Transformational Leadership Style and Self-Efficacy among Teaching Professionals

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ABSTRACT

Our education system has been remoulding rapidly because of modernization. Transformational leadership style leads to favourable changes in those who follow. These leaders put in maximum efforts to increase the level of follower's awareness for valued outcomes by expanding and elevating their needs and encouraging them to transcend their self-interests. Transformational leadership plays pivotal role in promoting and managing school development by influencing the self-efficacy of teachers. Self-efficacy is one of the four major components of positive psychological capital .School is the first and foremost important platform of education. The present paper makes an attempt to study the relationship between transformational leadership style of principal and self-efficacy of school teachers. For this, a total sample of 120 (n=20 school principals having minimum 7-8yrs. experience and n= 100 school teachers having minimum 5yrs.experience of senior classes) were taken. The ratio was 1:5 (1 principal and 5 teacher from the same school). The scores of 1 principal were assigned to 5 teachers. Teacher self-efficacy scale by Schwarzer, Schmitz and Daytner and Multifactor Leadership Questionnaire by Bass and Avolio were used to measure the above variables. The data were analysed with the help of Correlation and Regression technique. Obtained findings revealed the positive correlation of idealized influence, individualized consideration, contingent reward, management-by-exception and laissez-faire leadership with self-efficacy.

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

The role of leadership and self-efficacy in teaching and learning continues enthrall researchers and practitioners. Copious of findings indicate that school leadership is the success key of the effectiveness of school organizations (e.g. Brauckmann & Pashiardis, 2009; Kythreotis & Pashiardis, 2006; Marzano, Waters, & McNulty, 2005). A head teacher or school principal is the most senior teacher, leader and manager of a school. School principals provide leadership to their

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staff and students. They also plan and manage the use of resources in schools and control the day-to-day administration.

Over the past four decades, Transformational Leadership has become increasingly popular. According to Burn (1978), transformational leadership is the engagement among people. Bass (1985) described transformational leadership as the most efficacious leadership for the success of an organization. Moreover, Bass (1990) underpinned that transformational leadership can be learned and be the subject of management training. One of the most important duties of a principal is to excite teachers with vision, and encourage them to work all together as a team (Leithwood, Jantzi, & Fernandez, 1994).

Transformational leadership is not just restricted to looking to the leader as the course or application of skill such as control, correspondence, management factor; however, it consider more on promotion of leadership philosophy hierarchy and the transformation of leadership idea. It is a course by which leader's quality such as charisma and personality strength influences the followers, encourage the need hierarchy and internal motivation of subordinate, assisting the employee to challenge and excel themselves and to work hard for the higher goal.

Day, Harris and Hadfield (2001) once concluded the research about leadership behaviour in school. Among them, forming the collective sense of worth, emphasizing the vision, laying stress on spiritual encouragement as well as offering support and consideration have been believed that these are the most effective leadership behaviour, while all of these are the core behaviours of transformational leadership. Past research showed that transformational leadership was a course of interrelationship and transaction between the leaders and employees. 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, charisma, inspiration and forming the common worth orientation.

Transformational leadership encompasses various components like:

i. ***Intellectual Stimulation*** – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.

ii. ***Individualized Consideration*** – It is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team.

iii. ***Inspirational Motivation*** – It is the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge

followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand.

iv.   *Idealized Influence* – The transformational leader serves as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize his or her ideals.

Self-efficacy is the positive belief or confidence in one's ability to perform specific tasks (Bandura, 1997). Some researchers have also conceptualized a generalized sense of self-efficacy (Schwarzer and Fuchs, 1995). General self-efficacy refers to a global confidence in one's coping ability across a wide range of demanding or novel situations. General self-efficacy aims at a broad and stable sense of personal competence to deal effectively with a variety of stressful situations (Scheier & Carver, 1988). Teacher self-efficacy is the belief that one is capable of exercising personal control over one's behaviour, thinking, and emotions. Effective teachers believe that they can make a difference in children's lives, and they teach in ways that demonstrate this belief. What teachers' believe about their capability is a strong predictor of teacher effectiveness. People who hold strong self-efficacy beliefs tend to be more satisfied with their job (Trentham, Silvern, & Brogdon, 1985), demonstrate more commitment (Trentham, et al. 1985), and have lower absenteeism (McDonald & Siegall, 1993).

There is compelling evidence that transformational leadership behaviors, significantly affect teachers' psychological states, such as, teaching efficacy, job satisfaction, and organizational commitment (Bass & Riggo, 2006; Leithwood, Jantzi, et al., 1999).

Objectives of the study:
1. To study the relationship between transformational leadership and self-efficacy among teaching professionals.
2. To study the impact of transformational leadership style of school principal on self-efficacy of school teachers.

Hypotheses of the Study:
1. There would be a significant relationship between transformational leadership and self-efficacy.
2. Transformational leadership would be effectively contributing in self-efficacy.

RESEARCH METHODOLOGY
Design:
A correlational design was employed to study the relationship between transformational leadership and self-efficacy among teaching professionals.

Sample:

A total sample of 120 (n=20 school principals having minimum 7-8yrs. experience and n= 100 school teachers having minimum 5yrs.experience of senior classes) were taken from public schools of Rohtak. The ratio was 1:5 (1 principal and 5 teacher from the same school). The scores of 1 principal were assigned to 5 teachers.

