

THE EFFECTS OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP ON TEACHERS' SELF-EFFICACY IN FEDERAL GOVERNMENT EDUCATIONAL INSTITUTIONS IN KARACHI REGION

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Abstract

Today's world sees leadership ideas used effectively in most organizations. The researcher wanted to investigate how school leaders' transformational methods affect teachers' self-efficacy sampled 160 secondary school teachers from Karachi's Federal Government Educational Institutions. Descriptive-correlational quantitative survey research. The Multifactor – Leadership Questionnaire by Bass and Avolio and the Teacher's Self-Efficacy Scale 1 (long form) by Megan Tschanmen-Moran and Mary Anita Woolfolk Hoy were adapted. SPSS was used for data analysis and treatment. A regression research found that all eleven institutional principle leadership styles affect teacher efforts with zero coefficients and further showed that two number variables had B-coefficient values of 0.06 (contingent reward) and 0.07 (effectiveness), with related probability not exactly at 0.05. Teachers' self-efficacy is anticipated to rise 0.06 and 0.07 points due to dependent awards and effectiveness. The study recommended that school principals maintain their leadership styles ranking and that more school advancements and reforms be enthusiastically recommended.

Keywords: Transformational Leadership, Self-Efficacy, Principal, and Teachers

1. Introduction

1.1 Background of the Study

Pakistan has been facing enormous challenges in the domain of education for the past decades, in particular, to attempt the global targets like sustainable development goal SDG-4 concerning more in the quality enhancement. To find out the rationale why the state's education system lacks the required progress, we come across that the school environments, motivating factors of teachers as well as leaders of institutions affect the entire scenario. Principals working in the federal government educational institutions take the challenges of administrative assignments and mostly carry out the tasks' directives by the authorities for the necessary compliance. However, it has been observed that the leaders of these institutions on major occasions demonstrate the style of transactional leadership for implementation. The paramount view, in turn, shows that there is a dearth need to add value to this system constructive where not only institution leadership requires to play their parts, the subordinate teachers' self-efficacy matters a lot as its impact contributes a lot to achieve goals successfully through their participating roles (Akhtar, 2008).

School-based principals are in charge of educating, creating, and supporting teachers in their respective schools. You must build a culture of standards as the school's leader, and you'll need teacher buy-in to do so. For any employee or teacher to help their boss, they must believe

that he or she is deserving of it. Teachers' perceptions are crucial in determining whether or not they choose to stay in their current positions.

In the education sector, especially the characteristics of principal's leadership and the sense of efficacy of teachers have been under utmost interest over the recent years and find their space adequately in the research literature. The study made in 2017 by Sharma and Singh intended to search for the relationship that might have existed between these two major factors and consequently, that study pointed out a result of the positive interconnection of factors like idealized impact, contingent reward, and the active subdomain of management by exception, individual consideration, and similarly others.

On the other hand, teachers are the ones who teach individuals and for eras, they have been playing a crucial part in educating students in schools. They have contributed essentially to the learning results of the pupils.

Quality culture and transformational leadership skills can also contribute to job success and satisfaction, inspiration, and collaboration. To ensure that the school system works efficiently and fluidly, an effective principal must take the temperature of the building and carefully examine the strengths of the community as well as areas for change (Deal & Peterson, 1999).

Principals, according to Rossmiller (1992), should focus on situations that increase teachers' trust in their abilities. Principals may also affect a teacher's ability by presenting a vision, setting an example from their own experiences, and addressing high standards of individual achievement. Evidence suggests that a teacher's sense of efficacy is linked to student outcomes and improvements in teacher behavior (Rose & Medway, 1981).

One of the viability measures for teachers to build the showing capacity and improve the nature of learning is improving the nature of instructing or instructional strategies. The part of the teacher educator in this interaction is essentially discourse making and the exchange of logical realities, aggregating it in the personalities of understudies. The teachers give foundation and experience, through powerful correspondence, to captivated pupils with regards to class and give them exercises about the interaction of development, information on their conduct, and broad data. Notwithstanding the arranged action, the acknowledgment of instructive objectives with standard technique to assess the adequacy of their educating and the scholastic accomplishment of students is extremely vital.

Upon gathering information and findings, Nir and Kranot (2006) recommend that the connection between the styles of leadership of school principals and that of self-efficacy of teachers is interceded by the positive encounters that instructors go through at work, primarily, on their fulfillment.

