

Leadership Practices as Predictor of Teachers' Self-Efficacy: An Evidence of Public Secondary Schools of the Punjab

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Abstract

The study's goal was to investigate the relationship between secondary teachers' self-efficacy and head teachers' leadership strategies. The population of the study consisted of all male and female secondary school instructors employed in Punjabi public secondary schools. There are eight divisions in the Punjab province and one district from each division was selected randomly and random sampling technique was used to select schools from each district. The proposed sample of the study was 2400 secondary school teachers. The instruments employed to collect data regarding the study were the Teacher Sense of Efficacy Scale (TSES) and the Nature of School Leadership Scale (NSLS). Out of 2400 teachers identified as sample were requested to respond to the questionnaires, only 1286 teachers returned filled questionnaires, thus the response rate was 53.6 %. The data regarding research questions were analyzed by applying Regression analysis statistical technique. Results depicted that holding high performance expectations (HPE) is strong predictor of general teacher efficacy and indicated that teachers who had higher level of general teacher efficacy (GTE) are supported by higher level of holding high performance expectations (HPE) by their principals, fostering development of vision and goals (FDVG) is strong predictor of personal teacher efficacy. Results indicated that teachers who had higher level of personal teacher efficacy (PTE) are supported by higher level of fostering development of vision and goals (FDVG) by their principals.

Keywords: General Teacher Efficacy, Personal Teacher Efficacy, Transformational Leadership

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Introduction

The leadership styles of the principals have a significant impact on the culture of the school, and they are able to motivate their staff to work together to achieve a common objective. Principals foster a climate of respect and trust, effectively convey their vision, and serve as mentors and guides. Additionally, they give teachers access to an empowered teaching and learning environment that successfully and favourably advances teachers' understanding of efficacy. The effectiveness of teachers is increased when heads take steps to provide them with resources, create a culture that is favourable to learning, offer them control over classroom activities, and give them the chance to participate in decision-making (Tschannen-Moran, & Hoy, 2007). Teachers are given demanding environments to stimulate their abilities by transformational leaders, who also encourage them to incorporate learning activities and increase their job satisfaction, which serves as a crucial catalyst to raise their level of self-efficacy (Nir & Kranot, 2006). By performing their administrative duties well, principals have a considerable influence on teachers' task-related activities, on the teachers' motivation and inspiration to achieve success via hard work, and on the teachers' achievements in the field of teaching (Geijsel, Sleegers, Leithwood & Jantzi, 2003). The behavior and actions of heads have a significant influence on the capacity, motivation, ambitions, and attempts of the teachers to make positive changes in their academic activities and teaching techniques (Yu, Leithwood & Jantzi, 2002).

Teachers' efficacy beliefs can be increased by principals effectively conveying a goal and inspiring their staff to work together to realize it by fostering a culture of shared decision-making at the school level. Through verbal influence, teamwork, and providing opportunities for the teachers to witness the practices of their creative colleagues, this type of heads leadership practices can help the teachers become sufficiently effective (Ross & Gray, 2004). Through their transformational leadership techniques, school heads play a crucial role in improving the caliber of instruction. Through their visionary and transformational leadership behaviors, secondary school heads can play an especially significant and persuasive role in bolstering teachers' efficacy beliefs. These behaviors can genuinely contribute to the achievement of educational goals and in satisfying societal demands from the educational framework. The self-efficacy level of the teachers can unquestionably increase if the school heads fulfil their admirable leadership role and are successful in providing them with a vision, increasing their efficacy through transformational

leadership practices, and fostering a collaborative decision-making culture in their schools. Therefore, this study was done to investigate the relationship between head teachers' leadership practices and teachers' self-efficacy at keeping in mind the impact that heads lead on teachers' self-efficacy at secondary level.

The process of inspiring others to work successfully and consistently toward the achievement of common goals is known as leadership. A visionary leader applies all of his resources to achieving common goals and effectively conveys his vision to his team members so they can understand and support it. The leader mentors the followers and helps them understand the benchmarks and goals of the organization. Leadership requires the individual to possess the traits and identity that may help him carry out his work successfully. He should demonstrate traits and practices that are task-oriented, people-centered, or the leader may use both approaches while balancing the needs of the circumstance and his own needs (Robbins & Coulter, 2006; Robbins & Sanghi, 2006). Leithwood & Jantzi (1997) specified that school leadership encompassed following traits: symbolizing good professional practices, developing collaborative decision-making structure, providing intellectual stimulation, providing individualized support, holding high performance expectations, and fostering development of vision.

