RESEARCH ARTICLE

SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STYLES AND THEIR EFFECTS ON TEACHERS' SELF-EFFICACY.

Prof. Christopher DC. Francisco.

City of Malolos Integrated School – Sto. Rosario, Sto. Rosario, City of Malolos, Bulacan.

....

Manuscript Info

....

Abstract

....

This study aimed at investigating the effects of school principals' transformational leadership styles on teachers' self-efficacy. To achieve this aim, the researcher used a sample of 260 secondary teachers in Plaridel District, SDO-Bulacan during the academic year 2018-2019. The "Multifactor – Leadership Questionnaire (MLQ) Form 5X" by Bass and Avolio and "Teacher's Self-Efficacy Scale 1 (long form)" by Megan Tschanmen-Moran and Mary Anita Woolfolk Hoy was used to describe the transformational leadership styles of school principals and the level of teachers' self-efficacy, respectively. The collected data were analyzed and treated statistically through the use of Statistical Packages for Social Sciences (SPSS). Results of the regression analysis indicate that all eleven variables of the transformational leadership styles of school principals affect teachers' self-efficacy to a different extent as shown by the non-zero coefficients. A closer look at the obtained B coefficients, one could deduce that two variables yielded B coefficients of 0.08 (effectiveness) and 0.06 (contingent reward) with associated probability less than the significance level set at 0.05. This means that effectiveness and contingent reward significantly affect teachers' self-efficacy that for every unit improvement in effectiveness and contingent reward, teachers' self-efficacy can be expected to increase by 0.08 and 0.06 respectively. The rest of the variables also affect the teachers' self-efficacy but not to a significant extent. The study recommended that school principals should continue to nurture their leadership skills rating and further school innovations and transformations were highly recommended.

....

Introduction:-

School principals' leadership styles and teachers' self-efficacy have been one of the interesting topics in the research literature in recent years. In 2017, Sharma and Singh's study looked at the relation between school teachers' self-efficacy (SE) and the school principal's leadership style. The results revealed a positive correlation of idealized influence, individualized consideration, contingent reward, management by exception and laissez-faire leadership with self-efficacy. The basic assumption of this publication and of two others that followed based on the same study (Pearce, 2017: Hyseni-Durakub, 2017) is that school principal's leadership style and personal teacher efficacy (PTE) are directly linked to each other.

Corresponding Author:- Christopher DC. Francisco
Address:- City of Malolos Integrated School – Sto. Rosario, Sto. Rosario, City of Malolos, Bulacan.

A teacher's efficacy belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated Tschannen-Moran and Hoy (2001). Efficacy beliefs could influence teachers' persistence when things do not go smoothly and their resilience in the face of setbacks. In this sense, teachers' self-efficacy is about teachers' belief about how much can they do towards a situation especially when their presence is needed. The concept of self-efficacy was coined by Bandura (1994) when he said that self-efficacy is the belief in one's ability to influence events that affect one's life and control over the way these events are experienced. This means to say that self-efficacy can be a recipe for teacher's success on his or her teaching career.

The study draws academic support from Damanik's (2014) proposition that useful transformational leadership behavior of school principals is a significant factor in improving school climate and teachers' self-efficacy. The strategic development programs of school principals provide multiple opportunities for developing teachers' well-being as well as their emotional and intellectual attachment to the school as a workplace. Teachers' self-efficacy influences attitudes towards sound integration and this happen when the school principals actively interact with their teachers in planning, decision-making and other school-related development agenda. In this view, it was hypothesized in the study that school principals' transformational leadership styles would have a strong influence on the development of teachers' self-efficacy.

Principal's leadership scales influenced teachers' self-efficacy either directly or indirectly especially the components of principals' leadership behaviors and teachers' sense of self-efficacy (Damanik, 2014: Kirk, 2016: Mehdinezhad, 2016). Hence, this view provides opportunities for principals to plan, and to put into practice, effective transformational leadership behaviors aimed at improving the school climate and teachers' self-efficacy – both of which are strongly linked to successful school improvement. Moreover, Gallante (2015) showed quantitative findings that indicate significant relationships between instructional leadership with teacher engagement and conflict with teacher engagement. This means that the themes, based on the integrated model of teacher efficacy, revealed connections with the principal and support, guidance, and structure provided by the principal. At some other researches, there was evidence of significant direct relationships between; principals' technology leadership and teachers' self-efficacy (Siong, 2012: Helber, 2015).

Evangelista (2014) mentioned the leader's ability to provide intellectual stimulation had the highest influence on teacher self-efficacy. According to Kass (2013), the human aspect of teacher-principal relations is the decisive factor determining those teachers' sense of professional self-efficacy. For Virga, (2012) and Simmons (2013), they found that the district's multiyear leadership development program provided multiple opportunities for developing principals to build their self-efficacy beliefs. The collective instructional leadership model helps raise both individual and cooperative teacher efficacy within schools (Lee, 2015: Ozer 2013, Luft 2012). Hence, teacher efficacy played a central role in the relationships, mediating all of the positive effects of context beliefs and a vast majority of the impact of transformational leadership behavior as mentioned in Boberg (2013) and Neuss (2016). Hence, principals' transformational, transactional and Laissez-faire leadership styles had the power to predict the collective teacher efficacy at a significant level (Akan, 2013). There was a relationship regarding attitudes towards inclusion and mainstreaming experience between the school principal and the teaching staff. Teacher self-efficacy significantly influenced attitudes toward social integration (Karolina, 2014). Some preferred aspects of principal leadership and collaborative teacher practices significantly predict teachers' self-efficacy and job satisfaction at within and across schools (Duyar et al., 2013).