The degree to which teachers believe there are adequate resources in terms of facilities and instructional materials is referred to as resource adequacy. After accounting for family inputs, previous research has shown that the connection between access to resources and student outcomes is neither strong nor consistent.

Transformational leadership is more than just looking at the leader as a source or application of expertise such as power, correspondence, or management factor; it also considers the advancement of leadership theory hierarchy and the transformation of leadership concept. It is a process through which a leader's qualities, such as charisma and personality power, influence followers, promote the need for hierarchy and internal motivation in subordinates, and assist employees in challenging and excelling themselves when working hard for a higher goal.

The direction and impression of teachers about the behaviors of principals on the by and large productivity of teachers show that it has a positive impact on individual teachers. Hence, a result of the review of studies on the connectivity of this relationship shows that there is a significant positive impact exists between these two variables.

1.2 Research Problem

In previous studies, it was discretely revealed by the researchers that the school principals' leadership characteristics affect teachers' self-efficacy and these were pretended as contributing factors to uplift ultimately students' involvement, instructional strategies, and classroom management. However, each time the predictors affect differently. Two principal kinds of research like done by Hipp and Bredeson (1995) and Nir and Kranot (2006) have contradictions on whether school principals' leadership style has a significant effect on teachers' self-efficacy that could result in student achievement further.

The lack of information on the contribution of principals' leadership styles and teacher's self-efficacy to student achievement, student involvement and desired outcomes in their learning process pleaded for a study like this one that aimed at exploring the effects of leadership style on teachers' self-efficacy in the context of proposed institutions as both of these factors are considered to be important for effective school improvement.

1.3 Research Objectives

The researcher will engage in the study with the following objectives:

1. To describe the school principals' transformational leadership styles in terms of associated factors namely idealized impact; intellectual inducement; inspirational motivation; individual consideration; management-by-exception; laissez-faire leadership; extra effort; contingent reward; effectiveness and satisfaction.
2. To ascertain the self-efficacy level of teachers when it comes to students' involvement, classroom management & instructional strategies.
3. To identify whether which specific constructs adhered to the self-efficacy of teachers is influenced by the transformational leadership styles of school principals.
4. To exhibit management implications that may be set out as a result of the study will be intended for empowering the transformational leadership styles of school principals and teachers' self-efficacy.

1.4 Research Questions

RQ1. What is the level (whether high or low) of school principals' transformational characteristics concerning idealized impact; intellectual inducement; inspirational motivation; management (by-exception); individual consideration; laissez-faire leadership; extra effort; contingent reward; effectiveness and satisfaction in proposed institutions?

RQ2. What is the level of teachers' self-efficacy (whether high level) students' involvement, instructional strategies, and classroom management?

RQ3. What is /are the specific predictor(s) for what the self-efficacy of teachers is influenced by the transformational leadership styles of school principals?

RQ4. What improvement steps may be implemented by the school management to improve self-efficacy of teachers & transformational leadership styles demonstrated by principals?

1.5Research Hypotheses

H₁: The transformational leadership style of the school principal affects teacher's self-efficacy concerning students' involvement.

H₂: The transformational leadership style of the school principal affects teacher's self-efficacy concerning instructional strategies.

H₃: The transformational leadership style of the school principal affects teacher's self-efficacy concerning classroom management.

