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**QUALITY COMMITMENT IN MALAYSIA: MEDIATING ROLE OF COLLECTIVE EFFICACY
AND MODERATING ROLE OF SELF-EFFICACY**

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Abstract

The aim of this research is twofold: 1) it aims to examine the underlying process through which middle managers' transformational leadership influence teachers' teaching commitment by focusing on collective efficacy; and 2) it attempts to explore the moderating role of self-efficacy on the relationship between transformational leadership and teachers' teaching commitment. Therefore, the research was conducted on 1650 teachers randomly selected from 165 secondary public schools in the Northern Region of West Malaysia. Data was collected through survey questionnaires. The research findings have revealed that self-efficacy can be used as a moderator variable to elevate teachers' collective efficacy with the presence of school's transformational leadership practices. However, results also showed that teacher collective efficacy acts as a full mediator in the relationship between the dimension of involvement in decision making with the teachers' commitment in teaching and learning.

Key Words: Quality Commitment, Transformational Leadership, Collective Efficacy, Self-efficacy, Teacher.

Introduction

The leadership style and the teachers' cooperation in the school are viewed as important elements affect directly and indirectly students' achievements through the quality of the teaching process (Luyten, Visscher, & Witziers, 2005). A number of researchers (e.g. Leithwood & Jantzi, 2006; Yu et al., 2002; Ross & Gray, 2006) summarized the types of relationships between the leadership style and the teachers' cooperation as following, (1) the leadership relations and the professional commitment, (2) leadership relations and teachers' efficacy, that is the teachers' trust towards their capability that leads to students learning, and (3) the relationship between a teachers' efficacy and their professional commitment. Clearly, there is a great need for understanding the mechanisms and processes through which transformational leadership affects work-related attitudes, such as teachers' commitment in order to develop a more complete picture about the workings of transformational leadership (Bass, 1997).

Previous Research

Transformational Leadership and Teachers' Teaching Commitment

Transformational leadership is found to have a positive effects on the working attitude and behavior of a person or an organization (Avolio et al., 2004; Lowe, Kroeck & Sivasubramaniam, 1996); and commitment towards an organization (Koh, Steers & Terborg, 1995). In the educational literature, Ross and Gray (2006) found that transformational leadership has direct and indirect effects on teachers' commitment towards the school vision and the professional learning community. Likewise, Walumbwa et al. (2005) reported that transformational leadership and confidence in own ability reflects a positive relationship with the employees attitude towards work. Also, it has been suggested that, a transformation leaders are able to motivate their subordinates to increase their involvement and commitment (Walumbwa & Lawler, 2003).

Leithwood, Jantzi and Steinbach (1999) found that transformational leadership influence staff attitudes and satisfaction. Although, many research have been conducted in recent years (e.g., Geijsel et al., 2003; Hater & Bass, 1988; Kiong et .al, 2005) focusing on the relationship between transformational leadership and teachers' commitment in schools and found that transformational leadership predict higher ratings of effectiveness and satisfaction. Moreover, Kiu (2006) and Hipp and Bredeson (1995) in their research found that principals' transformational leadership are able to increase the performance and the teaching efficacy among teachers.

Moderating Role of Self-efficacy between Transformational Leadership and Teaching Commitment

The psychological construct of teacher efficacy was first presented in education literature by Bandura (1997). Self-efficacy refers to a person's belief about their capabilities to produce designated levels of performance successfully (Bandura, 1986). Cultivating one's trust towards their capabilities will enable them to exercise their natural talent effectively. Besides, through setting a personal goal, a teacher's action and motivation may be influenced (Leithwood & Jantzi, 2006). As such, individuals with similar skills may show weak or excellent performances. This is dependent on one's confidence towards his capability in a situation (Bandura, 1997). The practice of a skill by an individual is dependent on the motivational factors.

