

EFFECTS OF TRANSFORMATIONAL SCHOOL LEADERSHIP PRACTICES ON SELF-EFFICACY AND COLLECTIVE EFFICACY OF TEACHERS PROFESSIONALLY QUALIFIED IN HIGHER EDUCATION

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ABSTRACT

The main purpose of this study is to find out the effect of core practices of transformational school leadership on self-efficacy and collective efficacy of teachers, who are qualified professionally in higher education. Survey research and causal comparative research used as method of study. A questionnaire has been developed to collect data for four transformational school leadership core practices: setting direction, developing people, redesigning the organization and improving the instructional programme. Teachers self-efficacy and collective teacher efficacy also have been collected from teachers with higher education in professional and academic qualification. The multiple regression analysis depicted that teachers' self efficacy and their collective efficacy significantly and highly affected by principals' transformational leadership practices at public and private institutes. The outcomes of the study will be supportive for teachers' self efficacy and collective efficacy, encouraging teamwork, supporting system of the schools aligned with transformational leadership of principals. **Keywords:** Transformational school leadership, self efficacy, collective teacher efficacy, developing people, setting directions, redesigning the organization and improving the instructional programme.

INTRODUCTION

Teachers are the one who educate people and for generations they have been playing a vital role in educating students in schools. They have contributed significantly in the learning outcomes of the students (Dellinger, Olivier, Bobbett, & Ellett, 2008).

A lot of struggle has been done to motivate teachers to enhance themselves professionally in their careers, so that they may produce educated and better young lot of students. Throughout all formal educational stages, teachers have been the people in front line, who educate and bring great impact to every new generation in the country. Current education system of Pakistan is constantly reviewing and bringing changes in education policies. So school teachers are all-important people helping out in execution of educational policies and plans (Park, Henkin, & Egly, 2005; Chan, 2008). Therefore, teachers' self efficacy and their collective efficacy is relevant here as they greatly affect learning outcomes of the students (Robinson, Lloyd, & Rowe, 2008; Capara, Barbaranelli, Steca, & Malone, 2006; Dellinger, Olivier, Bobbett, & Ellett, 2008). It has also been observed that teachers having higher level of self efficacy are able to do their job of teaching more effectively (Ware & Kitsantas, 2007; Ross, J. A., Gray, 2006).

A principal or head master is the leader and manager of a school. A School leader provides leadership to the staff and the students. It is included in his duty to plan and manage available resources and to look after the day to day administration of the school. Transformational school leadership is a course through which a leader's qualities like his charisma or personality strength, influence the followers, motivation of the subordinates, helping the employees to excel themselves; and to strive for the higher goals (Bass, 1990). According to findings of a large number of studies school leadership plays a key role in the effectiveness of school organizations (Brauckmann & Pashiardis, 2009).

Self-efficacy is having a positive belief or self dependency that one has ability to do some specific kind of tasks (Bandura, 1997). While, according to Skaalvik (2010) self efficacy is belief of an individual teacher in his own ability that he is able to perform certain pedagogical practices which are necessary to achieve already set educational goals. In the previous research studies, teachers who have been found with significantly strong beliefs, have the following characteristics:

- They are more content with their jobs (Trentham, Silvem & Brogdon, 1985)
- Higher level of commitment is demonstrated by them (Trentham, Silvem & Brogdon, 1985)
- They tend to be least absent (McDonald & Siegall, 1992)

Bandura (1997) refers to collective teacher efficacy as shared belief of a group of teachers that they have certain capability to organize and execute the required plan or action which produces desired results according to specified goals. There have been, also, found positive and significant effect of collective teacher efficacy on achievements of the students (Bandura 1993).

TRANSFORMATIONAL SCHOOL LEADERSHIP MODEL

Kenneth Leithwood and his associates presented transformational school leadership model. (Leithwood et al. 1994; Leithwood & Jantzi, 2002; Leithwood & Sun, 2012). This model represents core practices of a transformational leader that affect teaching and learning in a school, where these are applied. Instructional leaders who have transformational leadership qualities are able to produce a positive significant effect on instruction.

Leithwood (1999, 2002) worked on developing and testing four core practices of transformational leadership, namely setting direction, redesigning the organization, developing people and improving instructional program. These four core practices have been discussed in detail as follows:

1. Setting directions

First of four core practices of transformational leadership practices, is setting direction which refers to development of a shared or collective vision, making goals of the group accepted and effectively communicating high level of expectations.

2. Redesigning the organization

This second of four main core practices is mainly concerned about strengthening culture of a school, it's building structure which makes engagement and collaboration of the parents and the community.

3. Developing people

This core practice of is about developing people by stimulating them intellectually, modelling expected valued behaviours, beliefs and values. Leaders also encourage teachers to evaluate their own practices and improve them as required.

3. Improving the instructional program

This fourth practice pertains to appropriately staffing a program, monitoring activities, offering support to the staff and teachers of the school and minimizing distractions which may affect work of teachers. It is also about protecting teachers whenever necessary.

In this research study two research questions were posed, which are given below:

1. What effect transformational leadership four core practices made on self-efficacy of teachers who have professional higher education qualification?
2. What effect transformational leadership four core practices made on collective of teachers who have professional higher education qualification?