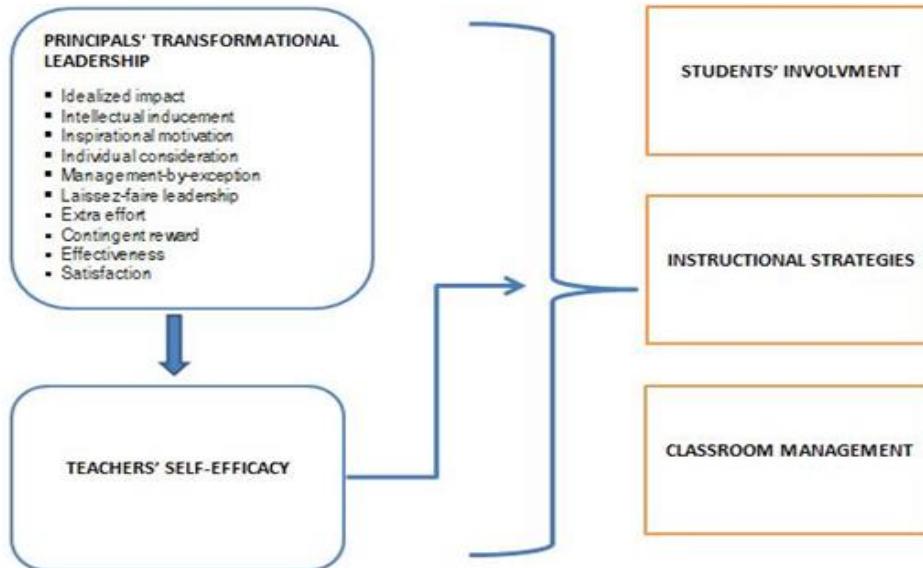
1.6Significance of the Study

The study has gained many dimensions and demanding investigational knowledge on this specific topic denoting the degree of apprehension to which these two main factors affect the desired outcomes of students' learning process. Based on this, any suitable measure either in the form of correction, corrective action, or preventive action may be taken or implemented for the school improvement. Both the salient features of school principals and teachers could be responsible for not only students' achievement but also be able to conceive the collective targets against the set objectives of these institutions.

1.7Delimitations

The researcher was successful to gather data through online around 40 respondent teachers, although he continued to take multiple attempts to data to be fulfilled by all the respondents. Senior teachers as selected from federal government elementary and secondary level institutions located in Karachi region within the premises of cantonment and garrison areas of Karachi. However intermediate and degree colleges and other higher secondary institutions are left for future endeavors. We emphasized the model taking as explanatory to determine the teachers' self-efficacy perceptions and leadership positions being demonstrated by the school principals.

1.8 Conceptual Framework



Transformational Leadership style impacts teachers' self-efficacy and the latter further it affects students' involvement, instructional strategies & classroom management

Figure 1. Conceptual Framework

2. Review of Literature

2.1 Introduction

This chapter begins with some explorations of leadership styles in the Pakistani context. Later on, the review of works of literature has been accomplished by finding some useful interpretations which depict various aspects of transformational leadership and self-efficacy.

2.2 Pakistani Education Context

Education in Pakistan is conveyed through various training frameworks. There exist public and private educational systems. It depends on a "hierarchical" administrative model with schools in the public area controlled through brought together arrangement choices. The government Service of Education is answerable for figuring schooling arrangements and plans with common Governments going about as executing organizations rather than taking autonomous drives for training advancement in their separate territories (Simkins, Tim & Sisum, Charles & Memon, Muhammad, 2003).

Close by the governance framework, and incompletely because of its deficiencies, a colossal assortment of non-Government schools and school frameworks have emerged run both by non-benefit making, frequently local area-based, and trusts and by private business visionaries. During the most recent twenty years, this area has made generous interest in

instruction in metropolitan and semi-metropolitan territories, albeit the public area is as yet taking into account the requirements of by far most of the population all in all and in-country territories specifically. Schools in both public and private areas are overseen by undeveloped principals who have been recruited based on showing experience rather than the board and organization experience. Perceiving the requirement for the proficient advancement of principals, Pakistan's different instruction approaches have proposed the enrollment of prepared and qualified principals in open area schools. In any case, this has gained little ground broadly.

2.3 Transformational Leadership

This particular leadership style was first devised by Burns (1978). This early meaning of authority depended on people acquiring undeniable degrees of ethical quality and inspiration when pioneers and devotees support one another. Bass (1985) further characterized the idea with his examination and advertising of the style. He pronounced the same style of transformational leadership included displaying uprightness and decency, objective devising by consent developing consent, empowering and assisting, remembering triumphs, and mixing individuals' feelings.

According to the literature on transformational leadership, it is focused on the premise that when the core focus of leadership is oriented toward the engagement and capacities of organizational members, it results in higher levels of personal commitment to organizational goals as well as greater capacity and motivation to achieve these goals in the members.

Transformational leaders are intentional in their actions. Trust has been identified with a community or an individual as a significant feature of power about transformational leadership (Hoyt & Blascovich, 2003).