Teachers' high self-efficacy has been linked to organization support, students achievement and motivation (Ross, 1992), degree of teacher influence in schools, and commitment towards one's profession (Coladarci, 1992). Recent researches have demonstrated the existence of positive relationship between collective efficacy and self-efficacy (Goddard & Goddard, 2001). In the area of leadership Walumbwa et al. (2005) claimed that self-efficacy and collective efficacy can moderate the relationship between transformational leadership and subordinates working attitude such as their commitment towards the organization and job satisfaction. Meanwhile, Demir (2008) stated that transformational leadership can influence to teachers' self-efficacy, collective efficacy and the school's collaborative culture. According to Demir (2008), teacher's self-efficacy functions as important determinants of the relationship between transformational leadership and teachers' collective efficacy.

Mediating Role of Collective Efficacy between Transformational Leadership and Teaching Commitment

Collective efficacy is an evaluation for every individual towards a group's collective ability in carrying out a duty. In this case, transformational leadership contribution in achieving several organizational criteria depends on the four sources of collective efficacy, mastery experience, vicarious experience, social persuasions and affective conditions (Bandura, 1986). This statement was supported by Avolio and Bass, (2004); and Ross and Gray (2006) who stated that transformational leadership is able to increase teachers' collective motivation by stimulating teachers to be more confident in their capability and potentials and hence their commitment towards the school's organization values. According to Goddard et .al (2004), collective teacher efficacy is "the perceptions of teachers in a school that the faculty as a whole can organize and execute the course of action required to have a positive effect on students". In other words, collective efficacy plays an important role in the organization of schools for teachers and students. Previous research identified several factors that could influence collective teacher efficacy, including administrative responsiveness, teachers' influence in decision-making, encouragement of innovation, and collaboration time (Newmann et al., 1989).

In educational research, Walumbwa, Wang and Lawler (2004) stated that teachers' collective efficacy can mediate the relationship between teachers' satisfaction and their commitment to the schools. Likewise, other researchers (e.g., Pillai & Williams, 2004; Ross & Gray, 2006) have also found that self-efficacy functions as a semi-mediator in the relationship between transformational leadership and commitment. These findings proved that a transformation leader is able to increase collective efficacy especially through personal outstanding performance, verbal persuasions and psychological resurgence. Meanwhile, Ross and Gray (2006) emphasized that transformational leadership may influence teachers' trust towards their capability in which this situation may further affect the community.

1.3 Research Purpose

The goal of the present study is twofold: 1) it aims to examine the underlying process through which middle managers' transformational leadership influence teachers' teaching commitment by focusing on collective efficacy; and 2) it attempts to explore the moderating role of self-efficacy on the relationship between transformational leadership and teachers' teaching commitment. This study set out to test the assumption that leadership may vary in its effects on followers if the followers directly or indirectly reports to the leader (Demir, 2008). The theoretical framework that guides the present study is presented in Figure 1.

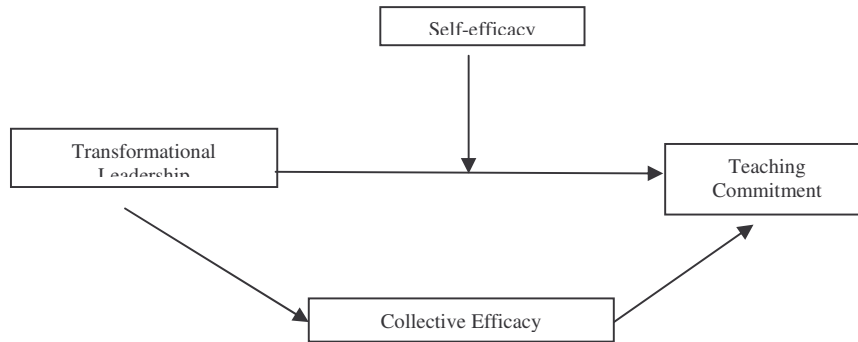


Figure 1: Transformational leadership and Teaching Commitment: Mediating Role of Collective Efficacy and Moderating Role of Self Efficacy.

Research Hypothesis

H1: Teachers' self-efficacy moderates the relationship between schools middle managers' transformational leadership and teachers' teaching commitment.

