the highest number of teachers in each school. Those 12 selected schools then provided a list of their secondary teachers, and a random sample of teachers was given by their principal from each school to participate in the study.

The collection of data from secondary teachers allowed for a comprehensive understanding of the relationship between teacher leadership and school effectiveness. Based on the sources provided, it can be concluded that there is a need for further development and support of teacher leadership practices in Malaysian secondary schools, as they have been found to contribute significantly to school effectiveness and student achievement (Miroj et al., 2020).

Instrumentation

The study employed questionnaires to measure teacher leadership behaviour and school effectiveness. The questionnaires were adapted from existing, validated instruments used in prior research on teacher leadership and school effectiveness. Email permission was obtained from the original questionnaire owners to adapt and use the instruments. A rigorous back-to-back translation process was employed to translate the questionnaires from English to Malay. No negatively worded items were identified during translation and validation. Findings from the adapted questionnaires suggest teacher leadership behaviour exhibits a positive relationship with both teacher self-efficacy and perceived school effectiveness.

Table 1. Specification of Instrumentation

Section	Variables	No. of items	Adopted from	Scale Range
A	Demographic profile	5		-
B	Teacher Leadership	28	Abdul Rahman N. et al., 2015	Strongly disagree (1), not agree (2), less agree (3), agree (4) and strongly agree (5)
C	School Effectiveness	26	Akram M. 2018	Strongly disagree (1), not agree (2), less agree (3), agree (4) and strongly agree (5)

Table 1 shows where the questionnaires were adapted from Abdul Rahman et al., 2015 and Akram, 2018 where the scale range used were based on Likert Scale that suits the objective of the study. Total of 58 questions including demographic profile were used in this study. The questionnaire was divided into three sections. Section A for Teacher Background has five questions including gender, age, race, highest education level and years of services. Section B for Teacher Leadership comprises of 4 dimensions, with 9 questions for Facilitating Improvement in Teaching and Student Learning, 6 questions for Developing Organizations Through Management and Administration, 8 questions for Improving Relationships and Cooperation with Various Stakeholders 5 questions for the dimension of Be a Role Model and Referred Leader

Section C for School Effectiveness comprises of 5 dimensions, with 6 questions for Subject Matter Knowledge, 6 questions for Instructional Planning and Strategies, 5 questions for Assessment, 5 questions for Learning Environment and 3 questions for the dimension of Effective Communication.

Validity and reliability

A panel of judges with professional validation knowledge and a strong background in the subject was assembled to assess the content validity of the questionnaires for the current study. They reviewed the

instruments and advised the researcher on how to make the required improvements. Reliability of the instrument are based on Cronbach Alpha score from both past studies by Abdul Rahman et al., 2015 and Akram, 2018 where their instruments are taken and adapted to this study. Malay language validation was performed by a certified Malay language teacher with 20 years of teaching experience. An experienced English language instructor with 18 years of teaching expertise in English evaluated the language's validity. Meanwhile, a professional lecturer from UPM who specialised in educational administration assessed the content validity. Following validation, the necessary changes were implemented based on the experts' advice.

Procedure and data collection process

A structured questionnaire was developed based on established scales to measure teacher leadership and school effectiveness. The questionnaire included demographic questions as well as items related to teacher leadership behaviours and perceptions of school effectiveness. To collect data, researchers seek consent from the Education Policy Planning and Research Division (EPRD), JPN Perak, PPD Kinta Utara, and schools to conduct research. The researcher sent an official letter to the Director of JPN Perak, the Director of PPD Kinta Utara, and the principals of the selected secondary schools requesting permission to perform the study. At the same time researcher also applied for JKE application to get ethics approval before data collection. Data were collected from 360 secondary school teachers in Kinta Utara. When authorization for data collection was given, the researcher sent the questionnaires. Teachers were informed of the study's goal and assured of its secrecy and voluntary nature. The data was collected and analysed using the SPSS package.

Data analysis

Statistical analysis using measures such as mean, standard deviation, correlation, and regression analysis will be employed to analyse the survey data and examine the relationship between teacher leadership and school effectiveness. The questionnaire data were analysed using the Statistical Package for Social Science (SPSS) version 26.0. The data received and gathered for this investigation are quantitative. Quantitative research is defined as the summation of data using a statistical structure for analysis.