However, no significant relationship exists between high school principals' leadership styles and teacher self-efficacy according to Kaminski's (2013) study. All teachers rated their sense of self-efficacy to be relatively high to high, and with no data available to compare relatively low to low scores and principals' leadership style. The data regarding the existence of a relationship between the variables was inconclusive, and the null hypothesis was accepted. Richard (2013) also mentioned no significant differences between teacher descriptions of important leadership behaviors and teacher descriptions of self-efficacy in either high or low performing schools, although frequency analysis yielded substantial findings between the two groups. Short, (2016) in his study revealed that for the variables of self-efficacy in student engagement and classroom management, there was not a statistically significant relationship with any of the transformational leadership practices.

With these gaps found in related studies embarking school principals' leadership styles and teachers' self-efficacy, the researcher purports to evaluate the leadership styles of the school principals and their effects on teachers' self-

efficacy in another research environment in the public schools in the Division of Bulacan. Specifically, this seeks to answer the following objectives: (1) To describe the school principals' transformational leadership styles in terms of idealized influence; inspirational motivation; intellectual stimulation; individual consideration; contingent reward; management-by-exception; laissez-faire leadership; extra effort; effectiveness; satisfaction. (2) To determine the level of teachers' self-efficacy in terms of pupil engagement; instructional strategies; and classroom management. (3) To identify which among the school principals' transformational leadership styles significantly affect teachers' self-efficacy. (4) To present management implications which may be drawn from the findings of the study to further improve school principals' transformational leadership styles and teachers' self-efficacy.

Methodology:-

This study utilized the descriptive-correlational method of research since this method is concerned with the description of the independent and dependent variables. According to Asuero et al. (2006), a correlational research design comprises collecting data to determine whether, and to what extent, a relationship exists between two or more variables.

Guided by the slovin's formula, the respondents of the study consisted of 5 public high school principals and 260 high school teachers for the school year 2018-2019. For confidentiality purposes, the researcher chose not to indicate the name of the secondary school in the District of Plaridel. School A consisted 54 total number of teachers. School B consisted of 45 teachers. School C included 74 population. School D has 58 teachers, and School E has 29 teachers. To get the overall impact of this research, the researcher got the total population (260) of the respondents as the sample size (260) of the study.

To gather necessary information for this study, the researcher used the Multifactor Leadership Questionnaire (MLQ) Form 5X by Bass and Avolio to describe the transformational leadership styles of school principals while the Teacher's Self-Efficacy Scale 1 (long form) by Megan Tschanmen-Moran and Mary Anita Woolfolk Hoy was used to describe teachers' self-efficacy.

The Multifactor Leadership Questionnaire Form 5X measured leadership on ten (10) factors related to transformational leadership. There were 45 questions which required to gather responses of teachers which determined their school principals' transformational leadership styles based on the factors namely, (1) Idealized influence, (2) Inspirational Motivation, (3) Intellectual Stimulation, (4) Individual Consideration, (5) Contingent Reward, (6) Management-by-Exception, (7) Laissez-faire Leadership, (8) Extra Effort, (9) Effectiveness and (10) Satisfaction. This questionnaire is highly reliable as evidenced by the Cronbach's alpha of .91. The Teachers' Sense of Efficacy Scale 1, however, consists of three (3) parts. There were 24 questions which sought to gather responses on teachers' self-efficacy in terms of (1) Students Engagement, (2) Instructional Strategies, and (3) Classroom Management. This questionnaire is also highly reliable as shown by the Cronbach's alpha of .89.

In gathering the data, the researcher followed the following procedures: (1) A letter was sent to the Schools Division Superintendent of SDO-Bulacan, to the District Supervisor of Plaridel, and to the District of Plaridel School Principals to ask permission to conduct the study. (2) With the approval of the Schools Division Superintendent of SDO-Bulacan, the District Supervisor of Plaridel and the District of Plaridel School Principals, the researcher then distributed the questionnaires to the respondents personally. (3) The researcher collected the questionnaires from the respondents and checked whether all questions were answered.

The data were tabulated and processed using Statistical Packages for Social Sciences (SPSS). To analyze and interpret the data gathered, the leadership styles of school principals and self-efficacy of teachers were quantified using mean scores scale. To determine the effects of school principals' transformational leadership sty   on teachers' self-efficacy, multiple correlation and regression analysis were utilized.

Results:-

Problem 1: School Principals' Transformational Leadership Styles in the District of Plaridel

Transformational leadership plays a pivotal role in promoting and managing school development by influencing teachers' efficacy. Besides, principals were very much influential to the efficacy of teachers that they could not alienate themselves to isolation. According to Sharma and Singh (2017), transformational leadership styles of school principals lead to favorable changes in those who follow. In an educational system, school principals put maximum

efforts to increase the level of their teachers' awareness for valued outcomes by expanding and elevating their needs and encouraging them to transcend their self-interests.

Transformational leadership styles were assessed in terms of idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception (active and passive), laissez-faire leadership, extra effort, effectiveness, and satisfaction.

Leadership Style in terms of Idealized Influence. It may be gleaned in Table 1 that the leadership style in terms of idealized influence was satisfactory as shown by the average score of 3.28. This leadership was displayed in the following behaviors of principals when they talk about their most important values and beliefs (3.12), instill pride (3.13), specify the importance of having a strong sense of purpose (3.28), go beyond self-interest for the good of the group (3.12), acts in ways that build others for respect for me (3.34), consider the moral and ethical consequences of decisions (3.43), display a sense of power and confidence (3.39), emphasize the importance of having a collective sense of mission (3.4).

