

**EFFECTS OF SCHOOL PRINCIPALS' LEADERSHIP PRACTICES ON
TEACHERS' MOTIVATION AND SELF-EFFICACY IN STUDENTS' CO-
CURRICULUM ACHIEVEMENTS**

Margaret Lim Pei Tee

Chua Yan Piaw

Abstract

Previous research on direct effect of school principals and mediating effect of teachers towards students' achievement in co-curriculum was scarce. Thus, the aim of this study is to identify the causal relationship between school principals' leadership practices and students' achievement in co-curriculum, as well as the mediation effects of teachers' motivation and self-efficacy on the relationship. The sample of this quantitative survey study consists of 324 teachers from 28 secondary day schools in the Petaling Utama district, Selangor. A survey with 43 ten-point Likert scale items were used to collect data for principals' leadership practices, teachers' motivation, teachers' self-efficacy and students' achievements in co-curriculum. Students' co-curriculum achievements were measured in uniformed units, clubs, sports, and games. Result shows there is a significant causal relationship between school principals' leadership practices and students' achievements in co-curriculum. Both teachers' motivation and self-efficacy were full mediators in the relationship between school principals' leadership practices and students' co-curriculum achievement. This means without the mediation role of teacher, there was no direct effect of school principal on students' co-curriculum achievement. This study can be used as a guide for principals to practise empowerment in their respective schools, to increase motivation and self-efficacy of teachers in the achievement of students in co-curriculum. As co-curriculum is part of the National Education Policy and is very important in the formation of holistic human beings, further research covering various types of schools is necessary and mix method study should be considered in future studies.

Keywords: *Leadership practices, co-curriculum, student achievement*

Introduction

Malaysian Education Blueprint 2013-2025 (Ministry of Education, 2013) is the main reference for all school leaders in Malaysia in the effort to achieve effective and excellent schools. It also emphasizes that schools play an important role towards the building of the next generation (Ahmad, Abdullah, Ahmad, & Aziz, 2005). This blueprint identifies and emphasizes that school leaders' quality is the second most important factor in determining students' achievement after teachers' quality. Hence, this has raised the interest to find the best way to explore effective leadership especially in the context of Malaysian schools.

It is clearly stated in the National Education Philosophy that the basis of the nation's progress starts from school and to realise this vision, all members in the educational institution are important energy resources. A school is led by a principal and consists of teachers and students. Teachers need a leader who can inspire and motivate them to be more effective in the teaching and learning process while students rely on teachers to gain knowledge and skills. Therefore, how effective a school is depending a lot on the leadership of the principal. Research on leadership practices of school principal supports the role of the principal in raising students' achievements. Past researches have also proven that the principals' leadership has positive effects towards students' achievements and schools' excellence (Dutta & Sahney, 2016; Hallinger & Heck, 1996; Robinson, Hohepa & Lloyd, 2009; Witziers, Bosker & Krüger, 2003).

Problem Statement

Past research has shown that school principals' leadership practices indirectly affect pupils' excellence (Hallinger & Heck, 2010; Louis, Leithwood, Wahlstrom & Anderson, 2010; Sebastian & Allensworth, 2012; Supovitz, 2013; Supovitz, Sirinides & May, 2010). Leithwood, Louis, Anderson & Wahlstrom (2004) conducted a research on school leadership and concluded that the principal's leadership is the second most prominent factor besides the teacher's classroom teaching in affecting student's learning. Therefore, the questions '*How far does a principal's leadership practices affect student's achievement in co-curriculum?*' and '*What are the factors that contribute towards the indirect consequences of leadership practices on students' achievements?*' need to be empirically studied.

