

The Effects of Teacher Efficacy, Instructional Leadership and Professional Learning Communities on Student Achievement in Literacy and Numeracy: A Look at Primary Schools within Sibu Division

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Abstract : This paper discusses the factors contributing to student achievement in literacy and numeracy in primary schools within Sibu division. The study involved 694 level 1 primary schoolteachers. Using descriptive statistics, the study observed high levels of practice for teacher efficacy, instructional leadership and professional learning communities (PLCs). The differences between gender, teaching experience and academic qualification were analyzed using the t-test and one-way analysis of variance (ANOVA). The study reported significant differences in respondent perceptions based on teaching experience vis-à-vis teacher efficacy. Here, the post hoc Tukey test revealed that efficaciousness grows with experience. A correlation test observed positive and significant correlations between all independent variables. Binary logistic regression was applied to predict the independent variables' influence on student achievement. The findings revealed that a dimension of instructional leadership - 'monitoring student progress' - emerged as the best predictor of student achievement for literacy and numeracy. The result indicated the students were more than 4 times more likely to achieve the national key performance index for both literacy and numeracy when student progress was monitored. In conclusion, 'monitoring student progress' had a positive influence on students' achievement for literacy and numeracy, hence making it a possible course of action for school heads. However, more comprehensive studies are needed to ascertain its consistency within the context of Malaysia.

Keywords : efficacy, instructional, literacy, numeracy

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