H2: Teachers' collective efficacy will mediate the relationship between schools middle managers' transformational leadership and teachers' teaching commitment.

Methods

Sample and Procedure

The respondents of this study consist of 1650 teachers. The sample was randomly selected from 165 secondary public schools in the Northern Region of West Malaysia. However, only those teachers serving in the particular school for more than a year were picked as respondent for this study. This was to ensure the respondent are experienced enough to understand well the school's current working situation and to reduce potential for bias. All the questionnaire items in this study were evaluated using the Likert 5 scale. Only, 1165 teachers returned the completed questionnaire and the demographic profile of the respondents is presented in Table 1.

Table 1: Demographic Profile of Respondents

Variables	Frequency	%
Gender		
Male	330	28.3
Female	835	71.7
Ethnicity		
Malay	721	61.9
Chinese	269	23.1
Indian	168	14.4
Others	7	0.6
Years of working experience in current school		
Mean		6.22
Standard Deviation		5.23

Instrumentation

The instrument used in this study consisted of five sections and 71 items. The first section includes information about the personal characteristics of participants. The second section contains 34 items selected to

measure a school's transformational leadership. This questionnaire developed by Leithwood and Jantzi (1999) and is consisting of 34 questions in total. Respondents were required to mark their level of agreement towards statements asked according to the Likert 5 scale, from "Strongly Disagree to Strongly Agree". The third section contains 14 items used to measure teachers' collective efficacy variable. The questionnaire constructed by Ross and Gray (2006). Questions were rated using the Likert 5 scale, from "Strongly Disagree to Strongly Agree". In the fourth section, there are 12 items that used to measure teachers' self-efficacy. The items adapted from existing instruments developed by Tschannen-Moran and Hoy (2001). A 5-point Likert Type items, beginning from "Never to Always" were used in this section. The last section contains 8 items adapted from Chan et al. (2008) to measure teachers' teaching quality commitment. These items were rated using the following response categories: Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree.

Results

Factor Analysis

A confirmatory factor analysis with varimax rotation was carried out. A seven factor solution merged with eigen values greater than 5.0 as suggested by Leithwood and Jantzi (1999) (KMO: .94; Bartlett sphericity test: 37,197; $p=.001$), explaining 79.83% of total variance was merged with factor loading values more than .50 (see Table. 2).

Table 2: Confirmatory Factor Analysis for School Transformational Leadership.

Factors	1	2	3	4	5	6	7
Factor1: INVOLVEMENT IN DECISION MAKING							
Distributing leadership	.76						
Provide organizational support	.74						
Effective communication facilitation	.69						
Ensure there is involvement	.69						
Provide the autonomy	.68						
Creating a caring environment	.65						
Symbolize success	.64						
Factor 2: PRACTICE PROFESSIONAL VALUES							
Fair and not favor		.81					
Providing moral support		.76					
Attend as professional		.69					
Practice appreciation culture		.64					
Factor 3: MONITORING SCHOOLS' ACTIVITIES							
The school			.92				
In school			.84				
Easy to access			.81				
Interest in students progress			.71				
Monitor students progress			.61				
Factor 4: SUPPORT TEACHING							
Monitor the classroom				.77			
Effectiveness of teaching				.68			
Technical and resource assistance				.67			
Discuss educational issues				.63			
Factor 5: SCHOOLS' VISION AND MISSION							
Deliver schools vision & mission					.65		
Effective creator					.63		
Encourage the development of norms					.57		
Sense the direction					.52		
Factor 6: INTELLECT STIMULATION							
Stimulate teachers thinking						.72	
Evaluate goals development						.62	
Encourage assessing practice						.61	
Factor 7: INDIVIDUAL SUPPORT							
Willingness to change							.60
Learn from each other							.55
Trying new practice							.53
<i>Cronbach Alpha</i>	.95	.91	.93	.87	.88	.89	.86

The 14-item scale measuring teachers' collective efficacy were subjected to a principal component analysis with varimax rotation. Only one factor emerged, explaining a total of 55 % variance (KMO: .67; Bartlett sphericity test: 5,252; $p=.001$). All items had a factor loading more than .50 and emerged into a single

factor. The teachers self-efficacy measure of 12 items were also subjected to factor component analysis with varimax rotation. Three factors emerged (KMO: .82; Bartlett sphericity test: 4,959; $p=.001$) with eigen values greater than 1.0, explaining total of 69% of the variance. A forced principal component factor analysis followed by varimax rotation was undertaken in 8-items scale measuring teaching commitment. Only, one factor emerged, explaining a total of 43 % variance. All items had a factor loading of more than 0.5.