Table 2. Research questions and analysis

RESEARCH QUESTIONS	ANALYSIS
1. What is the level of teacher leadership among secondary school teachers in Kinta Utara?	Mean and standard deviation
2. What is the level of school effectiveness among secondary school teachers in Kinta Utara?	Mean and standard deviation
3. Is there any significant relationship between teacher leadership and school effectiveness among secondary school teachers in Kinta Utara, Perak?	Inferential

Table 2 showed on how the question were analysed using mean, standard deviation and inferential. The data was then analysed using descriptive and correlation analysis to provide the study's findings. Researchers can use descriptive analysis to identify the level of teacher leadership and school success in terms of mean and standard deviation. The researcher might use Person correlation analysis to investigate the association between teacher leadership and school effectiveness among Kinta Utara secondary school teachers.

Table 3. Mean score interpretation table

Level	Score
Very Low	1.00 – 1.89
Low	1.90 – 2.69
Moderate	2.70 – 3.49
High	3.50 – 4.29
Very High	4.30 - 5.00

Source: Ibrahim & Don (2014)

Table 3 is used to categorize scores for the purpose of analysing assessment results. It provides a framework for classifying mean scores as indicated in the table. High mean scores indicate a high level of teacher leadership or school effectiveness, while high standard deviation indicates greater

variability in responses. The correlation coefficient value in Table 6 is used to determine the correlation index specified to analyse the data strength.

Table 4. Correlation Coefficient (r) Interpretation Table

Correlation Coefficient	Strength
< 0.20	Very Weak
0.20-0.40	Weak
0.40-0.70	Moderate
0.70-0.90	Strong
> 0.90	Very Strong

Source: Kowang et al., (2015)

A positive correlation ($r > 0$) suggests that higher teacher leadership is associated with higher school effectiveness. A negative correlation ($r < 0$) suggests the opposite. The regression coefficient for teacher leadership will indicate the expected change in school effectiveness for a one-unit change in teacher leadership. A significant p-value indicates a significant predictive relationship.

Summary

The methodology employed in this research endeavours to comprehensively investigate the relationship between teacher leadership and school effectiveness among secondary teachers in Kinta Utara, Perak. The quantitative methodology aims to ensure the validity, reliability, and robustness of the findings while adhering to ethical guidelines given by UPM and KPM.

RESULT AND DISCUSSION

This chapter analyses the research findings gained by presenting the profile of the study's respondents first and then the study's findings. This study met three research objectives. First, to examine the level of teacher leadership among secondary schools in Kinta Utara, Perak. Second, to examine the level of school effectiveness among secondary schools in Kinta Utara, Perak. Third, to determine the relationship between teacher leadership and school effectiveness among secondary school teachers in Kinta Utara, Perak. The findings of this study are presented in tables. The following sections include a brief discussion of each variable level. Finally, this chapter contains the study's conclusions.

Demographic of the respondents

This study focuses on secondary school teachers in Kinta Utara, and it includes 360 teachers. Demographic data such as gender, age, race, education level, and years of service are supplied in a tabular format based on the number and percentage of responses. Table 2 shows the demographic distribution of the responders. The table depicts the respondents' demographic profile in frequency (f) and percentage (%).

Table 5. Distribution of Demographic Profile of respondents

Demographic Profile	Frequency (f)	Percent (%)
Gender		
Male	101	28.1
Female	259	71.9
Age		
30 years and below	25	6.9
31- 40 years	114	31.7
41 – 50 years	124	34.4
51 years and above	97	26.9
Race		
Malay	272	75.6
Chinese	43	11.9
Indian	40	11.1
others	5	1.4
Highest education level		
Teachers Diploma	0	0
Degree	312	86.7
Masters	44	12.2

Ph.D.	4	1.1
Years of Service		
5 years and below	40	11.1
6 – 10 years	25	6.9
11 – 15 years	90	25.0
16 – 20 years	65	18.1
21 – 25 years	72	20.0
26 years and above	68	18.9