Table 1:- *Leadership Style in terms of Idealized Influence*

Indicators	Mean	Interpretation
6. My principal talks about my most important values and beliefs.	3.12	Satisfactory
10. My principal instills pride with others for being associated with me as teacher.	3.13	Satisfactory
14. My principal specifies the importance of having strong sense of purpose.	3.28	Satisfactory
18. My principal goes beyond self-interest for the good of the group.	3.12	Satisfactory
21. My principal acts in ways that build others respect for me.	3.34	Satisfactory
23. My principal consider the moral and ethical consequences of decisions.	3.43	Satisfactory
25. My principal display a sense of power and confidence.	3.39	Satisfactory
34. My principal emphasizes the importance of having a collective sense of mission.	3.4	Satisfactory
Average	**3.28**	**Satisfactory**

This result was supported by Sharma and Singh (2017) when they claim that the transformational leader can make employees work together, trust each other, promote employee motivation and then produce the work result exceeding expectation through idealized influence with common worth orientation. This means to say that if leaders are very much equipped in terms of carrying out the values of being an ideal leader, then their followers would honestly and faithfully follow according to the command responsibility given to them.

Leadership Style in terms of Inspirational Motivation. It may be perused in Table 2 that the leadership style in terms inspirational motivation was very satisfactory as shown by the average score of 3.5. This leadership was manifested when principals talk optimistically about the future (3.52), talk enthusiastically about what needs to be accomplished (3.47), articulate a compelling vision of the future (3.35), express confidence that goals will be achieved (3.65).

Table 2:- Leadership Style in terms of Inspirational Motivation

Indicators	Mean	Interpretation
9. My principal talks optimistically about the future.	3.52	Very Satisfactory
13. My principal talks enthusiastically about what needs to be accomplished.	3.47	Satisfactory
14. My principal articulates a compelling vision of the future.	3.35	Satisfactory
15. My principal expresses confidence that goals will be achieved.	3.65	Very Satisfactory
Average	**3.5**	**Very Satisfactory**

Ahmad et al. (2014) supported these findings through their claim that leader motivates the followers by accepting challenges and also act as the model for them, they inspire their subordinated by achieving the goal effectively. Hence, transformational leadership enables the leader to explain the meanings of challenges that teachers have to face and motivate them to accept them.

Leadership Style in terms of Intellectual Stimulation. A closer look at Table 3 would reveal that the principals' leadership style regarding intellectual stimulation was satisfactory with an average score of 3.22. It was manifested through the ability of principals to re-examine critical assumptions to question the appropriateness of an issue (3.27),

seek differing perspectives when solving problems (3.09), look at problems from many angles (3.23), and suggest new ways of looking at how to complete assignments (3.27).

Table 3:- Leadership Style in terms of Intellectual Stimulation

Indicators	Mean	Interpretation
2. My principal re-examine critical assumptions to question whether they are appropriate.	3.27	Satisfactory
8. My principal seeks differing perspectives when solving problems.	3.09	Satisfactory
30. My principal gets others to look at problems from many angles.	3.23	Satisfactory
32. My principal suggests new ways of looking at how to complete assignments.	3.27	Satisfactory
Average	**3.22**	**Satisfactory**

Evangelista (2014) mentioned that the leaders' ability to provide intellectual stimulation had the highest influence on teacher self-efficacy. It is essential that leaders influence their follower by means of delivering them avenues to think critically of difficult situations and be an example of critical thinking especially in times when the management is at risk.

Leadership Style in terms of Individual Consideration. Analysis of the data in Table 4 would reveal that the leadership style of principals in terms of individual consideration was satisfactory as shown by the average score of 3.24. It was manifested through the effort of the principals to spend time in teaching and coaching (3.18), treat others as individuals with different needs, abilities, and aspirations from others (3.32), and help others to develop their strengths (3.32).

Table 4:- Leadership Style in terms of Individual Consideration

Indicators	Mean	Interpretation
15. My principal spends time teaching and coaching.	3.18	Satisfactory
19. My principal treats others as individuals rather than just a member of the group.	3.16	Satisfactory
29. My principal considers an individual as having different needs, abilities, and aspirations from others.	3.32	Satisfactory
31. My principal helps others to develop their strengths.	3.32	Satisfactory
Average	**3.24**	**Satisfactory**

According to Ogola, et al. (2017), the individual consideration offered to every subordinate by the leaders tends to increase the effectiveness and satisfaction level of employees. Leaders with personal consideration qualities encouraged communication in the organization as an essential mechanism that leads to an organization functioning as planned.

Leadership Style in terms of Contingent Reward. The data in Table 5 revealed that the transformational leadership of principals in terms of contingent reward was very satisfactory as shown by the average score of 3.51. This leadership was being able to provide assistance in exchange for the efforts of their subordinates (3.44), discuss in specific terms who is responsible for achieving performance targets (3.63), make clear what one can expect to receive when performance goals are achieved (3.35), and express satisfaction when they meet expectations (3.61).

Table 5:- Leadership Style in terms of Contingent Reward

Indicators	Mean	Interpretation
1. My principal provides others with assistance in exchange of their efforts.	3.44	Satisfactory
11. My principal discusses in specific terms who is responsible for achieving performance targets.	3.63	Very Satisfactory
16. My principal makes clear what one can expect to receive when performance goals are achieved.	3.35	Satisfactory
35. My principal expresses satisfaction when others meet expectations.	3.61	Very Satisfactory
Average	**3.51**	**Very Satisfactory**

Leadership in contingent reward entails clarification of roles and requirements from leaders to followers, and at the same time offers rewards contingent to the completion of obligations (Hoxha and Hyseni-Duraku 2017). In this sense, teachers do believe that their principals do not only support their needs emotionally and professionally. They were also in return rewarded to increase productivity and their morale. But one cannot deny that nothing is nobler when someone does his/her job faithfully without expecting anything material.

Leadership Styles in terms of Management-by-Exception (Passive and Active). The data in Table 6 revealed that the leadership style of principals in terms of passive management-by-exception was satisfactory as shown by the average score of 2.78. This leadership was demonstrated by the following behavior of principals, to wit: fail to interfere until problems become serious (2.81), wait for things to go wrong before taking action (2.58), show that they believe in "if it ain't broke, don't fix it" (2.93), demonstrate that problems must become chronic before they take action (2.79).