Descriptive Analysis

Table.2 shows mean, standard deviations, and correlations among the study variables. The result shows the inter-correlation value transformational leadership variables have a significant relationship with the teachers' self and collective efficacy and teaching commitment. This finding is important in the effort of identifying the distinct and unique contributions of variance obtained from the transformational leadership variable and the outcomes variables.

Table 2: Descriptive statistics and correlations for all variables

Variable	Mean	S.D.	1	2	3	4	5	6	7	8	9
1. Schools' Mission & Vision	3.24	1.34	-								
2. Intellect Stimulation	3.21	1.33	.36	-							
3. Individual Support	3.22	1.02	.30	.37	-						
4. Practice Professional Values	3.04	1.55	.27	.31	.25	-					
5. Involvement in Decision Making	3.15	1.14	.37	.21	.27	.35	-				
6. Support Teaching	3.13	1.10	.37	.38	.34	.39	.30	-			
7. Monitoring School's Activity	3.22	1.04	.33	.34	.37	.25	.29	.35	-		
8. Collective Efficacy	3.12	0.93	.26	.16	.18	.19	.20	.39	.43	-	
9. Self-efficacy	3.20	0.96	.15	.14	.14	.14	.24	.17	.24	.19	-
10. Teaching Commitment	3.01	0.65	.23	.28	.23	.19	.29	.24	.23	.15	.20

Notes: All variables are correlated at significant level of $p<.01$

Hypothesis Testing

Teachers' Self-efficacy Moderation Influence towards the Relationship of School's Transformational Leadership with Teachers' Collective Efficacy

In testing the hypothesis, the three steps procedure recommended by Baron and Kenny (1986) were used through hierarchical double regression analysis technique and the findings are tabulated as following:

1. The first step revealed that the school's transformational leadership showed a significant influence towards the teachers' collective efficacy that are, the school's vision and mission ($\beta= .13, p<.01$); involvement in decision making ($\beta= .23, p<.01$), teaching support ($\beta= .32, p<.01$) and monitoring school's activities ($\beta= .36, p<.01$).
2. The second step revealed that teachers' collective efficacy was found to have a significant relationship towards the transformational leadership, for example the school's vision and mission ($\beta= .14, p<.01$); intellect stimulation ($\beta= .09, p<.01$); practice symbol and professional value ($\beta= .04, p<.01$); involvement in decision making ($\beta= .23, p<.01$), teaching support ($\beta= .23, p<.001$), monitoring school activities ($\beta= .37, p<.01$) and teachers' self-efficacy ($\beta= .27, p<.01$).
3. The third step indicate that all variables of the school's transformational leadership has interaction effects with self-efficacy, which are the school's vision and mission ($\beta= -.74, p<.01$); intellect stimulation ($\beta= .69, p<.01$); individual support ($\beta= -.75, p<.01$), practice symbol and professional value ($\beta= .09, p<.01$); involvement in decision making ($\beta= -.73, p<.01$), teaching support ($\beta= -.60, p<.01$) and monitoring school's activities ($\beta= .83, p<.01$).

According to the guidance suggested by Sharma et al. (1981), the findings analysis showed a significant change in value of R square from the first step to the second step ($\Delta R^2= .07$). Meanwhile, a change in value of R square from step two to step three is also significant ($\Delta R^2= .06$). Therefore, it can be concluded that teachers' self-efficacy acts as a moderator in the relationship between all dimensions of

school's transformational leadership with the teachers' collective efficacy. This result also supported hypothesis H1.