According to the Wallace Foundation's (2013) work in educational leadership delivered information on the making of a good leader. Over seventy reports have been conducted by the Wallace Foundation (2013) on public schools located in various districts within those states. These studies looked at the attitudes, roles, preparation, and assessments of school leaders. The concluding message of the foundation outlined five values or core standards of practice for effectively leading a school group. These principles include developing a shared vision for all to work toward, building a learning environment, developing headship abilities, enhancing teaching, dealing with workforces, information handling to stimulate institutions' progress.

2.4 Transformational Leadership Characteristics

A few attributes are related to transformational leaders, yet four significant qualities envelop the conduct or activities of this sort of leadership personality. Sullivan and Decker

(2001) portrayed this sort of leadership in their own words which may be interpreted as an initiative style that manages to concentrate on the management of change efficiently following the organization's visionary statement.

The characteristics of a transformational leader are also described as a personality with sharing a vision, displaying proficient work, holding exclusive requirements, scholarly incitement, offering individualized help, and creating skill in teachers (Leithwood and Jantzi, 2000).

2.4 Teacher Self-Efficacy

If we look back in the past, we find that various definitions have been given for teacher self-efficacy (Hip, 1997). With the end goal of this investigation, Bandura's hypothesis of self-efficacy is utilized as a hypothetical system to characterize instructors' self-efficacy. According to the social-cognitive theory of learning, an individual's self-efficacy relies upon conduct, ecological and psychological components (Bandura, 1986).

All the more explicitly, the term 'self-efficacy' alludes to an individual's very own study on his/her abilities to put together and play out particular conduct. The idea of self-viability does not demonstrate the genuine abilities that an individual may have, yet the level of his or her confidence in these abilities. Individuals with high self-adequacy consider another circumstance as a test; don't surrender their work for a situation of disappointment, yet rapidly recover what they have lost, while individuals with low self-adequacy have low desires and think about another circumstance as a danger, attempting to stay away from it, diminishing their work or in any event, deserting each push to accomplish their objectives (Bandura, 1994).

During the previous few decades, a few examinations have zeroed in on instructors' self-adequacy. Believes of teachers about the degree up to which they can impact understudies' inclusion in the learning cycle has been described as a straightforward thought with critical ramifications (Tschannen-Moran and Woolfolk Hoy, 2001).

One significant part of self-efficacy is it tends to be expanded. With appropriate help and course, even an instructor who denounces a low amount of trust in their teaching strategies, study hall the executives' procedures, or capacity to draw in understudies can expand their degree of self-efficacy (Ross, 2007).

2.5 Measuring Teacher Self-Efficacy

Most of the instrument questionnaires that have been created for the measurement of self-efficacy depended on Bandura's interpretation of self-efficacy. Bandura's Teacher Self-Efficacy Scale (Bandura, 1997) had an edge in the interest of self-assessment showing how it predisposed the status of resource availability, the attempt for effective instruction, behavior management, and the intensity to make a decision and creating positive school climates. But later, it was

observed that there might have loopholes in the questionnaire tool designed by Bandura and successive similar endeavors. Hence, the improvement of specific scale by (Tschannen-Moran and Woolfolk Hoy, 2001) and Principal Sense of Efficacy Scale (Tschannen-Moran and Gareis, 2004) expected to cover the different inadequacies.

2.6 Effects of Teacher Self-Efficacy

The RAND Corporation dissected and organized the amendment over many years. The focus of this study was on the instructor's expert development variation cycles. Discoveries were strong of educator viability being the common instructor trademark to guarantee development and positive change (Armor et al., 1976).

Hipp (1997) additionally found that groundbreaking administration altogether affected instructor adequacy. He declared that directors had an incredible effect in the space of educator limit, overseeing understudy conduct, advancing a feeling of the local area, engaging instructors, and perceiving the achievements of educators. Consequences of Hipp's exploration appeared there was a measurably huge connection between educator fulfillment, an instructor's ability to utilize exertion, and an instructor's impression of their adequacy (Hipp, 1997).

2.7 Relationship between Transformational Leadership and Teacher Self-Efficacy

Shared Instructional Leadership entails a collaborative effort between the principal and teachers to determine what is being learned, how it is being taught, and how it is being assessed. The school's leader capitalizes on the thoughts, perspectives, and skills of the teachers in their various fields, making the school principal the instructional leader (Glickman, 1989).