Tools:

1. **Teacher self-efficacy scale by Schwarzer, Schmitz and Daytner (1999):-** It was originally developed by Ralf Schwarzer, Gerdamarie S. Schmitz, & Gary T. Daytner in 1999. It is a 10-item scale designed to assess optimistic self-beliefs used to cope with a variety of demands in life. The scale is usually self-administered, as a part of a more comprehensive questionnaire. It requires 4 minutes on an average. Scoring of responses is made on a 4-point scale. It deals with four different areas:- (a) job accomplishment, (b) skill development on the job, (c) social interaction with students, parents, and colleagues, and (d) coping with job stress. The Reliability and validity are high.

2. **Multifactor Leadership Questionnaire**: It was developed by B. M. Bass and B. J. Avolio (1992). It is a twenty-one statement questionnaire designed to measure leadership on seven factors related to transformational leadership i.e. idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire leadership. Scoring of responses is made on a 5-point scale. The reliability and validity are high**.**

Procedure:

All the subjects were contacted individually with their consent. They were requested to give honest responses and to kindly co-operate. The confidentiality of information was also assured. All the tools were administered to the participants after rapport establishment and ensuring that appropriate instructions were given and understood individually for all the tests. The data hence collected was subjected to correlational and multiple regression analysis.

RESULTS AND DISCUSSION

Table 1, Correlation analysis

	Self Efficacy	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individualized Consideration	Contingent Reward	Management-By- Exception	Laissez- Faire Leadership
Self Efficacy	1.00							
Idealized Influence	.68	1.00						
Inspirational Motivation	.72	.58	1.00					
Intellectual Stimulation	.69	.52	.56	1.00				
Individualized Consideration	.67	.54	.55	.57	1.00			
Contingent Reward	.62	.60	.58	.52	.56	1.00		
Management-By- Exception	.68	.62	.54	.60	.62	.59	1.00	
Laissez- Faire Leadership	.65	.58	.56	.60	.68	.61	.62	1.00

*significant at 0.5 level

**significant at 0.1 level

Table 2, Regression Analysis

Predictors	Multiple R	R square	B	Variance
Idealized Influence	.537	.289	.768	.28 (28%)
Inspirational Motivation	.594	.353	1.145	.064 (6%)
Intellectual Stimulation	.608	.370	2.213	.017 (1%)
Individualized Consideration	.649	.421	1.414	.051 (5%)
Contingent Reward	.692	.478	1.088	.057 (5%)
Management-By-Exception	.698	.487	1.098	.009 (.9%)
Laissez-Faire	.560	.313	1.193	-0.17 (.1%)

The present study was conducted to find out the correlation between transformational leadership and self-efficacy; and to find out the impact of transformational leadership style of school principal on self-efficacy of school teachers. Correlation matrix shows that there is a significant relationship between transformational leadership dimensions and self-efficacy. The significant correlations between factors of transformational leadership and self-efficacy have range between .62 to .72 which shows very high positive correlation. Table 1 clearly revealed that self-efficacy has positive correlation with Idealized Influence (.68), Inspirational Motivation (.72), Intellectual Stimulation (.69), Individualized Consideration (.67), Contingent Reward (.62), Management-By-Exception (.68) and Laissez-Faire Leadership (.65). Results depict that if the person is high on self-efficacy then he/she would be high on transformational leadership traits. The present results are in accordance with the study conducted by Boberg, J.E (2013) stated that transformational leadership and teacher agency beliefs explained a significant amount of teacher differences in perceived school-wide extra effort. SEM also revealed that teacher agency beliefs mediated most of the effects of transformational leadership behaviours on teacher extra effort. Specifically, collective teacher efficacy played a central role in the relationships, mediating all of the positive effects of context beliefs and a vast majority of the effects of transformational leadership behaviours.

Ling, et al. (2015) also found a significant relationship between the dimensions in transformational school leadership and teacher efficacy.

The second objective of the study was to examine the impact of transformational leadership style of school principal on self-efficacy of school teachers. The regression analysis (table 2) revealed that Idealized Influence a potent predictor R= .537. The value of R square for the model is .289 which shows that 28% of variance in the criterion variable i.e. self-efficacy is explained or accounted by Idealized Influence, dimension of transformational leadership. This shows that principal's idealized influence bears a high significant impact on teacher's self-efficacy. The beta value showed that Idealized Influence has a significant positive relationship with criterion variable.

Further, Inspirational Motivation emerged as important predictor of self-efficacy in the model accounting for 6% of variance (R= .594 and R^2 = .353). Third factor in the model emerged of Individualized Consideration (R= .649 and R^2 = .420) and Contingent Reward (R= .692 and R^2 = .478) in the model accounting for 5% of variance in the criterion variable. Intellectual Stimulation (R= .608 and R^2 = .370) accounting for 1% and Management-By-Exception (R= .698 and R^2 = .487) accounting for .9% of variance in the criterion variable respectively. The present results are in accordance with the study conducted by Demir, (2008) indicated that transformational leadership behaviours of principals explained 35% of the variance of collective teacher efficacy, 49% of the variance of self-efficacy of teachers, and 58% of the variance of collaborative school culture.

CONCLUSION

Results of the study reveal that there is a high correlation between all the dimensions of transformational leadership and self-efficacy which proves the construct validation. And as predictor idealized influence is a highest contributor in self-efficacy although other dimensions also contributed effectively except laissez-fair leadership which is not contributing in positive direction.

LIMITATIONS

- Homogeneity in data
- Small sample size
- Assigned one score to five teachers

IMPLICATIONS

- Workshops should be conducted for authorities i.e. principals, boss or Head.
- Faculty development programmes should also be conducted in head offices where the teachers can also be benefitted.
- Although it is a small study, findings should be communicated to the higher education.
- Counselling sessions can be conducted for the teachers whose self-efficacy is not boosting up even under transformational leadership.

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