Research on the leadership role of the principal and school's effectiveness has become important in Malaysia. However, results on the effects of principals' leadership practices on teachers' motivation and self-efficacy are still limited in this country, furthermore areas which are non-academic: students' achievement in co-curriculum. Hence a few questions arise, '*Are teachers motivated to carry out co-curriculum at schools?*', '*Do teachers have self-efficacy to make sure students succeed in co-curricular activities?*'. Research by Mohd Hamzah & Ayob (2015) on factors that influence students' co-curriculum achievement found that leadership practices by the principal is the main factor to affect students' co-curriculum achievements. Besides, Ahmad, Muhamad, Surat, Hassim & Lamat (2016) reported in their research that the main factor of sport and games implementation is related closely to teachers themselves as the implementer. Based on the findings and issues mentioned in the said research, this paper aims to investigate the leadership practices of school principal towards the motivation and self-efficacy of teachers, predicted to influence the co-curriculum performance of school students.

It is hoped that the findings of this research can contribute to the field of knowledge as well as give valid information to increase our understanding on the influence of principals'

leadership to teachers, as well as its influence on motivation and self-efficacy of teachers towards students' performance in co-curriculum.

Objective Of Research

This research aims to study the effect of principals' leadership practices on students' co-curriculum achievement through teachers' motivation and self-efficacy as mediation in implementing co-curricular activities. Specifically, this research aims to fulfil these two objectives:

1. Study the relationship between principal leadership practices and students' co-curriculum achievement, as well as teachers' motivation and self-efficacy in co-curricular activities in secondary school.
2. Assess the mediating effect of teachers' motivation and self-efficacy in the relationship between leadership practices and students' achievement in co-curriculum in secondary school.

Literature Review

The theories which drive researchers when looking at relationship and effects of principal on teachers include transformational leadership theory by Kouzes & Posner (2006) in *The Five Exemplary Leadership*, teacher motivation theory which is Herzberg Two-factor Theory (Herzberg, 1966, 2003) and Self-efficacy theory by Tschannen-Moran & Hoy (2001) and Tschannen-Moran, Hoy, & Hoy (1998). They are used as guides to assess teachers' behaviour.

School Principal Leadership Practices

The first theory which acts as the pillar of this research is transformational leadership theory by Kouzes & Posner (2003). This theory is referred to as leadership practice theory by Kouzes & Posner (2003). This practice was initially a component in transformational leadership concept, but it differs from other models which focused more on main leadership in organization. Kouzes & Posner's (2003) leadership practice theory acts as a guide to leaders to achieve success or to solve extraordinary issues (Kouzes & Posner, 1995) and is suitable to be used to measure school principals' leadership practices (Taylor, 2002). Kouzes & Posner, 2003b; Posner & Kouzes (1995) have named these five practices as:

1. Model the way
2. Inspire a shared vision
3. Challenge the process
4. Enable others to act
5. Encourage the heart

Teacher motivation

Herzberg's Two-Factor Theory is used in this research as this theory focuses more on the motivational level at a workplace. This theory was formulated by Frederick Herzberg (1923-2000), an American behavioural scientist. Herzberg distinguishes need factors into two categories, namely higher-level needs which act as primary motivators and lower-level needs which are needed for the maintenance of the current state. According to Herzberg (1966), five factors that affect a person's motivation to work are achievement, recognition, the nature of work itself, advancement and responsibility. Meanwhile, factors which can demotivate a person from work are surveillance, salary and remuneration, work environment and social relationship between workers (Othman & Md. Omar, 2014). Herzberg's theory explains the two factors which drive an individual to work for satisfaction and to hinder from dissatisfaction namely, extrinsic and intrinsic factors. Extrinsic factors include relationships with co-workers, compensation, work environment, supervision and company policies. Intrinsic factors include achievement, success, satisfaction and improvement in life (Hong & Waheed, 2011; Salanova & Kirmanen, 2010).