Table 6:- Leadership Styles in terms of Management-by-Exception (Passive)

Indicators	Mean	Interpretation
3. My principal fail to interfere until problems become serious.	2.81	Satisfactory
12. My principal waits for things to go wrong before taking action.	2.58	Satisfactory
17. My principal shows that I am a firm believer in "if it ain't broke, don't fix it"	2.93	Satisfactory
20. My principal demonstrates that problems must become chronic before he/she takes action.	2.79	Satisfactory
Average	**2.78**	**Satisfactory**

This means that school principals cannot be able to supervise all activities in the organization. Hence, they concentrate their energies on the most critical issues, and not to devote most of the time to search for situations that have different results than planned or predicted and leave the routine work to the staff as long as it is according to standards, without any deviation.

Meanwhile, it may be gleaned in Table 7 that active leadership was satisfactory as shown by the average score of 3.17. The dynamic indicators are: focus attention on irregularities, mistakes, exceptions, and deviations from standards (3.03), concentrate their full attention on dealing with errors, complaints, and failures (3.17), keep track of all mistakes (3.18), and direct their attention towards failures to meet standards (3.29).

Table 7:- Leadership Styles in terms of Management-by-Exception (Active)

Indicators	Mean	Interpretation
4. My principal focus attention on irregularities, mistakes, exceptions and deviations from standards.	3.03	Satisfactory
22. My principal concentrate his/her full attention on dealing with mistakes, complaints, and failures.	3.17	Satisfactory
24. My principal keeps track of all mistakes.	3.18	Satisfactory
27. My principal directs his/her attention towards failures to meet standards.	3.29	Satisfactory
Average	**3.17**	**Satisfactory**

This means that school principals have the power over important decisions, which can be demotivating for employees at a lower level. Teachers who deviate from the standard procedures because of compliance failures are considered difficult to manage and typically find themselves with limited job duties and ultimately abandoned.

In the study conducted by Hoxha and Hyseni-Duraku (2017), the leadership style in terms of active management-by-exception was significantly associated with attributes of self-efficacy, whereas passive management-by-exception was the leadership trait that was correlated negatively with self-efficacy.

Leadership Style in terms of Laissez-Faire Leadership. Data analysis in Table 9 would show that the laissez-faire leadership style of principal was satisfactory with an average score of 2.7. This means that principals avoid getting

involve when essential issues arise (2.72), absent when needed (2.68), avoid making decisions (2.78), and delay responding to urgent questions (2.64).

Table 8:- Leadership Style in terms of Laissez-Faire Leadership

Indicators	Mean	Interpretation
5. My principal avoids getting involve when important issues arise.	2.72	Satisfactory
7. My principal is absent when needed.	2.68	Satisfactory
28. My principal avoid making decisions.	2.78	Satisfactory
33. My principal delays responding to urgent questions.	2.64	Satisfactory
Average	**2.7**	**Satisfactory**

According to Chaudhry and Javed (2012), laissez-faire leadership means being uninvolved in the work of the unit. It is difficult to defend this type of leadership unless the subordinates of leaders are expert and well-motivated specialists and are independent individuals. In short, principals in this sense let their group members make decisions for themselves.

Leadership Style in terms of Extra-Effort. It was shown in Table 9 that the leadership style of principals in terms of extra-effort got a satisfactory rating with an average score of 3.34. It means to say that principals get others to do more than they expected to do (3.28), heightens others' desire to succeed (3.39), increase others' desire to try harder (3.36). It may be inferred from the findings that the principals likewise exert extra effort to motivate teachers to work hard to achieve their goals.

Table 9:- Leadership Style in terms of Extra-Effort

Indicators	Mean	Interpretation
39. My principal gets others to do more than they expected to do.	3.28	Satisfactory
42. My principal heightens others' desire to succeed.	3.39	Satisfactory
44. My principal increase my desire to try harder.	3.36	Satisfactory
Average	**3.34**	**Satisfactory**

Leadership Styles in terms of Effectiveness. In Table 10, the leadership style of principals in terms of effectiveness would show a very satisfactory rating with an average score of 3.51. This was specified by their ability to be effective in meeting others' job related needs (3.52), in representing others to the higher authority (3.41), in meeting organizational requirements (3.53), in leading a group that is effective (3.59).

This means that for a school principal to become an effective leader, they must begin with the development of a school-wide vision of commitment to high standards and the success of all students. In other words, the school principals need to spell out the image and strategize how to get there.

Table 10:- Leadership Styles in terms of Effectiveness

Indicators	Mean	Interpretation
37. My principal is effective in meeting others' job-related needs.	3.52	Very Satisfactory
40. My principal is effective in representing others to higher authority.	3.41	Satisfactory
43. My principal is effecting in meeting organizational requirements.	3.53	Very Satisfactory
45. My principal leads a group that is effective.	3.59	Very Satisfactory
Average	**3.51**	**Very Satisfactory**

Leadership Style in terms of Satisfaction. It is evident in Table 11 that teachers agreed that their principals are capable of using methods of leadership that are satisfying with a very satisfactory rating or mean score of 3.51. Teachers also agreed that their principals work satisfactorily as shown by the mean score of 3.52 utilizing an effective method of leadership (3.50).

Table 11:- Leadership Style in terms of Satisfaction

Indicators	Mean	Interpretation
My principal uses methods of leadership that are satisfying.	3.50	Very Satisfactory
My principal works in others in a satisfactory way.	3.52	Very Satisfactory

Average	3.51	**Very Satisfactory**

The findings indicate that the teachers believe that their school principals possess a high quality of leadership in terms of using innovative strategies for the attainment of their organizational goals and performing well for the benefit of the school-wide projects and programs.

