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## RESEARCH ARTICLE

# PRINCIPALS' LEADERSHIP BEHAVIORS AND TEACHERS' EFFICACY IN THE PUBLIC SECONDARY SCHOOLS

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### Abstract

This study explores the relationship between principals' leadership behaviors and teachers' efficacy for sustainable student learning in secondary schools in Isabela. Utilizing a descriptive-correlational research design, the study employed questionnaires on administrators' leadership behaviors and teachers' sense of efficacy (Bulach et al., 1998; Tschannen-Moran & Woolfolk Hoy, 2001). Data were collected from 329 teachers and 14 principals across public secondary schools in Isabela during the School Year 2021-2022. Descriptive statistics, including frequency, percentage, and means, were used to illustrate the profile of respondents, while Kendall's tau b was employed to analyze relationships among the study variables. The findings indicate that the majority of both principals and teachers are female, with principals' ages ranging from 41 to 60 years and teachers' ages spanning from 21 to 50 years. Most principals have completed a master's degree and have either earned units toward or obtained a PhD, with service durations ranging from 1 to 19 years. Both principals and teachers frequently observe leadership behaviors related to human relations, trust and decision-making, instructional leadership, and conflict management. The study concludes that principals' leadership behaviors positively influence teachers' efficacy in implementing instructional strategies, managing classrooms, and engaging students. A significant relationship was found between conflict management leadership behaviors and the gender of principals, with female principals more frequently engaging in conflict leadership behaviors. Similarly, female teachers exhibited stronger efficacy in instructional strategies, classroom management, and student engagement. The research highlights that favorable leadership behaviors of principals are associated with higher teacher efficacy, thereby supporting sustainable student learning.

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## INTRODUCTION

Leadership behavior and teacher's sense of efficacy play a vital role to teaching-learning process. A leader's ability to behave in ways that build relationships may enhance and develop collective teacher efficacy. According to Goldman (1998), leaders who are competent in social awareness were able to collaborate and cooperate with others to develop shared goals, and they were able to share plans, information, and resources. Lambersky, J. (2016) asserted that behaviors shape teacher emotions in important ways, influencing teacher morale, burnout, stress, commitment, and self- and collective efficacy. The findings suggest that principals can influence teacher emotions through several key behaviors: professional respect shown for teacher capability; providing appropriate acknowledgement for teacher commitment, competence, and sacrifice; protecting teachers from damaging experiences like harassment; maintaining a visible presence in the school; allowing teachers' voices to be heard; and communicating a satisfying vision for their school. Implications include greater awareness at the school and system level, as well as appropriate principal training.

Researchers suggested that the concept of leadership behaviors and teacher efficacy needs more research due to the fast changing demands of the 21st century education. Research indicates that instructional leadership is a key characteristic of effective schools. Principals are expected to be responsible for the quality of teaching and learning, curriculum, and for staff motivation and capacity development (Hallinger and Heck, 2010 Marks and Printy, 2003). Based on social cognitive theory (Bandura, 1997), principal leadership promotes efficacy with such actions as vicarious experiences and verbal persuasion. In recent years, the challenges of daily life and work have undergone a transformation brought about by rapid advances in technology and globalization. Many employers and educators have noted that a new set of skills is required to succeed in this world of new challenges. Solutions that rely on fixed knowledge and linear thinking are being replaced by new solutions that require greater collaboration, flexibility and innovation in order to assimilate a range of changing perspectives and new technologies.

In this connection, more evidence-based knowledge on the topic regarding the relationship between school principals' leadership behavior and teacher self-efficacy is needed to address the issue of student achievement in the present educational system. Without evidence-based knowledge on the topic regarding the extent to which school principals and teacher self-efficacy affect student achievement, the educators would not have a strong basis upon which to address the issue of student achievement, especially as it relates to characteristics of school principals and teachers who could enhance student achievement. Secondly, training institutions would have lack knowledge that helps in identifying areas that need to be taught in leadership development for successful school principals. In this connection, the researcher desires to examine the relationship between the principals' leadership behaviors and the teachers' efficacy. Through this study, experience will be gained in understanding the association between school principals' leadership behavior, teacher efficacy, and the magnitude to which these influence student achievement. By understanding issues relating to principal school leadership behavior and how that impacts teachers' self-efficacy, a platform will be created that explains the relationship between school leadership style and teachers' self-efficacy.