Teachers' Self-efficacy

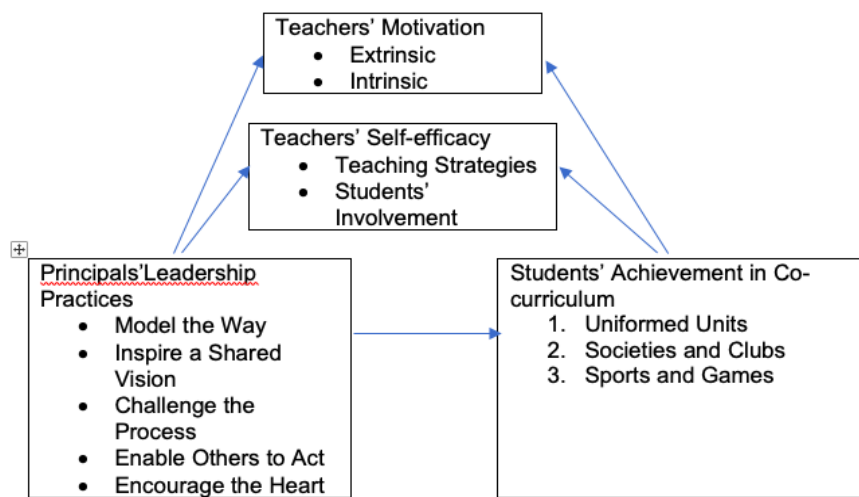
Teacher self-efficacy theory refers to Teacher Self-efficacy Model by Tschannen-Moran & Hoy (2001) and Tschannen-Moran et al. (1998). Teachers' efficacy is the belief in their own ability to arrange and handle a series of action needed to complete their professional task apart from having positive attitude in their efforts. Teachers who have high self-efficacy are able to encourage students' efficacy and improve their academic achievements (Henson, 2001). The two dimensions studied in this research are the teaching strategy and students' involvement.

1. Efficacy towards teaching strategies in this research refers to the ways teachers handle their teaching process. It is related to the ability of the teachers to use different teaching strategies when faced with different students with different achievements and acceptance using varieties of assessments strategies in the classroom. Teachers' self-efficacy also explains the confidence level of the teachers when faced with multitude level of questions asked by the students.
2. Efficacy towards students' involvement refers to teachers' self-efficacy in attracting students' involvement to participate actively in learning activities, think critically and creatively as well as appreciating learning. Efficacy towards students' involvement enables teachers to motivate, encourage and give confidence to students on their abilities to succeed and excel in studies.

Transformational leadership (Kouzes & Posner, 2003) is referred to explain the ability of the principals to set directions and structure of their organisations, setting the course towards the achievements of their schools. This leadership practice works to increase hope and prepares an organizational structure which promotes co-operation among teachers. Efforts towards building a relationship based on shared vision, role- model, empowerment and motivation (motivational theory) dan trust (teacher's self-efficacy theory) is seen as the main leadership step to trigger teachers' performance which will lead to producing successful students in all factors (physical, emotional, spiritual and intellectual). With reference to this argument, the framework of this research shown in Figure 1, explains the relationship among principals' leadership practices (independent variable), students' involvement in co-curricular activities (dependent variable) and teachers' motivation and self-efficacy (mediator).

Figure 1

Framework of this research



Methodology

Research Design

This research uses the quantitative method with survey approach to study the relationship affecting principals' leadership practices (independent variable) and teachers' motivation as well as self-efficacy (two mediating variables) towards students' achievement in co-curriculum (dependent variable) in secondary schools in the district of Petaling Jaya, state of Selangor. This quantitative research design which is a causal relationship design is suitable to achieve the objective of this research as according to Creswell (2014) and Chua (2021a), quantitative method with causal relationship design is suitable to explain the relationship between variables in order to show how one variable is able to affect the other variable as well as knowing if one factor acts as predictor to the predicted variable (Chua, 2021b, 2020b).

Population and Sampling

The population of this research consists of 360 respondents (teachers) from 28 secondary schools in the district of Petaling Utama in the state of Selangor. They are chosen as samples for this research in relation to teachers' perception towards principals' leadership practices and motivation as well as teachers' self-efficacy towards students' achievement in co-curriculum. According to Geothals, Sorenson, & Burns (2014), teachers are the most suitable subordinate group in giving meaningful responses to principals' leadership.