Table 3: Results of hierarchical regression analyses (Standardized β values)

Variables	Teachers' Collective Efficacy		
	Standardized β (Model 1)	Standardized β (Model 2)	Standardized β (Model 3)
Predictors			
School's vision and mission (VISI)	.13**	.14**	.55**
Intellect Stimulation (SINT)	.06	.09**	.27**
Individual Support (SI)	.05	.07	-.21**
Practice Symbol and Professional Value (NP)	.05	.04**	-.16**
Involvement in Decision Making (PMK)	.23**	.23**	.17
Teaching Support (SPJ)	.32**	.23**	.42**
Monitoring School's Activities (MAS)	.36**	.37**	-0.18
Moderator			
Self-efficacy (TSE)	-	.27**	.36**
Interaction Terms			
VISI x TSE	-	-	-.74**
SINT x TSE	-	-	.69**
SI x TSE	-	-	-.75**
NP x TSE	-	-	.09**
PMK x TSE	-	-	-.73**
SPJ x TSE	-	-	-.60**
MAS x TSE	-	-	.83**
R ²	.24	.31	.37
R ² change	.24	.07	.06
F change	52.85**	106.31**	15.81**

*sig. at $p < .05$, and ** $p < .01$.

Teachers' Collective Efficacy Mediator Influence in the Relationship Between School's Transformational Leadership and Teachers' Teaching Quality Commitment

In testing hypothesis H2, guidance suggested by Baron and Kenny (1986) is used to test the second hypothesis H2 which that stated that teachers' collective efficacy has a mediator influence towards the relationship between school's transformational leadership and the teachers' teaching quality commitment. The findings were as following:

1. The finding of regression analysis revealed that there are four dimensions of school's transformational leadership that have positive and significant effects towards the teachers' collective efficacy, which are the school's vision and mission ($\beta = .13, p < .01$), involvement in decision making ($\beta = .23, p < .01$), teaching support ($\beta = .32, p < .01$) and monitoring school activities ($\beta = .36, p < .01$).
2. The second step is to perform the school's transformational leadership regression with the teachers' teaching quality commitment. Meanwhile, the regression analysis indicated that five dimensions of the school's transformational leadership have positive and significant effects towards the teachers' teaching and learning commitment that includes intellect stimulation ($\beta = .42, p < .01$), individual support ($\beta = .28, p < .01$), practice symbols and professional values ($\beta = .13, p < .05$), involvement in decision making ($\beta = .19, p < .01$) and monitoring school activities ($\beta = .24, p < .01$).

Table 4: Results of hierarchical regression analyses Standardized β values for main effects

Variable	Collective Efficacy	Teaching Commitment
	Standardized β	Standardized β
Predictors		
School's Vision and Mission	.13**	.03
Intellect Stimulation	.06	.42**
Individual Support	.05	.28**

Practice Symbol and Professional Values	.05	.13*
Involvement in Decision Making	.23**	.19**
Teaching Support	.32**	.08
Monitoring School's Activity	.36**	.24**
R ²	.24	.13
Adjusted R ²	.24	.12
F change	52.85**	22.53**

*sig. at $p < .05$, and ** $p < .01$.

As shown in Table 4 the findings revealed that only two dimensions of transformational leadership fulfills the significant criterions which are the involvement in decision making and monitoring school activities. Likewise, the regression in teachers' commitment in teaching and learning towards the dimension of involvement in decision making and monitoring school's activity without the presence of teachers' collective efficacy and simultaneously with teachers' collective efficacy.

