

CORRELATES SELF-EFFICACY AND LEADERSHIP ROLE OF TEACHERS IN PRIVATE SCHOOLS

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Abstract.

This study aimed to determine the relationship between self-efficacy and leadership role of teachers. This study used the non-experimental quantitative research design employing descriptive-correlational techniques. Respondents of the study were 121 teachers in secondary and elementary in private schools of Kidapawan City. Sample size was determined through Slovin formula. Simple random sampling was employed in the selection of the respondents. Results revealed that the high level of teachers' self-efficacy manifests the strong beliefs of teachers in success in accomplishing goals or tasks in teaching-learning process. On other hand, the high level of leadership roles of teachers indicates that teachers consistently concern their various roles as teacher leader in the teaching-learning process. However, results disclosed that self-efficacy has no significant link to teachers' leadership roles. Hence, other factors are considered for further investigation to identify the predictors of leadership roles.

Keywords: education, self-efficacy, leadership role, teachers, private schools, correlation

INTRODUCTION

The nature of work in post-industrial society is changing significantly and this change affects the role of educational leader. Goodwin (2010) identified at least three new norms that are currently influencing the education system. The first, are classrooms that are becoming more and more diverse, almost regardless of location; the second, is that teachers can expect to work alongside colleagues who have not been recruited locally, or they themselves may be searching for regional or international teaching jobs; and the third, is that teachers will be instructing students who are not only diverse in culture, knowledge and skills but may enter the classroom

with very unique and challenging needs. This puts a demand on teachers' capacity to effectively handle the classrooms of today as effective instructional leaders.

Teachers' leadership role is significant in educational setting. As cited by Katzenmeyer & Moller (2001) that teacher leaders as those teachers, who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice therefore becomes necessary that teachers must possess the ability and capability to handle these changes to ensure their roles and functions remain relevant in schools (Omar et al., 2011, Duze, 2009, Stoll & Fink, 1996).

In this study, the variables are investigated to establish the connection to each other. The independent variable is teachers' self-efficacy while the dependent variable is teachers' leadership role. Teacher's leadership and efficacy are two constructs present in successful schools (Bandura, 2007, Marzano, Waters, & McNulty, 2005). Efficacy is defined as the capability to execute tasks successfully, is positively correlated to both teacher effectiveness and student achievement (Bandura, 1997). Teacher leaders serve as mentors and provide valuable guidance in collaborative planning and learning structures (Crowther, Kaagan, Ferguson, & Hann, 2000; Johnson & Donaldson, 2007). It is measured accordingly in leadership experiences.

It is the intension of the study to contribute to the ongoing discussion about self-efficacy by showing that it has a direct impact on teachers' leadership role. More specifically, this study deals with exploring the role of self-efficacy as an effect on leadership role. Self-efficacy is included because previous research demonstrated that this is relevant environmental supports for leadership role. However, previous research did not uncover the process on the relationship between self-efficacy and leadership role of a teacher. This study is designed to fill this gap by assuming that self-efficacy has an effect on leadership role.

METHOD

The researcher used the non-experimental quantitative research design employing descriptive- correlational techniques. Descriptive method was used in describing the respondents' profile, the level of teachers' self-efficacy and teachers' leadership role. The correlational method was used to correlate between self-

efficacy and teachers' leadership role.

Respondents of the study were 121 teachers in secondary and elementary in private schools in Kidapawan City. In this study, the researcher utilized adopted survey questionnaires. The questionnaires were divided into two (2) sections which served as an instrument in measuring data in this study. Primarily, the level of teachers' self-efficacy is measured in terms of efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. Secondly, teachers' leadership role is evaluated in terms of class pedagogical role, teacher's supervisory role, teachers' planning roles, and discipline role.

Prior to the administration of the survey questionnaires, a letter of permission was secured to conduct study on the relationship between self-efficacy on the leadership role of college teachers. The researchers asked the approval from the Vice President for Academic Affairs with consent from the subject adviser. Before the actual administration of the questionnaires, informed consent was required to ensure voluntary participation of the respondents to the study.

The researchers personally administered the distribution of the questionnaire. The aims of the investigations and the directions were clearly explained to the respondents so that valid data will be obtained. The researchers assured them that the responses will be treated confidentially. The questionnaire were collected and checked by the researchers before leaving the room to find out if the questionnaires were properly filled up by the respondents. Then data were tallied, tabulated, interpreted and analyzed.

The study employed the mean and Pearson Product Moment Correlation Coefficient as the statistical tools to analyze the data. Mean was used to describe the level of teachers' self-efficacy and level of teachers' leadership role. These were utilized to answer sub-problems number one to two. Likewise the Pearson Product Moment Correlation was employed to answer sub-problem number three to determine if self-efficacy has significant connection to teachers' leadership role.