METHOD

Sample and procedure

Ten government secondary schools (for boys and girls) of Lahore were selected as sample and ten private secondary schools (for boys and girls) A total sample of 320 secondary school male and female teachers was selected. Two stage sampling technique has been employed, at first stage ten public and ten private schools were selected in clusters. In second stage samples were selected randomly by obtaining school teachers list and drawing their names randomly from the lists.

Instrument

Transformational leadership has been outlined as a multidimensional construct which is based on primary four core practices measured in the questionnaire that was originally designed by Leithwood and his fellows (Leithwood and Jantzi, 2006; 1999). These four core practices have been recognized as:

1. Setting directions (for example: "The head of the school expects highly from us as being professional teachers")

2. Redesigning the organization (for example: “The head of the school encourages us for collaborative work among teachers”)
3. Developing the people (for example: “The head of the school encourages me to evaluate my own practices and improve these as needed”)
4. Improving the instructional program (for example: “The head of the school tend to protect the teachers whenever necessary”)

In order to measure self efficacy and collective efficacy of teachers who are professionally qualified in higher education, the instruments constructed by Skaalvik and Skaalvik (2007 & 2010) have been used. A questionnaire was designed which included questions regarding academic and professional qualification; and five point Likert scale for 40 items was used in order to know opinion of the respondents. This five point Likert scale followed the scheme as:

- 1 for “strongly disagree”
- 2 for “disagree”
- 3 for “neutral”
- 4 for “agree”
- 5 for “strongly agree”

DATA ANALYSIS

The data gathered through closed ended items and five point Likert scale was analyzed through version 21 of Statistical Packages for Social Sciences (SPSS). Multiple regression analysis has been applied in order to test the formulated hypothesis about relationship of transformational school leadership core four practices (Leithwood et al. 1999, 2006 & 2012) and self efficacy; and collective efficacy of the teachers who are professionally qualified in higher education.

Table 1. Results of multiple regression analysis: Self-efficacy as dependent variable

Predictors	β	<i>t</i>	<i>p</i>
Setting direction	0.267*	3.302	0.001
Redesigning the organization	0.185*	3.014	0.003
Developing people	0.215*	2.927	0.004
Improving the instructional program	0.075*	1.347	0.179

R=0.664, R²=0.441, R²(Adjusted)=0.435

**p*<0.05

In the above table results of multiple regression analysis have been mentioned. According to these results four core practices of transformational school leadership are significantly predicting self efficacy of teachers who are professionally qualified in higher education.. Here, value of adjusted R²=0.435 shows that these four transformational leadership core practices predicts only 43.5% of teachers’ self-efficacy.

According to the above table 1, four core practices of transformational leadership ie setting directions ($\beta=0.267$, *p*<0.05), redesigning the organization ($\beta=0.185$, *p*<0.05), developing people ($\beta=0.215$, *p*<0.05) and improving the instructional program ($\beta=0.075$, *p*<0.05) all contribute significantly to self-efficacy of the teachers professionally qualified in higher education and serving in secondary schools.

Table 2. Results of multiple regression analysis: Collective teacher efficacy as dependent variable

Predictors	β	<i>t</i>	<i>p</i>
Setting direction	.282*	3.687	0
Redesigning the organization	.159*	2.74	0.006
Developing people	.135*	1.95	0.052
Improving the instructional program	.228*	4.302	0

R=0.707, R²=0.500, R²(Adjusted)=0.494

* $p < 0.05$

In the above given table results of multiple regression analysis have been mentioned. These results show that four core practices of transformational school leadership are significantly predicting self efficacy of teachers who are professionally qualified in higher education and serving in secondary schools. Here, value of adjusted $R^2=0.494$ shows that these four transformational leadership core practices predicts only 49.4% of collective teacher efficacy.

According to the above table 2, four core practices of transformational leadership ie setting directions ($\beta=0.282$, $p < 0.05$), redesigning the organization ($\beta=0.159$, $p < 0.05$), developing people ($\beta=0.135$, $p < 0.05$) and improving the instructional program ($\beta=0.228$, $p < 0.05$) all contribute significantly to collective efficacy of the teachers professionally qualified in higher education and serving in secondary schools.

CONCLUSION AND IMPLICATIONS

This research study presents an insight into the four core practices of transformational school leadership and its relationship with self-efficacy; and collective efficacy of the teachers professionally qualified in higher education and also serving in secondary schools of Lahore, Pakistan.

Previous research studies also suggest that core practices of transformational school leadership have positive and significant effect on self efficacy of the teachers (Ross & Gray, 2006; Horn-turpin, 2009; Leithwood et al. 1994) and the same goes to the positive and significant effect of these core practices of transformational leadership on the collective teacher efficacy (Ross and Gray 2006; Demir 2008; Walumbwa et al. 2004). The findings of this research paper also serve as support to the potential implications for educational leadership and the management to have a look at their own current leadership practices and review it for improvement and refinement. This paper also seeks to contribute its share in progressing the educational leadership of schools regarding apprehension of the basic transformational leadership core practices and its impact on self-efficacy of the teachers and their collective efficacy as well. This will further help in facilitating and improving quality of teaching as well as learning in the classroom. The head of the schools would be able to know which factor to be focused more in order to boost self efficacy and collective efficacy of teachers as well.

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