Furthermore, the relationship between transformational leadership behaviors and two dimensions of teacher efficacy, teaching efficacy of a general nature and teaching efficacy of a personal nature, is influenced by transformational leadership behaviors. Modeling conduct, encouraging group intent, and providing contingent leadership were the most strongly linked leadership factors to general teaching efficacy.

Two models were proposed: charisma to centrality and centrality to charisma. One of the models requires frontrunners to conquer a dominant place or corporal interstellar in order to understand the possessing exceptional qualities. The charisma to centrality model, on the other hand, emphasizes charisma as a key attribute for influencing subordinates. When determining effectiveness, Balkundi et al. (2011) explained that a leader's public presence and tangible characteristics were less important than the personal experiences conveyed. Trusting relationships allow for focused personal interactions.

2.8 Teacher Self-Efficacy and Student Involvement

According to researchers, academic achievement is based on student engagement and academic self-efficacy. Leithwood and Jantzi (2000) looked at the relationship between transformational leadership practices and organizational situations as well as student participation.

Tucker et al. (2003) conducted a national analysis to assess the impact of instructor activities on student interaction variables. He obtained as the societal using the Rochester Assessment Package for Schools. The data describing summary revealed a noteworthy link among the factors of student connection and teacher presence in teaching, according to student feedback. The most important finding was that pupils having many possibilities to participate in profound wisdom stages when teachers were involved in their lives. As a result, in order to involve students, teachers must demonstrate that they care for them.

2.9 Teacher Self-Efficacy and Instructional Strategies

Parkay et al. (1986) found that teacher stress had a direct impact on student achievement in the survey work comprising of teachers and language learners in particular learning group schools. He also found that teachers who have poor effectiveness values are more likely to burn out and leave the profession early. According to Langer (2000), when teachers lead productive professional lives, students profit. She looked for ways to help students develop their literacy skills.

In their study of Iranian primary, middle, and secondary schools, Mehdinezhad and Mansouri (2016) discovered important links between principal transformational leadership practices and teachers' effectiveness in instructional engagement (p.54). Although the researchers found that 'idealized control' and 'intellectual stimulation' had a statistically significant positive relationship between principals' leadership and teacher sense of efficacy, the analysis did not show the extent to which these leadership factors influenced teachers' sense of efficacy in instructional strategies.

2.10 Teacher Self-Efficacy and Classroom Management

The value of teachers' effectiveness beliefs and their ability to control their students has been recognized by many researchers. According to Emmer and Hickman (1991), it was necessitated during efficacy sense having at a peak level corresponding the behavior management of teachers as well as students, and then the capabilities of both participants tend to be lessening as far as improvement is concerned.

Low efficacious teachers, on the other hand, experience persistent behavior problems with pupils, feel angry and disappointed with attitudes, and sometimes develop a sense of guilt,

according to the aforesaid researcher. Teachers with low efficacy had more conduct problems with their students and used more punitive and negative outcomes to try to control their behavior. Students with lower achievement levels were created by these teachers.

3. Research Methodology

3.1 Research Design

Since the descriptive-correlational method of identification of independent and dependent variables is the focus of research. It was used in this study. A correlational research design, according to Asuero et al. (2006), entails gathering data to assess whether and to what degree two or more variables are related.

3.2 Research Population and Sampling

The researcher conducted the study in selected 5 federal government schools that exist in the Karachi region within the premises of the Karachi cantonment. The total population here initially taken as a total sampling (160) as the population is not being so large. Due to the current pandemic situation prevailed in educational institutions; the researcher got responses from 40 respondents.

3.3 Instruments

Two major instruments namely the Principal Leadership Questionnaire, PLQ (the modified and guided by the type 5X of a multifactor questionnaire for leadership styles and the long form of Self-Efficacy Scale 1 were used with some modifications taking into account the nature of this study. Cronbach's alpha of 0.88 indicates that this questionnaire is extremely accurate and the validity is ascertained with experts as reviewed by kinds of literature and at the same time with the approval of the advisor.

