

A Review on Self-Efficacy and Job Satisfaction as indicators of Effective School Principal's Leadership Style

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Abstract

This review sought to investigate the importance of the relationship between the school principals' leadership styles and the teacher's sense of efficacy and job satisfaction. In the research article ("The Principals' Leadership Style and Its Impact on the Teachers' Self Efficacy and Job Performance in the Selected Secondary Schools," 2023), it was acknowledged the organization's contribution to its long-term success and production of high-quality results is highly dependent on its leaders and employees. The study sought to assess the impact of the principal's leadership style on the efficacy rate and job satisfaction of the teachers. The study was participated in by public high school teachers in selected secondary schools in the locality of Sta. Maria, Bulacan. The author used the descriptive correlation research technique since the study examined the influence of the leadership style of school principals on the self-efficacy and job satisfaction of the teachers. The discussion centers on transformational and transactional leadership as styles of leadership being investigated with the use of the Multifactor Leadership Questionnaire (MLQ) by Avolio and Bass (1997) and the Minnesota Satisfaction Questionnaire (MSQ) by Weiss, et. al. to identify the respondent's level of satisfaction with their work. Whereas, the teachers' self-efficacy, the Teachers' sense of Effectiveness Scale 1 was used, which consisted of 3 indicators - student engagement, instructional tactics, and classroom management. The study revealed that the principals' leadership styles significantly affect the sense of efficacy and job satisfaction of the teachers. It was further recommended that professional development programs should continue and be pursued along with other initiatives to enhance and empower teachers' job performance and satisfaction.

Keywords: educational leadership, self-efficacy, job satisfaction, transformational leadership, transactional leadership

INTRODUCTION

In pursuit of quality education, school leaders have a vital role to play in pushing for school reforms and promoting progress. School leaders uphold the responsibility of establishing the school's vision and guiding its path toward creating policies and practices that impact students' educational achievement.

With increased attention to educational reforms and demand for improved student achievement, effective leadership plays a critical part in the success of the school. It has been known that sustained school improvement is dependent upon effective leadership. It is a driving force that propels the vision, implementation, and sustainability of school reform efforts. In an educational setting, the school principal is regarded as a key educational leader and has the most opportunity to exercise leadership. Memorandum

No. 116 from the National Assembly of Educational Leaders of the Philippines through the Department of Education (DepEd) articulates the school leaders' role in upholding their values to promote dignity, integrity, and professionalism. This also establishes a sound relationship and good communication with their constituents. Likewise, this challenges the school leaders to learn continually and be responsive to the needs of the ever-changing society.

DepEd Memorandum 192, known as School Heads Development Program: Foundation Course, underscores the need for school leaders to continuously be involved in reskilling and upskilling to help their organization and their constituents as their response to changing skill demands. It is intended to improve leadership and management effectively in the core role of the school heads. Following the National Competency-Based Standards for the School Heads (NCBSS-SH), training programs consist of different domains - School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, HR Management and Professional Development, Parent Involvement and Community Partnership, School Management Operations, and Personal and Professional attributes and interpersonal effectiveness.

The main objective of this review is to submit propositions on how to further improve the study and contribute to teachers' performance and productivity. This focuses primarily on the assessment of how principals' leadership style impacts the self-efficacy and job performance of teachers.

METHOD

In the study (Cabuhat, 2023), the author used the descriptive correlation research technique, to examine the influence of leadership style of school principals on the self-efficacy and job satisfaction of the teachers. The discussion centers on transformational and transactional leadership as styles of leadership being investigated with the use of the Multifactor Leadership Questionnaire (MLQ) by Avolio and Bass (1997) and the Minnesota Satisfaction Questionnaire (MSQ) by Weiss, et. al. to identify the respondents' level of satisfaction with their work. Whereas, the teachers' self-efficacy, the Teachers' sense of Effectiveness Scale 1 was used, which consisted of 3 indicators - student engagement, instructional tactics, and classroom management.

The participants of this study are high school teachers who are currently employed at secondary schools and have willingly participated in the study. Six (6) secondary public schools were selected to participate within the locality of Sta. Maria Bulacan. The researcher used cluster random sampling in obtaining 386 participants, who participated in the survey.

It is essential to consider that the well-being and privacy of participants are protected when conducting a study. The researcher obtained the participants' informed consent – topic, purpose, confidentiality, voluntary participation, potential risks, and benefits, before conducting a survey. Demographic profiles were asked for analysis such as participant's name, age, gender, civil status, tenure, and position level. The participants were assured of the data privacy and how this information would be used in the study.

Result and Discussion

Leaders from various schools employ different management and leadership approaches and styles which may affect the organizational culture and outcomes. A leader's approach can influence their team's confidence in performing a task and their overall level of job satisfaction.

The Full-range Model of Leadership by Bass and Avolio has been extensively studied (Muenjohn & Armstrong, 2008), which describes the development of transformational and transactional leadership styles. Transformational leaders have the ability to inspire and motivate their team members. They can establish a sense of purpose and encourage their members to strive for excellence. Transformational leaders have 5 main characteristics (Bass & Avolio, 1994) - they promote a high level of trust; they effectively communicate a sense of purpose; they promote optimism and enhance team spirit and enthusiasm; they stimulate intellectual ability; and encourage a sense of individuality. Transactional leaders, on the other hand, focus primarily on task completion and rewards. They set clear goals and provide rewards or punishments based on performance to ensure they meet the team's expectations.