A perception or conviction of an individual's capacity to coordinated social, cognitive, and behavioral talents to organize and carry out the courses of activity needed to realize the intended results is defined as self-efficacy (Zimmerman, 2000). The assessment of a person's capacity to carry out a task in a manner that meets the required standards of accomplishment and success was also referred to as self-efficacy (Bandura, 1986, 2000, 2001). According to Bandura (1986), self-efficacy is the recognition of an individual's competence to carry out a task in accordance with the standards established for that work and has nothing to do with the skills or abilities that person possesses.

Teachers' perceptions of their own efficacy are related to their execution of their own efficacy to influence the successes and accomplishments of the students (Guskey & Passaro, 1994; Hoy & Woolfolk 1993; Kelley and Finnegan, 2003). According to Bandura (1997), teachers Efficacy is related to teachers' recognition that they can affect their students' performance and learning almost successfully. The effectiveness of instructors is also influenced by how they feel about their working environments. Extremely effective teachers understand that they can instruct uninterested and boring students by giving it further thought and conducting challenging work through the use of sensible and effective

teaching tactics. The foremost vital is mastery experiences i.e., those who have experienced success, which they think was certainly in result of their ability and not by chance, expect similar successes when attempting to accomplish similar tasks in future.

The study was conducted keeping in mind following objective to:

- Investigate the relationship between heads' leadership practices and teachers' self-efficacy in public Secondary Schools of the Punjab.

Research Questions

Following research questions based on research objective were formulated to complete this research study:

1. What are the prominent heads' leadership practices which predict general self-efficacy beliefs of the secondary school teachers?
2. What are the prominent heads' leadership practices which predict personal self-efficacy beliefs of the secondary school teachers?

Methods and Procedure

28245 secondary school teachers (male and female) working in Punjabi public secondary and higher secondary schools made up the study's population. This study was carried out in eight Punjabi districts that were chosen at random. A total of 2400 instructors were included in the sample, with 300 (150 male and 150 female) teachers from each district being chosen at random. All 2400 randomly chosen teachers received questionnaires, and the researcher received 1286 completed questionnaires.

The following tools were changed and adjusted with consideration for the local environment. These tests' validity and reliability were confirmed before they were used. The Woolfolk and Hoy (1993) Teachers' Sense of Efficacy Scale was used to gauge teachers' sense of efficacy. The author in question gave his or her consent for the instrument to be modified. Personal teacher efficacy (PTE) and general teacher efficacy (GTE) reliability coefficients were 0.77 and 0.72, respectively, according to the study. The "Nature of School Leadership Scale," created by Leithwood and Jantzi, was the second tool used to assess heads' leadership styles (1997). This tool assessed six aspects of transformational leadership, including "symbolizing good professional practices," "developing a collaborative decision-making structure," "providing intellectual stimulation," "providing individualized support," "holding high performance expectations," and "fostering the creation of vision and

goals.” Additionally, the authors gave their consent for this instrument’s adaptation. For this instrument, the Cronbach alpha reliability coefficient was found to be 0.978.

Results

Statistical technique ‘Regression Analysis’ was employed to investigate the relationship between six dimensions of heads’ leadership practices and teachers’ self-efficacy.

Table 1
The Most Parsimonious Set of Leadership Variables in Predicting General Teacher Efficacy (GTE), (N=1081)

Model	Predictor	R ²	ΔR ²	ΔF	b	SEb	β	p
1	Constant	.004	.004	4.83	4.09	0.14		0.00*
	HPE				0.07	0.03	0.07	0.028*

*significant at $p < .05$

R² = adjusted R square, ΔR² = change in R square, ΔF = change in F value,

b = un-standardized coefficients, β = standardized coefficients, SEb = standard error of b

Table 1 shows that the stepwise multiple regression analysis identified the most conservative group of variables of overall teacher efficacy (GTE). Holding high performance expectations (HPE) was the only variable in Model 1 that contributed to 0.4 percent of the variance (Adjusted R²=0.004 and F_{1, 1079} = 4.827 at p.05). Therefore, no additional variable was added to model 1 to account for additional variance.