Table 5 displays the respondent profile by gender. Of the total 360 respondents, 101 (28.1 percent) were male teachers and 259 (71.9 percent) were female teachers. This suggests that female teachers answered to the questionnaire more than male teachers. Table 5 depicts the respondents' age distribution. According to the table, the age group most represented by respondents in this study is 41 - 50 years (34.4%, 124 respondents), followed by 31 - 40 years (31.7%, 114 respondents). The group age of 51 years and above comes next, with 26.9% (97 responses), followed by the group age of 30 years and below, with 6.9% (25 respondents). Table 5 also provides the respondents' race-based profiles. According to the table, out of the 360 respondents in this study, Malay instructors have the largest percentage, 75.6% (272 respondents), followed by Chinese teachers, 11.9% (43 respondents). The Indian teachers' group comes in third place with 11.1% (40 answers), followed by the other races with 1.4% (5 respondents). According to table 7, the bulk of respondents' highest educational background is at the level of First Degree, which is 86.7% (312 respondents). Masters (12.2%, 44 respondents) and Ph.D. (1.1%, 4 respondents) came next. Furthermore, years of service are divided into six categories: 5 years or less, 6-10 years, 11-15 years, 16-20 years, 21-25 years, and 26 years or more. The results revealed that the most common years of service among respondents was 11-15 years, accounting for 25% (90 respondents). The group of 21 - 25 years is next, with 20.0% (72 respondents) and the group of 26 years and older is 18.9% (68 respondents). The next age group is 16-20 years, with 18.1% (65 respondents), followed by 5 years and under, with 11.1% (40 respondents). The least group of teachers with years of service is 6–10 years, which is 6.9% (25 respondents).

Level of teacher leadership

In this study, the level of teacher leadership was measured by 28 items, and assessed using four dimensions: Facilitating Improvement, Developing Organizations, Improving Relationships, and Role Model. Table 3 below shows the level of teacher leadership according to dimensions.

Table 6. Mean and standard deviation level of teacher leadership

Dimension	Mean	SD	Level
Facilitating Improvement	4.5123	.39336	Very High
Developing Organizations	3.9713	.54048	High
Improving Relationship	4.1285	.57467	High
Role Model	4.1594	.49737	High
Overall (Teacher Leadership)	4.2237	.37573	High

Table 6 demonstrates that the score of Facilitating Improvement (mean = 4.5123, SD = .39336) is at a very high level. While the high score is Developing Organizations (mean = 3.9713, SD = .54048), Improving Relationship (mean = 4.1285, SD = .57467) and Role Model (mean = 4.1594, SD = .49737). Overall, the Teacher leadership score (mean = 4.2237, SD = .37573) among Secondary School Teachers in Kinta Utara is at a high level.

Level of school effectiveness

In this study, the level of school effectiveness was measured by 25 items, and assessed using five dimensions: Subject Matter knowledge, Instructional Planning and Strategies, Assessment, Learning Environment and Effective Communication. Table 9 below shows the mean, standard deviation values and level of each item of school effectiveness.

Table 7. Mean and Standard Deviation Level of School Effectiveness

Dimension	Mean	SD	Level
Subject Matter knowledge	4.4023	.44535	Very High
Instructional Planning and Strategies	4.2083	.42891	High

Assessment	4.3422	.56902	Very High
Learning Environment	4.2817	.47547	High
Effective Communication	4.3648	.54927	Very High
Overall (School Effectiveness)	4.3151	.39837	Very High

Table 7 demonstrates that the score of subject matter knowledge (mean = 4.4023, SD = .44535), assessment (mean = 4.3422, SD = .56902) and effective communication (mean = 4.3648, SD = .54927) are at a very high level. While the high scores are instructional planning and strategies (mean = 4.2083, SD = .42891) and learning environment (mean = 4.2817, SD = .47547). Overall, the school effectiveness score (mean = 4.2237, SD = .37573) among secondary school teachers in Kinta Utara is at a high level.

Relationship between teacher leadership and school effectiveness

The results of this study are to answer the objective of the third study which is to determine the relationship between teacher leadership and school effectiveness among secondary school teachers in Kinta Utara, Perak. Table 5 below shows the Pearson correlation analysis of relationship between teacher leadership and school effectiveness among secondary school teachers in Kinta Utara.

