

# Impact of Leadership Style on Teacher Efficacy and Teacher Commitment in Senior Secondary Schools of Delhi NCR

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## Abstract

This research paper investigates the influence of teachers' leadership styles on teacher efficacy and teacher commitment in senior secondary schools in the Delhi NCR region. By analyzing the various leadership styles—transformational, transactional, and laissez-faire—and their impact on teachers' sense of efficacy and their commitment to the profession, this study aims to provide insights into effective leadership practices in educational settings. Data were collected through surveys administered to teachers and analyzed to understand the correlations and implications. The findings underscore the critical role of leadership in fostering an environment that promotes both high teacher efficacy and strong commitment, ultimately contributing to better educational outcomes.

**Keywords:** Leadership Style, Teacher Efficacy, Teacher Commitment

## Introduction

### Background

The role of teachers in shaping the future of students cannot be overstated. In the context of senior secondary schools, where students are at a critical juncture in their academic and personal development, the influence of teachers is particularly significant. Leadership within the educational environment plays a crucial role in shaping teachers' attitudes, behaviors, and overall effectiveness. Understanding how different leadership styles impact teacher efficacy and commitment can provide valuable insights for educational policy and school administration.

### Objectives

The primary objectives of this research are:

1. To examine the prevalent leadership styles among teachers in senior secondary schools in Delhi NCR.
2. To assess the impact of these leadership styles on teacher efficacy.
3. To evaluate the relationship between leadership styles and teacher commitment.
4. To provide recommendations for leadership practices that enhance teacher efficacy and commitment.

### Significance of the Study

This study is significant for several reasons:

- It addresses the gap in research regarding the specific context of Delhi NCR, a region with diverse educational settings.

- It provides empirical evidence on how leadership styles influence critical aspects of teaching performance and retention.
- It offers practical recommendations for school administrators and policymakers to improve teacher satisfaction and student outcomes.

## Literature Review

### Theoretical Framework

The theoretical framework for this study is based on the concepts of leadership styles, teacher efficacy, and teacher commitment. Leadership styles are broadly categorized into transformational, transactional, and laissez-faire. Each style has distinct characteristics and impacts on followers.

1. **Transformational Leadership:** This style involves inspiring and motivating followers to exceed expectations, fostering an environment of intellectual stimulation, and providing individualized support. Research shows that transformational leadership is associated with positive outcomes in educational settings, including increased teacher efficacy and commitment (Bass & Riggio, 2006).
2. **Transactional Leadership:** This style focuses on the exchanges between leaders and followers, where compliance is achieved through rewards and punishments. While transactional leadership can ensure task completion, its impact on intrinsic motivation and long-term commitment is often limited (Tavanti, M., 2008).
3. **Laissez-faire Leadership:** Characterized by a hands-off approach, laissez-faire leadership allows followers significant autonomy. However, this style can lead to a lack of direction and support, negatively impacting teacher efficacy and commitment (Yang, I., 2015).

### Teacher Efficacy

Teacher efficacy refers to a teacher's belief in their ability to affect student engagement and learning outcomes. It is a critical factor in teaching performance and student success. High levels of teacher efficacy are associated with increased job satisfaction, persistence, and resilience in the face of challenges (Klassen, 2011).

### Teacher Commitment

Teacher commitment involves the psychological attachment and dedication a teacher has to their profession, school, and students. It encompasses a commitment to the goals and values of the educational institution and a willingness to go above and beyond the basic requirements of the job (Razak, 2009).

### Previous Research

Several studies have explored the relationship between leadership styles and various outcomes in educational settings. Transformational leadership has consistently been linked to higher levels of teacher efficacy and commitment. In contrast, transactional leadership has shown mixed results, sometimes fostering compliance but not necessarily deep commitment. Laissez-faire leadership often correlates with lower levels of efficacy and commitment due to its lack of guidance and support.

## Methodology

### Research Design

This study employs a quantitative research design using a survey method to collect data from teachers in senior secondary schools in Delhi NCR. The survey includes questions designed to measure leadership styles, teacher efficacy, and teacher commitment.

## Participants

The participants of this study are teachers from senior secondary schools across various districts in Delhi NCR. A stratified random sampling method ensures a representative sample across different types of schools (public, private, and semi-private).

## Instruments

1. **Leadership Style Questionnaire:** Measures the perceived leadership style of teachers using a Likert scale.
2. **Teacher Efficacy Scale:** Assesses teachers' self-reported efficacy in instructional strategies, classroom management, and student engagement.
3. **Teacher Commitment Scale:** Evaluates teachers' commitment to the profession, their school, and their students.

## Data Collection

Surveys were distributed both electronically and in paper form to ensure maximum participation. Data collection occurred over a two-month period, with follow-up reminders to increase response rates.

## Data Analysis

Data were analyzed using statistical software. Descriptive statistics provided an overview of the demographic data and the prevalence of different leadership styles. Correlation and regression analyses were conducted to determine the relationships between leadership styles, teacher efficacy, and teacher commitment.

## Results

### Descriptive Statistics

The demographic characteristics of the sample included age, gender, years of experience, and type of school. The distribution of leadership styles revealed that transformational leadership was the most prevalent, followed by transactional and laissez-faire styles.

### Correlation Analysis

The correlation analysis indicated significant positive relationships between transformational leadership and both teacher efficacy and teacher commitment. Transactional leadership showed a moderate positive correlation with teacher efficacy but a weaker correlation with teacher commitment. Laissez-faire leadership was negatively correlated with both efficacy and commitment.

### Regression Analysis

Regression analysis further elucidated the impact of leadership styles on teacher efficacy and commitment. Transformational leadership emerged as the strongest predictor of both outcomes, explaining a significant portion of the variance in teacher efficacy and commitment. Transactional leadership also contributed to explaining teacher efficacy but was less influential on commitment. Laissez-faire leadership had a negligible or negative impact.

## Discussion

### Interpretation of Results

The results support the hypothesis that transformational leadership positively influences teacher efficacy and commitment. This finding aligns with previous research suggesting that inspirational and supportive leadership practices enhance teachers' confidence and dedication. The mixed results for transactional leadership indicate that while clear expectations and rewards can improve efficacy, they do not necessarily

foster deep commitment. The negative impact of laissez-faire leadership underscores the importance of active and engaged leadership in educational settings.

### **Implications for Practice**

The findings of this study have several practical implications:

- School administrators should prioritize transformational leadership development programs to enhance teacher efficacy and commitment.
- Professional development initiatives should focus on building leadership skills that inspire and motivate teachers.
- Policies should be implemented to minimize laissez-faire leadership practices, promoting more structured and supportive environments.

### **Limitations and Future Research**

This study has some limitations, including the reliance on self-reported data, which may be subject to biases. Future research could use longitudinal designs to track changes in teacher efficacy and commitment over time and include qualitative methods to gain deeper insights into teachers' experiences.

### **Conclusion**

This research highlights the significant impact of teachers' leadership styles on teacher efficacy and teacher commitment in senior secondary schools of Delhi NCR. Transformational leadership, in particular, plays a crucial role in fostering an environment where teachers feel confident and dedicated to their profession. By promoting effective leadership practices, educational institutions can enhance the overall quality of education and support the professional growth of teachers.

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