The instructors with greater general teacher efficacy (GTE) mean scores also had higher scores for holding high performance expectations, according to the positive values of b for the predictor holding high performance expectations (HPE) (HPE). The impact/contribution of harboring high-performance expectations (HPE) in the model is indicated by the standardized beta values i.e., 0.067. The indicators of encouraging the development of vision and goals (FDVG), symbolizing good professional practice (SGPP), creating a collaborative decision-making structure (DCDMS), offering individual support (PISup), offering intellectual stimulation (PIStm), and symbolizing good professional practice (PISup) were not significant predictors in this model.

Table 2
The Most Parsimonious Set of Leadership Variables in Predicting personal teacher efficacy (PTE), (N=1078)

Model	Predictor	R ²	ΔR ²	ΔF	b	SEb	β	p-value
2	Constant	.029	.029	32.228	3.904	.133		.000*
	FDVG				.184	.032	.171	.000*

*significant at $p < .05$

R² = adjusted R square, ΔR² = change in R square, ΔF = change in F value, b = un-standardized coefficients,

β = standardized coefficients, SEb = standard error of b

Table 2 depicts that the stepwise multiple regression analysis identified the most conservative group of variables of individual instructor efficacy (PTE). Only fostering the development of vision and goals (FDVG) was included in Model 2, and it explained 2.9 percent of the variance (Adjusted R² = 0.029) and $F_{1, 1076} = 32.228$ at $p .05$. However, no new variable was included to account for additional volatility.

The instructors who had higher personal teacher efficacy (PTE) mean scores also had higher scores for fostering development of vision and goals, according to the positive values of b for the predictor fostering development of vision and goals (FDVG) (FDVG). The impact/contribution of encouraging the development of vision and goals (FDVG) in the model is indicated by the standardized beta values i.e. 0.171. There were no significant predictors in this model for modelling good professional practice (SGPP), creating a collaborative decision-making structure (DCDMS), offering individual assistance (PISup), offering intellectual stimulation (PIStm), or having high performance expectations (HPE).

Conclusions

General teacher efficacy was not significantly predicted by modelling good professional practises (SGPP), creating a group decision-making structure (DCDMS), offering individual support (PISup), offering intellectual stimulation (PIStm), or encouraging the formation of vision and objectives (FDVG). The findings indicated that having high expectations for one's own performance is a powerful predictor of general teacher efficacy, and they further indicated that teachers who had higher levels of GTE were supported by higher levels of having high expectations for one's own performance from their superiors. Personal teacher efficacy

was not significantly predicted by modelling good professional practises (SGPP), creating a collaborative decision-making structure (DCDMS), offering individual assistance (PISup), offering intellectual stimulation (PIStm), or having high performance expectations (HPE). The results demonstrated that FDVG is a strong predictor of personal teacher efficacy and that principals who had higher levels of FDVG supported teachers who had higher levels of PTE.

Discussion

The findings of Hipp and Bredeson's (1995) study, which identified a strong correlation between effective teaching practices and transformative leadership characteristics, were corroborated by the findings of this study. The findings of this study, which also showed a relationship between teachers' efficacy and transformational leadership practices, have corroborated the research done by Peagler (2004). This study confirmed the findings of Nir & Kranot's (2006) study, which found that transformational leadership methods greatly improved teachers' perceptions in their own efficacy.

Recommendations

On the basis of study findings following recommendations are made for improvement teachers' efficacy.

- In order to enhance general teacher efficacy principals may demonstrate 'holding high performance expectations' the dimension of transformational leadership to show professionalism and they not only facilitate their subordinate teachers but also realize the demands of the teachers working under their supervision and guidance.
- Personal teacher efficacy can be improved when Principals demonstrate 'Fostering development of vision and goals' the dimension of transformational leadership which indicates that the head teachers should communicate eloquently the vision and organizational goals.

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