The samples are chosen using stratified random sampling technique. This technique is apt to be used to obtain samples from a big population (Babbie, 2014). Based on Krejcie and Morgan's (1970) sample size table, for the population of secondary school teachers in Petaling Utama district, the sample size needed for statistical significance $p = .05$ is 324 teachers.

Research Instruments

Research instruments consist of 43 items measured using 10-point Likert scale.

School Principals' Leadership Practices and Validity and Reliability

There are 16 items in School Principals' Leadership Practices. They are latent construct measured in 5 dimensions which are (i) Model the way (3 items); (ii) Inspire a shared vision (3 items); (iii) Challenge the process (3 items); (iv) Enable others to act (4 items) and (v) Encourage the heart (3 items).

To prove validity, AVE (average variance extracted) for the five dimensions of principals' leadership practices (model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart) are placed between .700 and .823 (based on benchmark set by Chua, 2021, where AVE is more than .50). In addition, rho value A for these five dimensions is more than .70. This shows that the construct for secondary school principals' leadership practices has achieved convergent validity. To show reliability, both reliability composite value and Cronbach's Alpha for the five dimensions are more than .70 (based on Hair, Hult, Ringle, & Sarstedt, 2017 benchmark). Therefore, the validity and reliability of principals' leadership practices variable have been achieved.

Teachers' Motivation on Co-curriculum

Teachers' Motivation Instrument towards Co-curriculum consists of 14 items. They are latent construct measured by two dimensions which are (i) extrinsic motivation (14 items) and (ii) intrinsic motivation (14 items). Convergent validity analysis shows that motivation towards co-curriculum passes the 0.50 acceptance level with each load factor between 0.760 and 0.929 and between 0.653 and 0.846. The AVE value for the dimensions of extrinsic motivation and intrinsic motivation towards co-curriculum is between the ranges of .592 and .635 (more than .50). rho A value for extrinsic motivation and intrinsic motivation is between the range of 0.886 and 0.907 (more than .70). The reliability composite value is between 0.901 and 0.924 meanwhile Cronbach's Alpha value is between 0.884 and 0.903 (more than .70). Therefore, the validity and reliability of this instrument are achieved.

Teachers' Self-efficacy towards Co-curriculum

The section on teachers' self-efficacy consists of 10 items. They are latent constructs measured on two dimensions namely (i) teaching strategies (5 items) and (ii) students' involvement (5 items). All items on students' involvement dimension towards co-curriculum pass the acceptance level with load factors between .645 and .859 (more than .60). The AVE value for learning strategies and students' involvement are .851 and .806 which is above the recommended value of 0.5. Besides, the rho A value for both teachers' self-efficacy dimensions is more than .70. From the aspect of reliability, all items for teachers' self-efficacy towards co-curriculum obtains reliability composite between 0.806 and 0.851 and Cronbach's Alpha reliability value between 0.799 and 0.841. The validity and reliability on teachers' self-efficacy towards co-curriculum are thus achieved.

Students' co-curriculum achievements

Students' co-curriculum achievements instrument consists of 3 items set at 10-point frequency scale. The teacher respondents assess their students' overall achievements in 3 fields of co-curricular activities which include uniformed unit, society and club and sports and games, whereby score of 1 being the lowest achievement while score of 10 being the highest achievement.

All items in measuring students' achievement model in co-curricular activities are significant statistically with above .50 load factor value (achieving Hair et al., 2017 benchmark). Rho A value for students' involvement in co-curricular activities is .813 (more than .70) and AVE value (average value extracted) is .683 (more than .50). Therefore, the convergent validity for students' co-curriculum achievements is achieved. As for reliability, students' achievements in co-curricular activities has a composite reliability of .886 and Cronbach's Alpha reliability value of 0.774. Thus, the instrument reliability on students' achievement in co-curriculum is achieved.

Based on the above analysis of validity and reliability, all 4 instrument sections in this research which include school principals' leadership practices, teachers' motivation, teachers' efficacy towards co-curricular activities and students' co-curriculum achievements have fulfilled the validity and reliability construct and are found suitable for data collection in this research.