The findings indicated that the dimension of involvement in decision making has significant effects towards the teachers' teaching and learning commitment without their collective efficacy ($\beta = .05, p < .01$), but not significant with teachers' collective efficacy ($\beta = .02, p > .01$) while (β) beta coefficient value was reduced. Therefore, teachers' collective efficacy acts as a full mediator in the relationship between the dimension of involvement in decision making and teachers' commitment in teaching and learning. Meanwhile, for the dimension of monitoring school's activity, it was found that there is a significant effect towards the teachers' teaching and learning commitment without teachers' collective efficacy ($\beta = .26, p < .01$) and significant with teachers' collective efficacy ($\beta = .14, p < .01$) where (β) beta coefficient value is reduced. Therefore, it can be concluded that teachers' collective efficacy acts as a semi-mediator in the relationship between the dimension of monitoring school activities and teachers' commitment in teaching and learning. Hence, hypothesis H2 is only being partly supported.

Table 5: Results of hierarchical regression analyses Standardized β values

Variables	Standardized β (Model 1)	Standardized β (Model 2)	Standardized β (Model 3)
Step 1 : Predictors			
Involvement in decision making (PMK)		.05**	.02
Monitoring school activities (MAS)		.26**	.14**
Step 2: Mediating variable			
Teachers' collective efficacy	.29**	-	.24**
R ²	.29	.23	.32
R ² change	.08	.06	.10
F change	101.43**	33.26**	43.56**

* $p < .05$, ** $p < .01$

Discussion

In the current study, the findings show that self-efficacy can be used as a moderator variable to elevate teachers' collective efficacy with the presence of school's transformational leadership practices. These findings are supported by previous researches (e.g., Coladarsi, 1992; Gibson & Dembo, 1984; Hoy & Woolfolk, 1993) who found that teachers' high self-efficacy plays an important role in shaping a positive school climate. Meanwhile, other researchers (e.g., Coladarsi, 1992; Hoy & Woolfolk, 1993) believed that firm academic leadership by the principal may increase teachers' teaching efficacy, hence elevating teachers' trust towards their teaching. This findings also supported by Walumbwa et al. (2005) who found a positive effect of interaction between transformational leadership and self-efficacy which can greatly contribute to the employees working productivity.

Moreover, the current research revealed that the head of department subject teachers are able to display school's transformational leadership styles along with teachers' high self-efficacy that is able to increase teachers' collective efficacy in the school. This helps teachers to work collectively to increase their

commitment towards teaching quality. Therefore, head of department subject teachers should motivate teachers to elevate their self-efficacy through discussing activities in each subject departments. This helps teachers in contributing ideas to enhance their teaching and learning qualities as suggested by a number of researchers (e.g., Leithwood, 1994; Leithwood et al., 1999).

Besides, the research findings also indicated teachers' collective efficacy acts as a full mediator in the relationship between the dimension of involvement in decision making with the teachers' commitment in teaching and learning. It is also act as a semi-mediator in the relationship between the dimension of monitoring school activities and teachers' commitment in teaching and learning. This finding is consistent with Ross and Gray, (2006); and Demir, (2008) where teachers' collective efficacy has potential to mediate the relationship between principal's transformational leadership and teachers' commitment. Interestingly, the findings were also parallel to cross-culture studies' result that mentions the existence of a positive connection between teachers' efficacy and teachers' commitment in the educational context in many countries such as Singapore, the United States of America and Israel (Somech & Bogler, 2002).

Research Implication

Current schools' leadership changed from "top-down" hierarchy model to a more horizontal structure that involves administrator and teachers in the schools' management system. Nevertheless, hard efforts towards a more horizontal leadership should be occurred. This research supports other researches that revealed transformational leadership practiced by school administrators in a horizontal distribution manner which is able influence teachers' attitude change especially in teaching and learning.

Meanwhile, schools need to create a collective work culture among the school administrators and the teachers. The implementation of a top-down leadership practice may be reduced where leadership culture and practices need to focus on capability in the middle level management, especially among head of department subject teachers. This practice needs to be exercised practically and not limited to a mere discussion topic. If members in a school do not practice leadership style as suggested and adopt a change in attitude, desired results from the research may not be successfully obtained.

In this context, all parties in the school must play an effective role. The horizontal leadership system should provide opportunities to teachers and head of department subject teachers. Teachers' respective specialties should be used in the process of school development. Research findings provide a real view of how head of department subject teachers may alter their leadership style to bring a change in teachers' attitude under their care. This is because leadership practice is a daily duty in schools where leaders cannot work alone unless cooperating in groups.