Problem 2: Level of Teachers' Self-Efficacy
Boberg (2013) purported that teachers' self-efficacy plays a central role in organizational relationships, mediating all of the positive effects of context beliefs and a vast majority of the effects of transformational leadership behaviors Hosseingholizadeh et al., (2017) have supported this argument by confirming in their study the conceptual model affirming the impact of both principal and teacher beliefs (i.e., self-efficacy) on their behaviors and on teacher commitment. The authors emphasized the importance of highlighting and valuing teacher's self-efficacy because principals had strong feelings that behaviors of teachers impact on the self-efficacy.

Tables 12-14 show the level of teachers' self-efficacy in terms of student engagement, instructional strategies, and classroom management.

Accordingly, the data in Table 12 under teachers' self-efficacy in terms of student engagement revealed that teachers ensure that they get through to the most challenging students (7.22), help the students to think critically (7.12), motivate students who show low interest in school works (7.29), get students to believe that they can do well in school work (7.42), help their students value learning (7.58), foster student creativity (7.3), improve the understanding of the students who are failing (7.35), and assist families in helping their children to do well in school (7.4).

Table 12:- Level of Teachers' Self-Efficacy in terms of Student Engagement

Indicators	Mean	Interpretation
1. How much can you do to get through to the most difficult students?	7.22	High
2. How much can you do to help your students think critically?	7.12	High
4. How much can you do to motivate students who show low interest in school works?	7.29	High
6. How much can you do to get students to believe they can do well in school work?	7.42	High
9. How much can you do to help your students value learning?	7.58	High
12. How much can you do to foster student creativity?	7.3	High
14. How much can you do to improve the understanding of your student who is failing?	7.35	High
22. How much can you assist families in helping their children do well in school?	7.4	High
Average	**7.34**	**High**

As a whole, high level of teachers' self-efficacy was observed in terms of student-engagement as shown by the mean value of 7.34.

In terms of instructional strategies, high level of teachers' self-efficacy was noted as shown by the obtained mean value of 7.39. Eight indicators were highly observed: respond to difficult questions from their students (7.39), gauge students' comprehension of what they have taught (7.32), craft right questions for your students (7.24), adjust their lesson to the proper level for individual students (7.46), use a variety of assessment strategies (7.36), provide an alternative explanation or example when students are confused (7.58), implement alternative approaches in their classroom (7.43), and offer appropriate challenges to much capable students (7.39).

Table 13:- Level of Teachers' Self-Efficacy in terms of Instructional Strategies

Indicators	Mean	Interpretation
7. How well can you respond to difficult questions from your students?	7.39	High
10. How much can you gauge students' comprehension of what you have taught?	7.32	High
11. To what extent can your craft good questions for your students?	7.24	High
17. How much can you do to adjust your lesson to the proper level for individual	7.46	High

student?		
18. How much can you use a variety of assessment strategies?	7.36	High
20. To what extent can you provide an alternative explanation or example when students are confused?	7.58	High
23. How well can you implement alternative strategies in your classroom?	7.43	High
24. How well can you provide appropriate challenges for much capable students?	7.39	High
Average	**7.39**	**High**

Analysis of the data presented in Table 14 revealed that teachers' self-efficacy in terms of classroom management was perceived to be "high" (7.45) through eight different indicators namely: teachers control disruptive behavior in the classroom (7.38), make their expectation clear about their students' behavior (7.35), establish routines to keep activities running smoothly (7.32), get children to follow classroom rules (7.44), calm student who is disruptive or noisy (7.64), establish a classroom management system with each group of students (7.68), keep a few problem students from ruining an entire lesson (7.47), and be able to respond to defiant students (7.35).

Table 14:- Level of Teachers' Self-Efficacy in terms of Classroom Management

Indicators	Mean	Interpretation
3. How much can you do to control disruptive behavior in the classroom?	7.38	High
5. To what extent can you make your expectation clear about student behavior?	7.35	High
8. How well can you establish routines to keep activities running smoothly?	7.32	High
13. How much can you do to get children to follow classroom rules?	7.44	High
15. How much can you do to calm student who is disruptive or noisy?	7.64	High
16. How well can you establish a classroom management system with each group of students?	7.68	High
19. How well can you keep a few problem students from ruining an entire lesson?	7.47	High
21. How well can you respond to defiant student?	7.35	High
Average	**7.45**	**High**

Problem 3: Effects of School Principals' Transformational Leadership Styles on Teachers Self-Efficacy
In this study, it was hypothesized that school principals' transformational leadership styles do not significantly affect teachers' self-efficacy. To determine the extent of effects of the transformational leadership styles of school principals on self-efficacy of teachers, the data were subjected to multiple correlations and regression analysis, and the data gathered were summarized in Table 15.

Table 15:- Regression Analysis of Transformational Leadership Styles of School Principals on Teachers' Self-Efficacy

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	7.689	0.292		26.344	0
Idealized influence	0.017	0.022	0.05	0.757	0.45
Inspiration Motivation	0.013	0.068	0.012	0.185	0.853
Intellectual Stimulation	0.043	0.024	0.122	1.834	0.068
Individual Consideration	0.018	0.026	0.045	0.699	0.485
Contingent Reward	0.068	0.028	0.345	2.457	**0.015**
Passive	0.01	0.012	0.058	0.887	0.376
Active	0.023	0.018	0.079	1.241	0.216
Laissez-faire	0.01	0.011	0.058	0.904	0.367
Extra-fort	0.027	0.015	0.114	1.786	0.075
Effectiveness	0.08	0.031	0.351	2.564	**0.011**
Satisfaction	0.006	0.015	0.024	0.361	0.718
R-squared = .069					
F-value = 1.643					
p-value = .088					
alpha = 0.05					

Results of the regression analysis indicate that all eleven variables of the transformational leadership styles of school principals affect teachers' self-efficacy to a different extent as shown by the non-zero coefficients. A closer look at the obtained B coefficients, one could deduce that two variables yielded B coefficients of 0.08 (effectiveness) and 0.06 (contingent reward) with associated probability less than the significance level set at 0.05. This means that effectiveness and contingent reward significantly affect teachers' self-efficacy that for every unit improvement in effectiveness and contingent reward, teachers' self-efficacy can be expected to increase by 0.08 and 0.06 respectively. The rest of the variables also affect the teachers' self-efficacy but not to a significant extent.