To show the subscale ranking used for the Principals' Transformational Leadership Questionnaire Scale, the researcher tabulated the computation of unweight means of the things that load on each element to assess the ten factors subscale ratings. This can be understood by the following groupings:

Correlated Factors	Item Number
1-Principals' Leadership Style in terms of Idealized Impact	6,10,14,18,21,23,25, 34
2-Principals' Leadership Style in terms of Intellectual Inducement	2,8,30,32
3-Principals' Leadership Style in terms of Inspirational Motivation	9,13,14,15
4-Principals' Leadership Style in terms of Individual Consideration	15,19,29,31
5-Principals' Leadership Style in terms of Management-by-Exception	3,4,12,17,20,22,24,27
6- Principals' Leadership Style in terms of Laissez-faire Leadership	5,7,28,33
7- Principals' Leadership Style in terms of Extra Effort	39,42,44
8- Principals' Leadership Style in terms of Contingent Reward	1,11,16,35
9- Principals' Leadership Style in terms of Effectiveness	37,40,43,45
10-Principals' Leadership Style in terms of Satisfaction	38,41

Figure 2: Principal's Leadership Style Factors or Subscales

The second major tool relates to the Scale measuring the self-efficacy of teachers, on the other hand, is divided into three (3) parts. There were 24 questions in all, with the aim of gathering information through the scale in the areas of (1) Student Involvement, (2) Instructional Strategies,(3) Classroom Management. The above instruments are attached with appendices A and B.

Subscale ranking of the Teachers' Self-Efficacy Scale 1 (long form), the researcher showed the computation of unweight means of the things that load on each element to assess the Efficacy in Student Involvement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management subscale ratings. This can be understood by the following groupings:

Correlated Factors	Item Number
1- Efficacy in Student Involvement	1, 2, 4, 6, 9, 12, 14, 22
2-Efficacy in Instructional Strategies	7, 10, 11, 17, 18, 20, 23, 24
3- Efficacy in Classroom Management	3, 5, 8, 13, 15, 16, 19, 21

Figure 3: Teacher Self-Efficacy Factors or Subscales

3.4 Data Collection Procedures

The survey questionnaire was directly distributed to the respondents through online soft copies for the purpose of fulfillment all the formalities regarding the information collection.

Later on, the data was tabulated and processed using the pre-decided statistical software to measure and interpret the data collected, a mean scores scale was used to quantify school principal leadership styles and teacher self-efficacy. The researchers used multiple correlation and regression analysis to assess the impact of school principals' transformational leadership styles on teachers' self-efficacy.

4. Results & Discussions

4.1 Results

The data analysis approach used here is that the researcher used data acquired to depict the measured value in percentage and mean scales using the technique of 'Descriptive Analysis' in SPSS. It is repeated to get all of the instructors' responses to the initial questionnaire instrument. In the second phase, he sought to examine the interpretative viewpoints linking the same study-related aims in continuation of these discoveries.

The following results show the mean scores of Principals' Transformational Leadership styles concerning ten factors followed by essential findings done with the help of descriptive analysis technique.

4.1.1 Analysis of Principals' Transformational Styles when treated Idealized Impact (II_m)

Table 1

Analysis of Principals' Transformational Style taking the sub-construct, Idealized Impact (II_m)

Item no. in PLQ Questionnaire	Mean Score	Status	Result (Average)
6	3.15	Satisfactory	
10	3.21	Satisfactory	
14	3.23	Satisfactory	
18	3.10	Satisfactory	
21	3.34	Satisfactory	
			3.25
			(Satisfactory)

23	3.40	Satisfactory
25	3.28	Satisfactory
34	3.26	Satisfactory

4.1.2 Analysis of Principals' Transformational Styles when treated Intellectual Inducement (II_n)

Table 2

Analysis of Principals' Transformational Styles taking the sub-construct, Intellectual Inducement (II_n)

Item no. in PLQ Questionnaire	Mean Score	Status	Result (Average)
2	3.37	Satisfactory	
8	3.10	Satisfactory	3.23
30	3.22	Satisfactory	(Satisfactory)
32	3.26	Satisfactory	

4.1.3 Analysis of Principals' Transformational Styles when treated Inspirational Motivation (IM)

Table 3

Analysis of Principals' Transformational Styles taking the sub-construct, Inspirational Motivation (IM)

Item no. in PLQ Questionnaire	Mean Score	Status	Result (Average)
9	3.45	Satisfactory	
13	3.48	Satisfactory	3.51
14	3.36	Satisfactory	(Very Satisfactory)

