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Teachers' Leadership Styles for Learning and Student Academic Press/Emphasis: A Weird Relationship?

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Research Highlights

This study proposed to address two research hypotheses; H1: Coercive (COE) and coaching (COA) leadership styles represent the leadership styles practices of the English subject teachers at the selected national secondary schools in Kuala Lumpur, Malaysia and H2: There is a significant relationship between English subject teachers' leadership styles practices with the students' AP/AE in selected national secondary schools in Kuala Lumpur, Malaysia. The results showed that academic press/emphasis (AP/AE) is determined by leadership style practices particularly COA except COE. Interestingly there is strong evidence that almost all English subject teachers from all three selected schools understudy did not exhibit COE leadership style compared to COA which was the most influential predictor. They might probably try to avoid in practicing COE leadership style as this would create reinforcement patterns among the students. For this reason, Bass and Riggio (2006) described COE leadership style as the absence of leadership.

Graphical Abstract

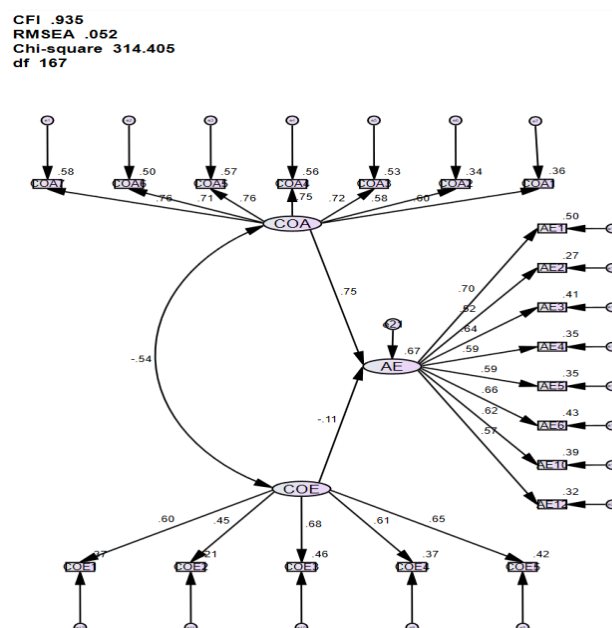


Figure 1 Adequacy of the constructs



Research Objectives

The main purpose of the study is to investigate and to clarify if there is a relationship between the teachers' leadership styles practices particularly the coercive (COE) and coaching (COA) with the students AP/AE (Tschannen-Moran et. al., 2013). This study therefore adds a new dimension to the body of knowledge that will help researchers' 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

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 (Goleman, 2000). As for AP/AE construct, the items were adopted and adapted from Hoy et al. (2006). 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.

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 full-fledged 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.

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.

Acknowledgement

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