Analysis of the sustained Beta coefficients would reveal that of the eleven variables of transformational leadership styles of school principals, effectiveness and contingent reward appeared to be the best predictors of teachers' self-efficacy.

Results of the analysis of variance of the regression of school principals' transformational leadership styles on teachers' self-efficacy revealed an F-value of 1.643 with a p-value of 0.088. Since the associated probability of the obtained F-value is higher than alpha (0.05), the null hypothesis has to be sustained. This means that the eleven (11) transformational leadership styles do not exert significant combined effects on teachers' self-efficacy.

Problem 4: Management Implications Drawn from the Findings of the Study
The following are some significant management implications drawn from the findings of the study:
1. School principals are challenged to exercise more active involvement and participation in planning and implementing school activities as well as in decision making and in responding to urgent demands.
2. School principals are also challenged to tap their teachers in building their confidence, inspiring them, including them in decision-making processes, and in deepening principal-teacher relations through coaching and proper mentoring.
3. School principals need to enhance the clarification of roles and requirements from leaders to followers as well as the offering of rewards contingent to completion of work assignments and obligations. Doing these would result to increase the productivity of teachers.
4. Leadership effectiveness directly translates to the accomplishments of organizational goals and objectives. In this vein, enhancing the principals' competencies in doing strategic planning unit for a long way may define clearly the vision-mission statement of the school and effectively strategizing on how to get there.

Conclusions:-
Based from the findings of the study, the following conclusions were drawn:
1. The transformation leadership styles of school principals were generally satisfactory. The higher level of assessment was noted on inspirational motivation, contingent reward, effectiveness, and satisfaction.
2. Teachers' level of self-efficacy was manifested at the high level in terms of student engagement, instructional strategies, and classroom management - indicative of the teachers' capabilities to bring about desired outcomes of the student engagement and learning process.
3. The eleven (11) variables of the transformational leadership styles of school principals affect teachers' self-efficacy, but two (2) variables were found to the best predictors of teachers' self-efficacy, to wit: contingent reward and effectiveness.
4. Significant management implications were drawn from the findings of the study: (1) the need for the school principals to make more active involvement in planning and implementing school activities, (2) the need to enhance the clarification of roles from leaders to followers, offering of contingent rewards towards work completion, (3) and the need to enhance school principals' competencies in doing strategic planning which may define clearly the schools' vision-mission statement near to its actualization.

Recommendations:-
Based on the conclusions of the study, the following recommendations are offered:
1. School principals may continue to enhance the satisfactory and very satisfactory ratings of their leadership skills. Further enhancement on the strategic planning and decision making are recommended.
2. Teachers may consider the continuous improvement of their self-efficacy in terms of student engagement, instructional strategies, and classroom management. They may enroll in post graduate studies as part of their professional growth and development.

3. School principals are challenged to further hone and advance their transformational leadership abilities according to the needs of the school and their teacher-subordinates.

They may attend supplemental trainings concerning leadership styles and conduct teacher needs assessment.

4. Significant insights can be learned from the management implications drawn from the study. It appears imperative that closer attention and consideration may be extended in the interest of further improvement and development of school management system.

Acknowledgement:-

References:-

1. Adam E. Nir, L. H. (2014). School principals' leadership style and school outcomes: The mediating effect of powerbase utilization. Journal of Educational Administration Vol. 52 No. 2, pp. 210-22.
2. Ahmad F. et al., (2014). Impact of Transformational Leadership on Employee Motivation in Telecommunication Sector. Journal of Management Policies and Practices. Vol. 2, No. 2, pp. 11-25.
3. Akan, D. (2013). The Relationship between School Principals' Leadership Styles and Collective Teacher Efficacy . Educational Research and Reviews, v8 n10 p596-601 .

4. Ames, K. C. (2013). Elementary Principal Leadership Practices, Attitudes, and Self-Efficacy about Teacher Evaluation in Title I Urban Schools Making Gains in Student Achievement. ProQuest LLC, Ed.D. Dissertation, Dowling College. 165 pp.

5. Arar, O. (2016). The Influence of the Principal's Leadership Style on the Teachers' Self-Efficacy and Extent of Burnout in an Arab Schools. The 2nd International Scientific Conference SAMRO 2016 West University of Timisoara .

6. Asuero, A. G., et al (2006). The Correlation Coefficient: An Overview. Critical Reviews in Analytical Chemistry. 36:41–59.

7. Balker, B. (2015). Defining an Empowering School Culture (ESC): Teacher Perceptions. Issues in Educational Research, v25 n3 p205-225 2015. 21 pp.

8. Bandura, A. (In press). An agentic perspective on positive psychology. In S. J. Lopez (Ed.). Positive psychology: Expecting the best in people (Vol. 1). New York: Praeger

9. Bass, B. M. & Avolio, B. J. (2000). MLQ Multifactor Leadership Questionnaire Redwood City: Mind Garden.

10. Bilun, Y. (2012). The relationship between school principal leadership style and teacher efficacy : a case study. Institutional Repository http://ir.uitm.edu.my.

11. Birringer-Haig, J. I. (2014). Inspiring Teachers to Reflect and Ask for Feedback: An Interplay of Teachers' Self-Efficacy, Principals' Feedback, and Servant Leadership Characteristics. ProQuest LLC, Ed.D. Dissertation, St. John's University (New York), School of Education and Human Services. 473 pp.