Data analysis

Numerical data collected is analysed quantitatively using Statistical Package for Social Sciences (SPSS) version 21 and SmartPLS 3 software for partial least squares structural equation modelling (PLS-SEM). The Consistent Partial Least Square (CPLS) model is apt to be used to analyse reflective models (Chua, 2021; Chua, 2020a). In this research, Consistent Partial Least Square (CPLS) model is chosen because it is suitable to be used to analyse all four measurement models in this research which are reflective models.

Findings

Teachers' Motivation as Mediator in the Relationship of Principals' Leadership Practices with Students' co-curriculum achievements

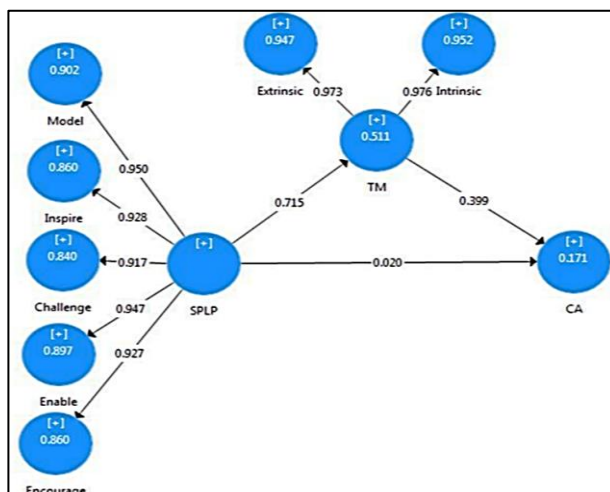
The Structural Equation Model is used to study the direct and indirect relationship between School Principals' Leadership Practices (independent variable), students' co-curriculum achievements (dependent variable), and Teachers' Motivation towards co-curriculum (mediating variable). According to Preacher & Hayes (2008), two steps mediation procedure analysis involves the use of bootstrapping. First, the overall effect model is used to show the many effects of principals' leadership practices towards students' co-curriculum achievements using the bootstrapping method. The overall result is measured using t-value to test the significance between the relationship between the independent variable and dependent variable.

The results of PLS-SEM show the effect of principals' leadership practices towards students' co-curriculum achievements as significant as the t-value is more than 1.96 ($\beta = .308$, $T = 5.441$, $p < .001$). With reference to Chart 2, R^2 value for students' co-curriculum achievements is equivalent to .095. Thus, it can be interpreted that the existence of effective

principals' leadership practices maximises the achievement of students in co-curricular activities up to 9.5%. In other words, only 9.5% of students' co-curriculum achievements is not a result of principals' leadership practices.

Figure 2

The causal relationship between School Principals' Leadership Practices (SPLP) and Students' Co-curriculum Achievement (SCA)



Note: Model= Model the way; Inspire= Inspire a shared vision; Challenge= Challenge the process; Enable= Enable others to act; Encourage= Encourage the heart

Apart from that, the PLS-SEM results in Figure 2 shows that t-statistics value for individual path between students' co-curriculum achievements ($\beta = .399$, $T = 5.165$, $p < .001$) and principals' leadership practices is more than 1.96 and is significant for school statistics ($\beta = .715$, $T = 17.634$, $p < .001$).

Figure 2 also shows the results based on the analysis of the mediating effect of teachers' motivation towards co-curriculum on the relationship between school principals' leadership practices and students' co-curriculum achievement. The significant relationship between principals' leadership practices and teachers' motivation ($T = 17.634$, $p < .001$) as well as the relationship between teachers' motivation and students' co-curriculum achievement ($T = 5.165$, $p < .001$) show there is mediating effect of teachers' motivation on the relationship between school principals' leadership practices and students' co-curriculum achievements.