RESULT AND DISCUSSIONS

Table 1 shows the high level of teachers' self-efficacy with the overall mean score of 4.32 and standard deviation of .142. It has been noted that teachers' efficacy in instructional strategies and efficacy in classroom management obtained the highest mean score of 4.41 with standard deviation .252 and .246 respectively and described as high level . On other hand, the lowest indicator having the mean score of 4.15 and standard deviation of .329 with the descriptive level of high is efficacy in students' engagement.

Level of Teachers' Self-Efficacy

Indicators	Mean	Std. Deviation	Descriptive Level
Efficacy in Student Engagement	4.15	.329	High
Efficacy in Instructional Strategies	4.41	.252	High
Efficacy in Classroom Management	4.41	.246	High
Overall Mean Score	4.32	.142	High

The finding of high level of teachers' self-efficacy means is attributed to teachers of being both effective in classroom instruction and classroom management. The findings support to the study of Albert Bandura (1997) that as individuals achieve success in accomplishing goals or tasks, they build a belief in their own personal efficacy. Successful experiences reinforce self-efficacy, but unsuccessful experiences will damage individuals' belief in their efficacy. Similarly, the result corroborates with the study of Klassen & Chiu (2010) that teachers who have positive classroom management experiences and student interaction tend to have greater self-efficacy in their teaching. Further, Weine (2000) and (Benhar, 2009) confirm that self-efficacy influence motivation, goal setting, and strategies. Finally, it also stems from Attribution Theory, where one believes their success in effecting an outcome is controllable by internal causes.

Level of Teachers' Leadership Role

As shown in table 2, the Teachers' Leadership Role is described as high with the overall mean score of 4.44 and standard deviation of .141. Teacher's discipline role garners the highest mean score of 4.63 with the standard deviation of .285 and described as high. It is followed by class pedagogical role obtaining the mean score of 4.58 and standard deviation of .203 with its descriptive level of high. Then the teacher's supervisory role got the mean score of

4.44 with standard deviation of .340 with the descriptive level of high. Teacher's planning role registered the lowest mean score of 4.07 and standard deviation of .340 with the high level of description.

Table 2
Level of Teachers' Leadership Role

Indicators	Mean	Std. Deviation	Descriptive Level
Class Pedagogical Role	4.58	.203	High
Teacher's Supervisory Role	4.44	.266	High
Teacher's Planning Role	4.07	.340	High
Teacher's Discipline Role	4.63	.285	High
Overall Mean Score	4.44	.141	High

Teachers' leadership role is oftentimes manifested by the teachers as indicative of high level. This implies that most of the time teachers play various roles as teacher leader in teaching-learning process. Teacher's leadership role within and beyond the classroom, identifies with and contributes to a community of teacher learners and leaders (Katzenmeyer and Moller 2001). This is supported by Marzano (2003) that teachers make a profound impact on student learning.

Relationship between Teaches' Self-efficacy and Teachers' Leadership Role

Results show that Pearson r of .059 and P-value .693 which is greater at 0.05 level of significance indicates positive correlation between self-efficacy and leadership role of the teachers. Hence, the null hypothesis that there is no significant relationship between self-efficacy and leadership role of the teachers is accepted.

Table 3
Relationship between Teaches' Self-efficacy and Teachers' Leadership Role

	Self-efficacy			
	Pearson r	P-value	Significance	Decision
Teachers' Leadership Roles	.059	.693	Not Significant	The null hypothesis is accepted

This is similar to the study of Teacher Self-Efficacy in Classroom Management Amongst Novice Middle School Teachers that teachers' self-efficacy has no link with teachers' leadership role. This

supports to the proposition of Livingston, 1992 that teachers' self-efficacy is not connected with teachers' leadership role. Carnegie, 1986; Holmes 1986 posited that teachers' self-efficacy does not significantly related to teachers' leadership role. However, several studies found of direct link between teachers' self-efficacy and teachers' leadership role. The study of Livingston in 1992 proves that teachers have often served as "representatives" rather than "leaders" who enact change.

CONCLUSION

The following conclusions were drawn from the findings. The high level of teachers' self-efficacy manifests the strong beliefs of teachers in success in accomplishing goals or tasks in teaching-learning process. On other hand, the high level of leadership roles of teachers indicates that teachers consistently concern their various roles as teacher leader in the teaching-learning process. However, self-efficacy has no significant link to teachers' leadership roles. Hence, other factors can be considered for further investigation as predictors of leadership roles.

RECOMMENDATION

In the light of the findings and conclusions, the researchers recommended the following: The high level of teachers' self-efficacy suggests that college teachers need to strongly develop their Efficacy in Student Engagement Efficacy, Efficacy in Instructional Strategies and Efficacy in Classroom Management. The high level of leadership roles of college teachers recommends to increase its maximum level by strengthening their Class pedagogical Role, enhancing their Teachers supervisory role, continuous improving their Teachers' planning roles and developing their Discipline Role. Results of the study recommend further investigations of other variables that influence leadership roles.

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