12. Boberg, J. E. (2013). High School Principal Transformational Leadership Behaviors And Teacher Extra Effort During Educational Reform: The Mediating Role Of Teacher Agency Beliefs . The University Of Texas At Arlington.

13. Breaux, P. (2010). EMS Leadership Part 5: Idealized Influence Transformational Leadership in EMS. EMSWorld. retrieved from: https://www.emsworld.com/article/10319181/ems-leadership-part-5-idealized-influence-transformational-leadership-ems.

14. Chaudhry, A. Q., Javed Husnain (2012). Impact of Transactional and Laissez Faire Leadership Style on Motivation. International Journal of Business and Social Science Vol. 3 No. 7; April 2012.

15. Damanik, E. (2014). Principal Leadership Style and Its Impact on School Climate and Teacher Self-Efficacy in Indonesian Schools. Science and Mathematics Education Centre.

16. Damanik, E., & Aldridge, J. (2017). Transformational Leadership and its Impact on School Climate and Teachers' Self-Efficacy in Indonesian High Schools. Journal of School Leadership, Vol. 27 Issue 2, p269-296. 28p.

17. Dou, D., Devos, G., & Valcke, M. (2016). The Effects of Autonomy Gap in Personnel Policy, Principal Leadership and Teachers' Self-Efficacy on Their Organizational Commitment. Asia Pacific Education Review, v17 n2 p339-353 .

18. Esther T. Canrinus, M. H.-L. (2012). Self-efficacy, job satisfaction, motivation and commitment: exploring the relationships between indicators of teachers' professional identity. Eur J Psychol Educ (2012) 27:115–132 DOI 10.1007/s10212-011-0069-2.

19. Eugenio S. Guhao, J. (2016). Conversational Leadership of School Heads and Teacher Sense of Self-Efficacy. International Journal of Education and Research.

20. Evangelista, A. B. (2014). Domains of Leadership Behavior of Administrators as Determinants of Self-Efficacy of Faculty in Engineering and ICT Schools . John Paul II College of Davao.

21. Gallante, P. E. (2015). Principal Leadership Behaviors and Teacher Efficacy. Walden Dissertations and Doctoral Studies.

22. Helber, J. D. (2015). Self-Efficacy and Instructional Leadership: Does Mentoring Make a Difference? . Eastern Michigan University DigitalCommons@EMU.

23. Hibbard, B. L. (2016). Teacher Perception of Principal Leadership Pratices: Impacting Teachers' Sense of Self-Efficacy in Rural Appalachia Kentucky. ProQuest LLC, Ed.D. Dissertation, Eastern Kentucky University , 200.

24. Hosseingholizadeh, R. (2017). Do beliefs make a difference? Exploring how principal self-efficacy and instructional leadership impact teacher efficacy and commitment in Iran. Educational Management Administration and Leadership.

25. Ibrahim Duyar, S. G. (2013). Multilevel analysis of teacher work attitudes: The influence of principal leadership and teacher collaboration. International Journal of Educational Management, Vol. 27 Issue: 7, pp.700-719, https://doi.org/10.1108/IJEM-09-2012-0107.

26. James Virga, J. (2012). Examining The Perceptions And Sources Of The Self-Efficacy Beliefs Of Principals Of Highachieving   Elementary   Schools. https://drum.lib.umd.edu/bitstream/handle/1903/13141/VirgaJr_umd_0117E_13355.pdf?sequence=1.

27. Kaminski, J. L. (2013). High School Principals' Leadership Styles and their Impact on Teacher Efficacy . Master's Theses and Doctoral Dissertations. 603 http:/commons.emich.edu/theses/603.

28. Kass, E. (2013). "A Compliment is all I need" – Teachers Telling Principals How to Promote Their Staff's Self-Efficacy. Alberta Journal of Educational Research, Vol. 59, No. 2, , 208-225 .

29. Kirk, J. M. (2016). Principal Leadership and Teachers' Sense of Self-Efficacy: A Meta-Analysis. ProQuest LLC. East Eishenhower Parkway.

30. Kosar, S., Kilinç, A. Ç., Er, E., Ögdem, Z., & Savas, G. (2014). Examining the Relationships between Primary School Principals' Power Styles and Teachers' Professional Behaviors. Alberta Journal of Educational Research, v60 n2 p322-338.

31. Lacks, P. K. (2016). The Relationships Between School Climate, Teacher Self-Efficacy,And Teacher Beliefs. Liberty University, Lynchburg, Virginia.

32. Lambersky, J. (2016). Understanding the Human Side of School Leadership: Principals' Impact on Teachers' Morale, Self-Efficacy, Stress, and Commitment. Leadership and Policy in Schools, v15 n4 p379-405 2016. 27 pp Taylor & Francis, Ltd. 325 Chestnut Street.

33. Lambersky, J. (2016). Understanding the Human Side of School Leadership: Principals' Impact on Teachers' Morale, Self-Efficacy, Stress, and Commitment. Journal Leadership and Policy in Schools Volume 15 - Issue 4.

34. Lee, K. A. (2015). The Influence Of Collective Instructional Leadership On Teacher Efficacy . Theses and Dissertations--Educational Leadership Studies University of Kentucky, kylelee0923@gmail.com Digital Object Identifier: http://dx.doi.org/10.13023/ETD.2016.

35. Linda Hoxha, Z. H.-D. (2017). The Relationship between Educational Leadership and Teachers' Self-efficacy. The European Journal of Social and Behavioural Sciences EJSBS Volume XX (eISSN: 2301-2218) .