Thus, the school principal should play an effective role in increasing the teaching and learning quality in school through the assistance from head of department teachers. The research findings show a dimension of transformational leadership, which is monitoring school activities, only helps to increase the commitment in teaching and learning process. The dimension of leadership style in teaching support is able to elevate the commitment in teaching innovation with the presence of collective efficacy among teachers. Therefore, head of department teachers may practice any dimension of the transformational leadership styles according to the needs of respective schools.

The findings suggest that, personal working attitude among teachers needs to be changed in the school's working culture in Malaysia. Teachers need to be given chances to work in groups and always sharing knowledge. Research findings show interaction influence between school's transformational leadership style and teachers' collective efficacy is able to increase their collective efficacy in the school. Therefore, teachers also need to increase their capability in the teaching and learning process by attending courses organized by the school, Teachers' Action Centre (PKG), District Education Office (PPD), State Education Department (JPN), Malaysia's Education Ministry (KPM) or local and private universities. This will enrich teachers' knowledge source where collective sharing of knowledge among teachers will increase their self and collective efficacy towards teaching and learning.

Besides, head of department subject teachers can also play a role in elevating teachers' collective efficacy, because school's transformational leadership styles can affect teachers' collective efficacy.

Meanwhile, head of department subject teachers need to prepare space where teachers can meet and discuss educational issues in respective schools. As such, teachers may be able to increase their knowledge and expertise in fields of problem solving especially concerning educational matters in schools.

The results of this research also revealed that the school transformational leadership practices should be emphasized in the school's management system. This is because the society's demands and expectations in the teaching profession are increasing. The school is every individual's possession and its development is a responsibility to all. In this case, head of department subject teachers should be the school's intermediate leaders functioning distributively. They should motivate and support teachers to encourage them to show more commitment to the school. As such, head of department subject teachers should realize the seven dimensions of school's transformational leadership, that include school's mission and vision, intellect stimulation, symbol practices and professional values, involvement in decision making, teaching support and monitoring school activities according to schools' respective needs.

Head of department subject teachers should also determine respective directions through visions and missions available. Next, they may also encourage individual development through intellect stimulation, individual support besides symbol practices and professional values. Moreover, they could also involve teachers in decisions making. This helps to form a stable and firm organization. Teachers' involvement in collective problem solving also creates an environment to inspire and generate creativity and innovation besides building a two way communication in school. Most complicated matters in school can be solved through teachers' involvement collectively.

Meanwhile, head of department subject teachers can offer teaching support to teachers when needed. This enables teachers to see them as leaders who are an outstanding role model, responsible, trustworthy, and have high confidence in the teachers. Besides, head of department teachers can arrange programs that enhance teachers' relationship with each other. Moreover, in order to further advance the objective and expand teachers' potential specifically, head of department teachers need to act as mentors by using approaches that focus on individuals. Also, they should always monitor school activities to make sure everything is carried out smoothly. And while supervising, praises and compliments should be made personal to teachers who have shown outstanding performances and results besides giving constructive and positive advice to teachers who are yet to achieve targets.

Conclusion

In this research the findings showed that school's transformational leadership, teachers' self-efficacy and collective efficacy influence their commitment in teaching quality. The overall research findings revealed that the contributions from free variables towards the variance of dependent variables are quite small. This may be caused by vanishing variables in the free variables that reduce the contributions of other variables. Therefore, vanishing variables need to be detected and removed from the research model. Through this, contributions from other variables may increase. It is suggested that further researches take account of more comprehensive analysis to identify vanishing variables. From the aspect of research methodology, further researches may use split sample to ensure researches obtained will not be contaminated by common method variance (Abdullah, 2002). For example, the instrument of school's transformational leadership will be answered by two groups of people- the teachers and the head of department subject teachers. This reduces the existence of *multicollinearity* between dimensions of research variables. Besides, split sample is also suitable to be used for larger size samples which involve various research variables.

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