In the paper, the overall assessment of the principals' transformational leadership style across all schools obtained an average score, which is interpreted as a moderate level. This indicates that leaders can persuade their followers to align their goals, attitudes, and expectations to achieve common objectives. Likewise, the level of principals' transactional leadership style is also recorded at a moderate level, which suggests that leaders possess an acceptable ability to uphold order in the workplace by enforcing compliance from their followers through the combination of constructive feedback and consequences. This demonstrates how it influences teachers' motivation to deliver great service despite the challenges in their jobs. The more effectively administrators can manage their schools to fulfill their objectives, the stronger their transactional leadership qualities (Cabuhat, 2023).

Self-efficacy is the individual's level of confidence in their abilities. It is a strong predictor of how teachers perform a task and plays a vital role in determining the levels of satisfaction, effectiveness of teachers, and effort put into tasks which has a significant impact on the motivation and accomplishments of students. This is corroborated by the "Tschannen-Moran Model of Teacher Efficacy," which includes three factors: student engagement, instructional strategies, and classroom management. When teachers experience higher levels of success, these three factors are typically observed.

The study reveals that teachers have a strong perception of their effectiveness when it comes to student engagement. These findings show how teachers ensure engagement even with challenging students, foster critical thinking, manage disruptive behavior, capture the interest of seemingly uninterested students, establish standards for students' behavior, inspire students to have confidence in their abilities, respond to difficult questions and establish seamless routines to ensure efficient routine activities.

Moreover, the overall assessment of teachers' sense of efficacy in instructional strategies is also measured which shows an average level in this area. These indicate that teachers prioritize different aspects such as promoting student engagement, assessing student comprehension, enforcing classroom rules, managing difficult students, and assisting struggling students. Teachers' behavior in the classroom is influenced by their belief in their skills and abilities. Teachers with high levels of self-efficacy are more motivated to try new things, eager to utilize innovative approaches to students' needs, and proficient at supporting struggling students.

Classroom management is defined as non-instructional interactions that take place in the learning environment. It involves establishing a rapport with students and effectively managing the class. In this area, the study reveals an average score which suggests that teachers ensure that they adapt the lesson to suit their students' level, use a variety of assessment methods, handle disruptive students effectively, and ensure student understanding whenever confusion arises. Teachers who know how to manage their classes

effectively and efficiently can maximize instructional time, and reduce the possibility of stress and burnout, leading to a more satisfying job.

Based on the results, the overall job satisfaction of teachers is highly affected by scores of the principal's transformational and transactional leadership. A teacher's perception of the principal's transformational and transactional leadership styles has significantly impacted their overall job satisfaction. This indicates that leadership plays a vital role in motivating teachers at work, meeting their needs, and leading to satisfaction.

In general, the leadership styles followed by school leaders greatly impact the level of satisfaction that teachers experience. Effective leadership leads to a sense of fulfillment as it promotes high levels of motivation at work and addresses teachers' needs for success, self-actualization, autonomy, and recognition.

Conclusion

Based on the foregoing results and findings, there is a direct correlation between the leadership styles of school leaders and job satisfaction among teachers. The level of effectiveness among teachers in all areas was found to be quite high, indicating their ability to succeed even with the most challenging students. Teachers also expressed high levels of job satisfaction in both extrinsic and intrinsic aspects of their work. Internal and external rewards play a significant role in keeping them motivated. The overall perception of teacher effectiveness is greatly influenced by leadership styles – transformational and transactional leadership. This suggests that an effective leadership style can improve and enhance a teacher's perception of their effectiveness, leading to improvements in student engagement, instructional strategies, and classroom management.

Furthermore, future researchers should conduct studies to determine which of these two leadership styles, transformational and transactional, strongly affect self-efficacy and job satisfaction. Thus, how these leadership styles contribute to the examined attributes and enhancement of organizational cultures and outcomes may also be studied. This correlation can provide valuable insights for organizations seeking to improve leadership practices and enhance productivity initiatives and outcomes.

The participants of this study are high school teachers who are currently employed at secondary schools and have willingly participated in the study. Furthermore, in examining teachers' current employment status, the author may also consider the number of years they have been working at their respective schools and how long they have been in the teaching profession, as this could provide vital information for interpreting the study findings. This can further investigate how experience and longevity in the profession impact various aspects of education such as self-efficacy and job satisfaction.

To gain a deeper understanding and explore the influence of leadership styles on self-efficacy and job satisfaction, it would be valuable for future researchers to consider the experiences and perceptions of both public and private school teachers. By comparing these two groups, researchers can examine if there are notable differences in terms of self-efficacy and job satisfaction. This study can shed light on whether specific leadership styles are more effective in one educational setting than the other. Moreover, acknowledging the contributing factors to higher levels of self-efficacy and job satisfaction among teachers is crucial in creating a positive and sustainable working environment and improving the overall educational outcomes.

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