Table 8. Pearson correlation coefficient analysis

Dimension	School Effectiveness	
	R	Sig. P
Facilitating Improvement	.599**	.000
Developing Organizations	.457**	.000
Improving Relationship	.567**	.000
Role Model	.581**	.000
Teacher Leadership	.728**	.000

**p < 0.05

Table 8 on Pearson Correlation Coefficient matrix above, shows that teacher leadership dimensions, which are facilitating improvement ($r = 0.599$, $p < 0.05$), developing organizations ($r = 0.457$, $p < 0.05$), improving relationship ($r = 0.567$, $p < 0.05$) and role model ($r = 0.581$, $p < 0.05$) had a moderate and positively significant relationship with school effectiveness among secondary school teachers in Kinta Utara. Overall, it shows that teacher leadership ($r = 0.728$, $p < 0.05$) has a strong and positively significant relationship with school effectiveness among secondary school teachers in Kinta Utara. Hence, the overall correlation analysis relationship with all variables is significant.

DISCUSSION

The study identifies a moderate positive correlation between facilitating improvement and school effectiveness ($r = 0.599$, $p < 0.05$). This dimension, which involves teachers actively contributing to the enhancement of teaching practices, curriculum development, and overall educational quality, underscores the significance of continuous professional development and collaborative efforts. The positive correlation indicates that schools where teachers engage in improvement activities tend to exhibit increased effectiveness, highlighting the importance of fostering a culture of ongoing educational advancement.

In contrast, the dimension of developing organizations shows a moderate positive correlation with school effectiveness ($r = 0.457$, $p < 0.05$), though it is the weakest among the dimensions examined. This dimension encompasses teachers' involvement in shaping the school's organizational structure, including leadership roles, decision-making, and contributing to the school's vision. Despite its comparatively lower correlation strength, the positive relationship suggests that teacher involvement in organizational development positively influences school effectiveness, albeit to a lesser extent than other dimensions.

Additionally, the study finds moderate positive correlations between improving relationships ($r = 0.567$, $p < 0.05$) and being a role model ($r = 0.581$, $p < 0.05$) with school effectiveness. Improving relationships emphasizes the importance of supportive interpersonal interactions among teachers, students, and administrators, contributing to a conducive learning environment. Being a role model involves teachers demonstrating professional behaviour and ethical standards, which positively impacts

school effectiveness. The overall strong correlation ($r = 0.728$) between teacher leadership and school effectiveness suggests that enhancing teacher leadership is a critical strategy for improving school performance. These findings highlight the essential role of teacher leadership in cultivating a positive school culture and achieving educational goals in Kinta Utara.

Level of teacher leadership

This study evaluates teacher leadership across four dimensions: facilitating improvement, developing organizations, improving relationships, and role modelling. Results indicate that while facilitating improvement is rated very high, the other dimensions—developing organizations, improving relationships, and role modelling—are rated high. Overall, secondary school teachers in Kinta Utara demonstrate a high level of teacher leadership.

These findings contrast with those of Rahman et al. (2021), who reported a moderate level of teacher leadership in Malaysian secondary schools, and Yusof et al. (2020), who found moderate mean scores across all teacher leadership dimensions. However, the current study aligns with Rahman et al. (2021), which noted significant variation in teacher leadership perceptions among Malaysian schools. This suggests that certain schools exhibit higher levels of teacher leadership, which is consistent with the observations made by Suhaila et al. (2018), who found that empowering teachers in leadership roles positively impacts student achievement, teacher morale, and school culture.

Additionally, the results are consistent with Don and Ibrahim (2019), who identified a strong and significant relationship between teacher leadership and student commitment and engagement. This study's findings reinforce the notion that robust teacher leadership correlates with improved school outcomes and further support the importance of cultivating teacher leadership to enhance educational effectiveness.

Level of school effectiveness

This study assessed school effectiveness using a 25-item scale, revealing that 16 items scored very high and 9 items scored high. Overall, the effectiveness score among primary school teachers in Kinta Utara is rated very high. This suggests that teachers generally express high satisfaction with their daily tasks and perceive their schools as highly effective.

These findings are consistent with Pambudi and Gunawan (2021), who reported that learning leadership, academic supervision, and teaching skills significantly influence teacher performance effectiveness, with all variables rated in the high category. This alignment indicates that, similar to the present study, these factors are crucial in enhancing teacher effectiveness and overall school performance.