15	3.68	Very Satisfactory
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4.1.4 Analysis of Principals' Transformational Styles when treated Individual Consideration(IC)

Table 4

Analysis of Principals' Transformational Styles taking the sub-construct, Individual Consideration (IC)

Item no. in PLQ Questionnaire	Mean Score	Status	Result (Average)
15	3.17	Satisfactory	
19	3.17	Satisfactory	3.24
29	3.31	Satisfactory	(Satisfactory)
31	3.33	Satisfactory	

4.1.5 Analysis of Principals' Transformational Styles when treated Management-by-Exception (MbE)

Table 5

Analysis of Principals' Transformational Styles taking the sub-construct, Management-by-Exception (MbE)

Item no. in PLQ Questionnaire	Mean Score	Status	Result (Average)
4	3.13	Satisfactory	
22	3.18	Satisfactory	3.18
24	3.16	Satisfactory	(Satisfactory)
27	3.28	Satisfactory	

Findings

One of the research works confirmed that active management-by-exception was found to be positively associated with self-efficacy attributes, while passive management-by-exception was found to be negatively associated with self-efficacy (Hoxha and Hyseni-Duraku, 2017).

4.1.6 Analysis of Principals' Transformational Styles when treated Laissez-fair Leadership (LfL)

Table 6

Analysis of Principals' Transformational Styles taking the sub-construct, Laissez-fair Leadership (LfL)

Item no. in PLQ Questionnaire	Mean Score	Status	Result (Average)
5	2.68	Satisfactory	
7	2.66	Satisfactory	2.66
28	2.72	Satisfactory	(Satisfactory)
33	2.58	Satisfactory	

4.1.7 Analysis of Principals' Transformational Styles when treated Extra Effort (EE)

Table 7

Analysis of Principals' Transformational Styles taking the sub-construct, Extra Effort(EE)

Item no. in PLQ Questionnaire	Mean Score	Status	Result (Average)
39	3.29	Satisfactory	
42	3.26	Satisfactory	3.26
44	3.24	Satisfactory	(Satisfactory)

4.1.8 Analysis of Principals' Transformational Styles when treated Contingent Reward (CR)

Table 8

Analysis of Principals' Transformational Styles taking the sub-construct, Contingent Reward (CR)

Item no. in PLQ Questionnaire	Mean Score	Status	Result (Average)
1	3.45	Satisfactory	
11	3.61	Very Satisfactory	3.52
16	3.35	Satisfactory	(Very Satisfactory)
35	3.70	Very Satisfactory	

4.1.9 Analysis of Principals' Transformational Styles when treated Effectiveness (E_f)

Table 9

Analysis of Principals' Transformational Styles taking the sub-construct, Effectiveness (E_f)

Item no. in PLQ Questionnaire	Mean Score	Status	Result (Average)
37	3.55	Satisfactory	
40	3.40	Satisfactory	3.55
43	3.63	Satisfactory	(Very Satisfactory)
45	3.60	Satisfactory	

4.1.10 Analysis of Principals' Transformational Styles when treated Satisfaction (S_a)

Table 10
Analysis of Principals' Transformational Styles taking the sub-construct, Satisfaction (S_a)

Item no. in PLQ Questionnaire	Mean Score	Status	Result (Average)
38	3.51	Very Satisfactory	3.52
41	3.52	Very Satisfactory	(Very Satisfactory)

4.1.11 Analysis of Level of Teachers' Self-Efficacy in terms of Student Involvement

The following results show the mean scores of participating teachers concerning the three main areas (Student Involvement, Instructional Strategies and Classroom Management) done with the help of the descriptive analysis technique.

Table 11
Analysis of Level of Teachers' Self-Efficacy taking the sub-construct, Student Involvement

Item no. in Efficacy Scale Questionnaire	Mean Score	Status	Result (Average)
1	7.25	High	
2	7.13	High	
4	7.26	High	
6	7.45	High	7.34
9	7.60	High	(High)
12	7.28	High	
14	7.36	High	
22	7.41	High	

4.1.12 Analysis of Level of Teachers' Self-Efficacy in terms of Instructional Strategies
Table 12

Analysis of Level of Teachers' Self-Efficacy taking the sub-construct, Instructional Strategies

