

Instructional Leadership and Competency in Capacity Development among Principals: A Mediation with Self Efficacy in Moderate Performing Schools

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Abstract : The leadership of the principals is known to be a key indicator in development and school performance. Therefore, this study was undertaken to assess the extent of the influence of instructional leadership in the field of supervision and curriculum focus on capacity development competence in the field of communication and teamwork. In addition, this study also examines self-efficacy mediator school leadership in the field of self-improvement and self-management of school principals. The study involved 383 guest teachers from 55 secondary schools for leadership in schools. Data was analyzed using SEM aid program AMOS 21. The final result shows partial mediation model was the best model fit to obtain the best goodness of fit of (X²/df = 4.663, CFI = 0.922, GFI = 0.778, TLI = 0.914, NFI = 0.903, and RMSEA = 0.098) compared to the direct effect model of the findings (X²/df = 5.319, CFI = 0.908, GFI = 0.755, TLI = 0.899, NFI = 0.889, and RMSEA = 0.106). While the findings of the fully mediator model with a self-efficacy refers principals as a mediator as follows (X²/df = 4.838, CFI = 0.918, GFI = 0.772, TLI = 0.910, NFI = 0.899, and RMSEA = 0.100). Therefore, it can be concluded that the findings clearly demonstrate self-efficacy variables principals become a mediator in the relationship between instructional leadership capacity and competency development.

Keywords : instructional leadership, capacity development, self-efficacy, competency

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