In contrast, the current findings diverge from those of Rahman et al. (2021), which indicated that secondary teachers perceived their schools as moderately effective concerning instructional leadership, teacher collaboration, student engagement, and academic achievement. Similarly, Sultan et al. (2022) found that while strengths existed in teacher collaboration and student engagement, there were notable areas needing improvement in instructional leadership and academic achievement. These discrepancies highlight variations in perceptions of school effectiveness across different studies and contexts.

Relationship between teacher leadership and school effectiveness

This study addresses the third objective of investigating the relationship between teacher leadership and school effectiveness among secondary school teachers in Kinta Utara, Perak. The results reveal that the dimensions of teacher leadership—facilitating improvement, developing organizations, improving relationships, and being a role model—each demonstrate a strong and positively significant correlation with school effectiveness. This indicates that effective teacher leadership substantially enhances various aspects of school performance.

Supporting this, Don and Ibrahim (2019) highlight the critical role of effective leadership in achieving school progress and success. They argue that high-quality leadership is pivotal for fostering a positive school culture, motivating both staff and students, and implementing strategies that enhance educational outcomes. Effective leadership is thus integral to the advancement and reputation of the school, influencing all facets of its operation and development.

The findings of this study align with existing literature that underscores the significance of teacher leadership in contributing to school effectiveness. The strong, positive correlations observed suggest that teacher leadership practices significantly impact the overall effectiveness of secondary schools in Kinta Utara, Perak. The overall correlation analysis confirms the substantial role of teacher

leadership in enhancing school performance, reinforcing the need for continued focus on leadership development within educational settings.

IMPLICATION OF THE STUDY

Understanding the relationship between teacher leadership and school effectiveness in Kinta Utara, Perak, holds significant implications for educational stakeholders. Recognizing the crucial role of teacher leadership in enhancing school effectiveness, stakeholders can prioritize and invest in professional development programs aimed at strengthening teacher leadership skills. Such programs equip teachers with the necessary knowledge, skills, and support to assume leadership roles within their schools, fostering a culture of collaboration and innovation that improves instructional practices and student outcomes.

Moreover, insights into this relationship can inform the selection and hiring processes for school leaders, emphasizing candidates who exhibit strong leadership qualities and have a proven ability to support and empower teachers. By prioritizing such candidates, schools can ensure effective leadership that nurtures teacher leadership and promotes professional growth among staff, ultimately contributing to overall school improvement and increased student achievement in Kinta Utara. Thus, it is imperative for educational stakeholders to acknowledge the impact of teacher leadership on school effectiveness and take strategic actions to support and develop this critical aspect of school leadership.

Policy makers

The study's findings on the relationship between teacher leadership and school effectiveness have significant implications for policymakers in education. By promoting and empowering teacher leadership, policymakers can foster a collaborative school culture that enhances student outcomes. It is crucial for policymakers to implement professional development programs focused on cultivating teacher leadership skills, which can ultimately contribute to the overall effectiveness of schools and improve educational quality.

School organization

Teacher leadership is crucial for enhancing school effectiveness and student achievement. The study highlights the importance of nurturing and recognizing teacher leadership within secondary schools. School organizations should support teacher leadership by providing resources and professional development opportunities, thereby creating an empowering environment that benefits both students and the school community.

School leaders

The relationship between teacher leadership and school effectiveness underscores the need for school leaders to recognize and harness the potential of teacher leadership. By empowering teacher leaders, school leaders can create a culture of collaboration, shared decision-making, and professional growth. Providing opportunities for teacher leaders to take on key roles and responsibilities is essential for promoting school effectiveness.

School teachers

Teachers play a vital role in school effectiveness through their leadership skills and participation in decision-making processes. The study suggests that teachers who exhibit leadership qualities can positively influence student outcomes and enhance the learning environment. By actively engaging in leadership and decision-making, teachers contribute significantly to the overall success of the school.

SUGGESTION FOR THE FUTHER STUDY

The results of this study show that among secondary teachers, teacher leadership has a favourable and significant link with school success. This study found a substantial and favourable significant association between teacher leadership and school effectiveness. This must be fixed to elevate strong level items to extremely strong level, which will improve secondary school effectiveness and teacher leadership practices among secondary teachers. As a result, this section addresses several potential areas for further research as well as recommendations for the study. This section offers several

recommendations for future research. The findings of this study provide a clear understanding of secondary teachers' leadership and classroom performance in Kinta Utara. Future research could shift focus from school effectiveness to other aspects of teacher practices, potentially revealing additional leadership behaviours that significantly impact school effectiveness.