However, the results also show that there is no significant direct effect between principals' leadership practices and students' co-curriculum achievements ($T = 0.238$, $p > .05$). It is found that the t-statistics value is less than 1.96. When there is no significant causal relationship or direct relationship between causal variable and result variable, this shows that complete mediating variable occurs (Baron & Kenny, 1986). Therefore, full mediating effect of teachers' motivation on co-curriculum occurs in the model between school principals' leadership practices and students' co-curriculum achievements. This means the relationship between school principals' leadership practices and students' co-curriculum achievements can only happen with teachers' motivation towards co-curriculum.

This result shows that positive teachers' motivation on co-curriculum will lead to positive effect on school principals' leadership practices towards students' co-curriculum achievements. With teachers' motivation, that relationship changes from not significant to significant with changes in regression weight from $\beta = .020$ to $\beta = .305$.

Thus, it can be concluded that there is significant and positive full mediating effect on teachers' motivation towards co-curriculum in the relationship between school principals' leadership practices and students' co-curriculum achievements.

Table 1

T-statistics, Regression Weight (β), and R^2 of the Relationship between School Principals' Leadership Practices (SPLP), Teachers' Motivation (TM) towards Co-curriculum and Students' Co-curriculum Achievement (SCA)

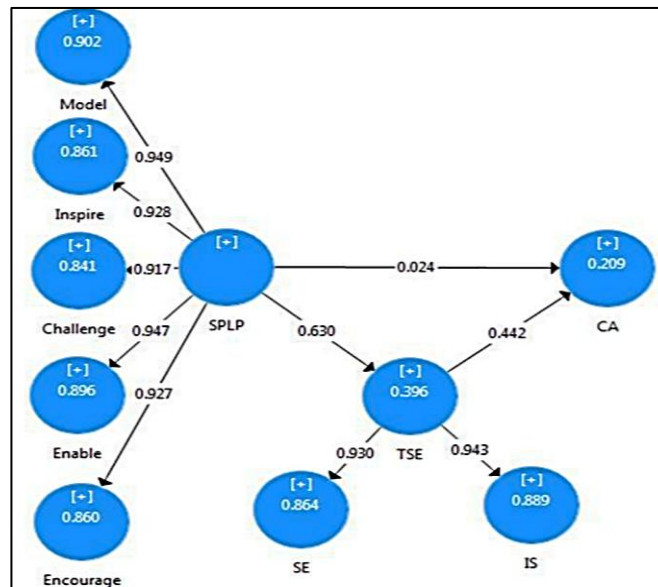
Regression		T-Statistics	Result	β	R^2	Effect
Independent Variable	Dependent Variable					
SPLP	TM	117.634	Significant	0.715	0.511	Mediating = $0.715 \times$ $0.399 =$ 0.285
TM	SCA	5.165	Significant	0.399	0.171	
SPLP	SCA	0.238	Not significant	0.020	0.171	Direct

The Effect of Teachers' Self-efficacy as Mediator in the Relationship between School Principals' Leadership Practices and Students' co-curriculum achievements

PLS-SEM is used to conduct mediation analysis in this research to find the direct relationship and mediation between school principals' leadership practices (independent variable) and students' co-curriculum achievements (dependent variable); as well as the mediating effect of teachers' self-efficacy towards co-curriculum (mediating variable).

Figure 3.

Mediation Model for Teachers' Self-efficacy Effect (TSE) towards Co-curriculum in the Relationship between School Principals' Leadership Practices (SPLP) and Students' Curriculum Achievement (SCA)



Note: Model= Model the way; Inspire= Inspire a shared vision; Challenge= Challenge the process; Enable= Enable others to act; Encourage= Encourage the heart

Based on Figure 3, t-statistics value for the individual path teachers' self-efficacy effect towards co-curriculum and students' co-curriculum achievements ($\beta = .442$, $T = 6.224$, $p < .001$); and school principals' leadership practices and effectiveness of teachers' self-efficacy towards co-curriculum ($\beta = .630$, $T = 16.173$, $p < .01$) is more than 1.96 and this shows that both the paths are statistically significant. However, the path of school principals' leadership practices and students' co-curriculum achievements ($\beta = .024$, $T = 0.304$) does not give a significant result statistically ($p > .05$).