36. Lu, J., Jiang, X., Yu, H., & Li, D. (2015). Building Collaborative Structures for Teachers' Autonomy and Self-Efficacy: The Mediating Role of Participative Management and Learning Culture. School Effectiveness and School Improvement, v26 n2 p240-257.

37. Luft, K. A. (2012). A Research Study of Transformational Leadership Comparing Leadership Styles of the Principal. ProQuest LLC, Ed.D. Dissertation, Duquesne University. 119 pp.

38. Mati Heidmets, K. L. (2014). School Principals' Leadership Style and Teachers' Subjective Well-being at School. Problems of Education in the 21st Century, 2014; 62(62) 40–50, ICID: 1133469.

39. Mehdinezhad, V., & Mansouri, M. (2016). School Principals' Leadership Behaviours and Its Relation with Teachers' Sense of Self-Efficacy. International Journal of Instruction, v9 n2 p51-60 Jul 2016. 10 pp.

40. Nelson, A. L. (2012). The Relationship Between Middle School Teachers' Perceptions of Principals ' Transformational Leadership Practices, Teachers ' Sense of Efficacy and Student Achievement. The University of Southern Mississippi The Aquila Digital Community .

41. Neuss, J. K. (2016). Principal Self-Efficacy in the Implementation of a standards based teacher evaluation reform. University of Louisville ThinkIR: The University of Louisville's Institutional Repository. Electronic Theses and Dissertations. https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=3587&context=etd.

42. Ogola, M. G. et al. (2017). The Influence of Individualized Consideration Leadership Behaviour on Employee Performance in Small and Medium Enterprises in Kenya. International Journal of Business and Social Science. Vol. 8, No. 2: p. 163-173.

43. Özer, N. (2013). Investigation of the Primary School Principals' Sense of Self-Efficacy and Professional Burnout. Middle-East Journal of Scientific Research 15 (5): 682-691.

44. Pearce, M. L. (2017). The Effects of Instructional Leadership on Teacher Efficacy . Kennesaw State University.

45. Rew, W. J. (2013). Instructional Leadership Practices and Teacher Efficacy Beliefs: Cross-National Evidence from Talis. Electronic Theses, Treatises and Dissertations.

46. Rhodes, C. (2013). Coaching and mentoring for self-efficacious leadership in schools . International Journal of Mentoring and Coaching in Education, Vol. 2 Issue: 1, pp.47-63, https://doi.org/10.1108/204668551311323087.

47. Richard, B. C. (2013). Elementary Teacher Perceptions of Principal Leadership, Teacher Self-Efficacy in Math and Science, and Their Relationships to Student Academic Achievement. ProQuest LLC, Ed.D. Dissertation, Dowling College. 202 pp.

48. Shalini Singh, R. S. (2017). Transformational Leadership Style and Self-Efficacy among Teaching Professionals . The International Journal of Indian Psychology.

49. Short, J. J. (2016). Teachers' Self-Efficacy and Their Perceptions of Principals' Transformational Leadership Practices . School of Education of Baker University .

50. Simmons, M. L. (2013). Teachers' Perceptions of Their Self-Efficacy and Effects of Principal Leadership Practices on Self-Efficacy Beliefs in Low and High-Performing Elementary Schools in South Carolina. ProQuest LLC, Ed.D. Dissertation, South Carolina St.

51. Siong, C. K. (2012). The Influence of Principals' Technology Leadership on Teachers' Self-Efficacy And Its Use in Teaching . Cognitive Sciences and Human Development UNIVERSITI MALAYSIA SARAWAK https://ir.unimas.my/14998/1/The%20Influence%20of%20Principal's%20Technology%20Leadership%20on%20Teachers'% (24pgs).pdf.

52. Tesauro, M. B. (2012). In Search of Coherence: To What Extent Is the Level of Congruence between Daily Actions and Espousals of Middle School Principals? ProQuest LLC, Ph.D. Dissertation, The Claremont Graduate University. 193 pp.

53. Tschannen-Moran, M & Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17, 783-805.

54. Tschannen-Moran, M., Salloum, S.J., & Goddard, R. (2014). Context matters: The influence of collective beliefs and shared norms. In H. Fives & M. Gregoire Gill (Eds.), International Handbook of Research on Teachers' Beliefs (pp. 301-316).

55. New   York:Routledge. Tschannen-Moran, M. & Chen, J. (2014). Focusing attention on beliefs about capability and knowledge in teachers' professional development. In L.E. Martin, S. Kragler, D.J. Quatroche, & K.L. Bauserman (Eds.), Handbook of Professional Development in Education: Successful Models and Practices, Pre-K12 (pp. 246-264). New York: The Guilford Press.

56. Uiterwijk-Luijk, L., Krüger, M., Zijlstra, B., & Volman, M. (2017). Inquiry-Based Leadership: The Influence of Affective Attitude, Experienced Social Pressure and Self-Efficacy. Journal of Educational Administration, v55 n5 p492-509 2017. 18 pp. http://dx.doi.org/10.1108/JEA-12-2015-0114.

57. Urton, K. (2014). Attitudes Towards Inclusion and Self-Efficacy of Principals and Teachers. Learning Disabilities: A Contemporary Journal 12(2), 151-168.

58. Vali Mehdinezhad, M. M. (2016). School Principals' Leadership Behaviours and its Relation with Teachers' Sense of Self-Efficacy . International Journal of Instruction Vol.9, No.2 e-ISSN: 1308-1470 www.e-iji.net p-ISSN: 1694-609X.

59. Wasserman, B.-e. Y. (2016). Relationship between the Principal's Leadership Style and Teacher Motivation. International Journal of Learning, Teaching and Educational Research Vol. 15, No. 10, pp. 180-192.

60. Zinke, A. F. (2013). The Relationship between Shared Leadership, Teacher Self-Efficacy, and Student Achievement . ProQuest LLC, Ph.D. Dissertation, The University of Southern Mississippi. 141 pp.