Item no. in Efficacy Scale Questionnaire	Mean Score	Status	Result (Average)
1	7.40	High	
2	7.30	High	
4	7.22	High	
6	7.45	High	7.35
9	7.26	High	(High)
12	7.34	High	
14	7.39	High	
22	7.41	High	

4.1.13 Analysis of Level of Teachers' Self-Efficacy in terms of Classroom Management

Table 13

Analysis of Level of Teachers' Self-Efficacy taking the sub-construct, Classroom Management

Item no. in Efficacy Scale Questionnaire	Mean Score	Status	Result (Average)
1	7.37	High	
2	7.36	High	
4	7.31	High	
6	7.47	High	7.45
9	7.60	High	(High)
12	7.63	High	
14	7.48	High	

22	7.36	High
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4.1.14 Analysis of Effects of Principals' Leadership Styles on Teachers' Self-Efficacy

Table 14

Findings are summarized in the table below as a result of the multiple regression analysis techniques.

Variables (format as acronyms)	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	7.589	0.282		25.012	0.000
II _m	0.016	0.021	0.05	0.721	0.44
II _n	0.043	0.023	0.118	1.741	0.067
IM	0.014	0.069	0.011	0.179	0.841
IC	0.016	0.027	0.044	0.612	0.476
MbE	0.026	0.017	0.083	1.311	0.261
LfL	0.01	0.011	0.056	0.910	0.367
EE	0.026	0.014	0.120	1.772	0.074
CR	0.063	0.029	0.339	2.468	0.016
E _f	0.07	0.028	0.347	2.483	0.011
S _a	0.05	0.013	0.023	0.352	0.702
R ²	= 0.068				
F	= 1.513				
p	= 0.089				
α	= 0.05				

Findings and Interpretation:

The regression analysis results show that as demonstrated by the non-zero coefficients. In-depth examination of the obtained values of B interprets that with related probabilities less than the significance level of 0.05, at the same time 2number variables resulted in the values of coefficients (B) as 0.07 (Effectiveness) and 0.06 (Contingent Reward). This shows the Ef and CR have a significant impact on teachers' self-efficacy, with teachers' self-efficacy increasing by 0.07 and 0.06 for each unit increase in efficiency and contingent reward, respectively. The other variables affect, but not significantly.

According to the study outcomes, effectiveness and contingent reward were proved as strongest predictors in the study account for sustained Beta coefficients.

As far as analysis of variance is concerned, the numerical values of F appear to be 1.513 having p as 0.089 for the regression. Hence, the null hypothesis must be maintained because of the associated probability of the obtained value of $F > \alpha$ (0.05). This means that all the factors in transformational leadership styles have no cumulative effect on the self-efficacy of teachers.

5. Conclusions & Recommendations

5.1 Conclusions

School principals' transition leadership styles were generally positive. Higher ratings were given to inspirational motivation; dependable reward, success, and satisfaction are all factors to consider. Teachers had high levels of self-efficacy when it comes to participation of involvement of students, teaching methods, and administration of classrooms indicating that the teaching personalities are capable of achieving the anticipated effects of the involvement of students and the education process. Teachers' self-efficacy is influenced by all the available factors of school heads' above-mentioned characteristics found in leadership, but two of them namely contingent reward and effectiveness became obvious as the strongest forecasters of efficacy.

5.2 Implications of study:

The study's findings have important management implications, including

- (a) School principals requiring taking a much dynamic role for the institutions' main focusing tasks of plan and execution.
- (b) The prerequisite to clarify roles from heads to subordinates and the provision of contingent rewards for finishing the task assignments and
- (c) The need to enhance their abilities to do so.

5.3 Recommendations

Based on the above-stated conclusions, the following recommendations are presented:

1. School heads are being confronted to enhance and develop their leadership abilities in response and when it is a requirement. They will participate in additional training and perform faculty-related identification assignments.
2. Institution heads can remain to improve their headship abilities by ranking them as satisfactory or very satisfactory. It is suggested that strategic planning and decision-making be improved further.
3. The management implications taken from the analysis may provide valuable insights. For promoting the progress and growth of the school administration system, it seems that more focus and consideration should be provided.
4. When it comes to pupils' participation, techniques for teaching, and controlling the classroom, teachers should consider improving their self-efficacy regularly. As part of their professional development, they will pursue postgraduate studies.

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