Table 2

T-statistics Value, Regression Weight (β) and R^2 of the Relationship between School Principals' Leadership Practices (SPLP), Teachers' Self-efficacy (TSE) towards Co-curriculum and Students' Co-curriculum Achievement (SCA)

Regression		T-Statistics	Result	β	R^2	Effect
Independent Variable	Dependent Variable					
SPLP	TSE	16.173	Significant	0.630	0.396	Mediating = $0.630 \times$ $0.442 =$ 0.278
TSE	SCA	6.224	Significant	0.442	0.209	
SPLP	SCA	0.304	Not significant	0.024	0.209	Direct

Based on the analysis in Figure 3, the R^2 value for school principals' leadership practices effect towards students' co-curriculum achievements is the same as .209. This result can be interpreted as, with the help of school principals' leadership practices and teachers' self-effectiveness towards co-curriculum, students' co-curriculum achievements will be maximised to 20.90%. The analysis results in Table 2 also show that 39.60% of teachers' self-efficacy towards co-curriculum is due to school principals' leadership practices.

On the other hand, there is significant indirect effect from teachers' self-efficacy towards co-curriculum in the relationship between school principals' leadership practices and students' co-curriculum achievements. The relationships of both school principals' leadership practices and teachers' self-efficacy ($T = 16.173$, $p < .01$) and teachers' self-efficacy and students' co-curriculum achievement ($T = 6.224$, $p < .001$) which are significant show that there is significant teachers' self-efficacy mediating effect towards the relationship between school principals' leadership practices and students' co-curriculum achievement.

Nevertheless, the result analysis also shows that there is no significant direct effect in the relationship between school principals' leadership practices and students' co-curriculum achievement ($T = 0.304$, $p > .05$). This further proves that there is full mediating effect of teachers' self-efficacy towards the relationship between school principals' leadership practices and students' co-curriculum achievements.

It can be concluded that the PLS-SEM analysis shows there is significant and positive full mediating effect on teachers' self-efficacy towards co-curriculum in the relationship between school principals' leadership practices and students' co-curriculum achievements, which is teachers' self-efficacy towards co-curriculum increases the relationship between school principals' leadership practices and students' co-curriculum achievements.

Discussions

Teachers' Motivation towards Co-curriculum Strengthens the Relationship between School Principals' Leadership Practices and Students' co-curriculum achievements

Results from this research show that there is significant mediating relationship statistically among school principals' leadership practices, teachers' motivation and students' co-curriculum achievements. This proves that school principals' leadership practices indirectly influence students' co-curriculum through teachers' motivation. In other words, teachers' motivation is the full mediator who is significant and positive towards the relationship between school principals' leadership practices and students' achievement in co-curriculum.

The findings in this research are supported by past researches which confirms the positive effects of teachers' motivation on students' achievement (Butler & Shibaz, 2008; Kunter et al., 2013; Mahler, Großschedl, & Harms, 2018; Schiefele & Schaffner, 2015). Findings from this research can contribute to research bodies and prove that teachers' motivation affects students' co-curriculum achievements. According to Aziz (2001) and Hendrawati & Prasojo (2015), students' performance in sports is directly affected by the coach and teacher. On the contrary, both Dutta & Sahney (2016) and Kunter et al. (2013) state that teachers' motivation is related to students' results. This finding is further supported by House & Mitchell (1975), Leithwood & Jantzi (2006) and Northouse (2012) who show that the principals' effect on students occur indirectly. For example, Leithwood & Jantzi (2006) state that there is direct and indirect effects between school transformational leadership practices and teachers' practices. The indirect effects are clearly seen in the tasks given by the leaders to the teachers.

This research has proven that there is significant and positive full mediating effect in teachers' motivation towards the relationship between school principals' practices and students' co-curriculum achievements. This means positive teachers' motivation can increase positive principals' leadership practices effect on students' co-curriculum achievements. Hence, by increasing teachers' motivation, students' co-curriculum achievements will directly increase.