The study employed a correlational design using a quantitative questionnaire to gather data. It is recommended that future research adopt a mixed-methods approach, combining qualitative and quantitative analyses. This would enable more accurate data collection on teacher leadership and school effectiveness among secondary teachers in Kinta Utara. Utilizing both questionnaires and interviews could provide deeper insights into teachers' perceptions of school success related to leadership. This study focused on secondary teachers in Kinta Utara, Perak, limiting its generalizability. Future research should explore teacher leadership practices and effectiveness across various school types, such as religious schools, primary schools, boarding schools, and vernacular schools. Expanding the study to include a broader range of respondents from different districts in Perak could enhance the generalizability of the findings. Additionally, comparing the leadership styles of teachers in public primary and secondary schools in Kinta Utara may provide valuable insights.

CONCLUSION

Chapter five serves as the culmination of this study, encapsulating a succinct summary derived from the findings. Additionally, it delves into the ramifications of the study, proposing recommendations aimed at enhancing awareness and recognizing the significance of teacher leadership in fostering school effectiveness among secondary school educators. Moreover, this section forwards suggestions for prospective research endeavours while drawing definitive conclusions based on the elucidated findings. This investigation was undertaken within the Kinta Utara District, focusing on secondary school educators, with the aim of exploring the correlation between teacher leadership and school effectiveness among this demographic. To facilitate the pursuit of the study's objectives, three research inquiries were formulated. Employing a quantitative approach, the study utilized a questionnaire disseminated via Google Forms as the primary data collection tool. The selection of Google Forms as the survey platform was motivated by the imperative to streamline data collection processes and expedite the acquisition of research outcomes, particularly given the logistical challenges inherent in distributing questionnaires to a sizable sample comprising 360 respondents across 12 secondary schools within the stipulated timeframe. According to the study's findings and research inquiries, it is evident that the degree of teacher leadership demonstrated by educators at Kinta Utara secondary school is notably elevated. Furthermore, the level of school effectiveness within Kinta Utara secondary school is similarly assessed as high. Taken together, the research outcomes indicate a strong and significantly positive correlation between teacher leadership and school effectiveness among secondary school teachers in Kinta Utara, Perak.

By recognizing the importance of teacher leadership in improving school effectiveness in Kinta Utara, stakeholders can prioritize professional development programs that enhance teacher leadership skills. This, in turn, can result in a collaborative and innovative school culture that improves instructional practices and student outcomes. Further research in this area is needed to explore the specific mechanisms through which teacher leadership impacts school effectiveness, as well as the best practices for developing and supporting teacher leaders. From the sources provided, there is a strong relationship between teacher leadership and school effectiveness. The literature suggests that effective school leadership plays a significant role in enhancing school performance and student achievements. This research has also emphasized the need for collaboration and communication between school leaders and teachers, as well as the importance of principals empowering and supporting their staff. As a result, it is critical that school leaders in Kinta Utara, Perak, acknowledge and support teacher leadership as a vital driver of school effectiveness. By fostering a culture of teacher leadership, schools in Kinta Utara, Perak can effectively improve instructional practices and enhance student outcomes.

The study was done to achieve three objectives of the study which are to examine the level of teacher leadership among secondary school teachers in Kinta Utara, to examine the level of school effectiveness among secondary schools in Kinta Utara, and to determine the relationship between teacher leadership and school effectiveness among secondary school teachers in Kinta Utara. The findings revealed that secondary school teachers in Kinta Utara have advanced teacher leadership practices. The average score for teacher leadership practices was high. This suggests that teacher leadership is an appropriate practice for secondary school teachers. Aside from that, secondary schools

in Kinta Utara were found to be highly effective. This demonstrated that Kinta Utara secondary school teachers are relatively satisfied with their jobs. In fact, there was a significant positive relationship between the level of secondary school teacher's leadership practiced and the school effectiveness at a moderate level. Overall, this study demonstrates that the teacher leadership has an impact on school effectiveness. Teachers' contentment with their jobs at Kinta Utara secondary schools may be boosted if they can form deep bonds with their colleagues. Teachers must take responsibility for enhancing school effectiveness.

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