Teachers' Self-efficacy towards Co-curriculum strengthens the Relationship between School Principals' Leadership Practices and Students' co-curriculum achievements

Besides teachers' motivation, teachers' self-efficacy affects students' co-curriculum achievements directly and it is the full mediator in the relationship between school principals' leadership practices and students' co-curriculum achievements. The findings from this research are similar to Lan's (2014) research which shows school principals' leadership practices influence teachers' confidence and their ability to excel in their teaching tasks. According to Sehgal, Nambudiri & Mishra (2017), positive leadership is related to teachers' self-efficacy which then leads to teachers' self-efficacy being a factor in the success of the teaching and learning process in schools.

The close relationship between principals and teachers in ensuring the teaching and learning process go smoothly is one of the main tasks that needs to be performed in school. Every dimension in the school principals' leadership practices can influence teachers to excel in the teaching process in schools. Principals' leadership does not have direct effect on students' achievement, but principals are able to affect students' achievement via teacher mediator. The role of the school principals to boost motivation and teachers' self-efficacy indirectly will increase students' achievement. Teachers with high level of motivation and self-

efficacy tend to innovate in class, using classroom management approaches and efficient teaching techniques and encourage students' autonomy (Muijs & Reynolds, 2002; Tournaki & Podell, 2005), uphold responsibility towards special needs students (Allinder, 1994), manage classroom issues (Chacón, 2005), and ensure that students always study (Podell & Soodak, 1993); as compared to teachers who lack self-effectiveness

Research Implications

The findings in this research have proven that principals' leadership practices indirectly affect students' achievement. Principals shape the process, climate, relationship and internal school resources (Hallinger & Heck, 1996; Korkmaz, 2007; Leithwood et al., 2004; Nettles & Herrington, 2007), as well as playing an important role in the daily operation of the school and school changes (Fullan, 1992). To improve learning outcomes, principals should motivate teachers in conveying missions and nurturing commitments towards maximising school resources co-ordination as well as solving problems related to students' learning (Adams & Kirst, 1999).

The results in this research also contribute to the social cognitive theory by Bandura (1986), path-goal theory by House (1971) and teachers' self-efficacy theory by Tschannen-Moran & Hoy (2001) and Tschannen-Moran et al. (1998). The findings in this research implicate that principal who succeed in influencing teachers to perform their tasks effectively will succeed in producing excellent students.

The role of the principal is very important in deciding the success of co-curricular programmes in a school. The effectiveness of co-curricular activities in school depends on the ability and role played by the principals in planning, guiding, supervising and monitoring co-curricular activities in schools. Principals who have positive attitude and show strong interest in co-curricular activities can improve the effectiveness of these activities in schools.

Malaysian Education Blueprint 2013-2025 (Ministry of Education, 2013) recommends that educational organizations such as schools which want to maintain and continue to excel have to emphasise on principals' leadership practices in nurturing teachers and students. It is hoped that the findings in this research will have useful implications to the Ministry of Education, State Education Departments, District Education Departments, leadership training centres for principals and educational leaders like Institute Aminuddin Baki, principals, teachers and schools. The combination of school principals' leadership practices and teachers' motivation and self-efficacy is important in creating effective schools in the 21st century.

Conclusion

The findings of this research show that school principals' leadership practices affect teachers who then impact the performance of students in co-curricular activities. Leithwood et al. (2004) regards teachers as keys because teachers is the biggest professional body in the school who have the most contact with students the whole day and can influence effective school environment. According to Yukl (2013), leaders can influence the subordinates through positive or negative emotions. When there is a relationship between principals and teachers in a harmonious and co-operative environment, schools' work and learning environments become more effective in achieving the goals of the schools. Having positive, harmonious and co-operative organisational climate means teachers can pay full attention in their professional tasks at school (Bandura, 1997) with high level of motivation and self-efficacy.

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