METHODOLOGY

In this descriptive-correlational study, the research aimed to explore the relationship between principals' leadership behaviors and teachers' efficacy across public secondary schools in Isabela, covering the divisions of Santiago City, Cauayan City, Ilagan City, and the Division of Isabela, which includes Legislative Districts 1-6. The study focused on large and mega schools during the School Year 2021-2022, collecting data from 34 principals and 329 teachers, thereby capturing a diverse range of educational contexts within the region. A descriptive-correlational research design was chosen to examine natural relationships between variables without manipulating them, allowing for a detailed understanding of the connections between the leadership behaviors of school principals and the efficacy levels of teachers. Data were gathered using structured questionnaires, which included standardized scales to measure principals' leadership behaviors and teachers' sense of efficacy. The leadership behavior scale, based on Bulach et al. (1998), assessed dimensions such as human relations, trust, decision-making, instructional leadership, and conflict management, while the Teachers' Sense of Efficacy Scale (TSES) by Tschannen-Moran & Woolfolk Hoy (2001) was used to evaluate teachers' efficacy. These tools were selected for their reliability and validity, ensuring consistent and accurate data collection. Data collection took place during the School Year 2021-2022, with questionnaires administered either online or in person, depending on the accessibility and convenience for participants. This approach allowed for flexibility in participation, ensuring comprehensive data from a wide range of respondents.

The study employed descriptive statistics, including frequency, percentage, and means, to characterize the profiles of respondents, providing insights into their demographic backgrounds and professional experiences. This initial analysis helped to paint a clear picture of the principals' and teachers' characteristics, such as their age ranges, educational qualifications, and length of service. For a more in-depth analysis, the Statistical Package for the Social Sciences (SPSS) was used to manage the data and conduct statistical tests. To examine the relationships between the leadership behaviors of principals and the efficacy of teachers, Kendall's tau b was utilized. This non-parametric measure is well-suited for assessing the strength and direction of relationships between ordinal variables, aligning with the study's objectives. The integration of descriptive statistics and Kendall's tau b allowed for a thorough analysis of the study variables. Descriptive statistics provided a comprehensive understanding of the characteristics of the participants, while Kendall's tau b enabled a detailed exploration of the correlations between leadership behaviors and teacher efficacy. This approach offered valuable insights into how different leadership behaviors—such as conflict management, decision-making, and instructional leadership—correlate with teachers' abilities to manage classrooms, implement instructional strategies, and engage students.

RESULTS AND DISCUSSION

Table 1 reveals key demographic characteristics of the study's participants. The majority of principals (18, or 52.94%) and teachers (246, or 74.75%) are female. The age distribution shows that principals are predominantly between 41 and 60 years old, while teachers range from 21 to 50 years old. Educationally, most principals have completed a master's degree, with some having earned doctoral units or full PhD degrees. Additionally, a significant proportion of principals (29, or 85.29%) and teachers (257, or 78.11%) have been in their respective positions for 1 to 19 years.

These findings highlight the experienced and predominantly female composition of the educational leadership and teaching staff in the study. The educational attainment of principals suggests a high level of professional qualification, which likely influences their leadership effectiveness. The tenure of both principals and teachers indicates a relatively stable workforce, which may contribute to consistency in educational practices and leadership approaches. This demographic profile provides a foundation for understanding the context in which the study's data on leadership behaviors and teachers' efficacy were collected. The distribution of gender, age, and professional experience among principals and teachers may impact the dynamics of leadership and teaching efficacy observed in the study.

Table 1. Profile of Respondents in the Public Secondary Schools of Isabela

Profile	Principals		Teachers	
	Frequency (n=34)	Percent (100)	Frequency (n=329)	Percent (100)
<b>Sex</b>				
Male	16	47.06	83	25.23
Female	18	52.94	246	74.77
<b>Age</b>				
60 and above	4	11.76	2	0.61
51-60	18	52.94	66	20.06
41-50	10	29.42	94	28.57
31-40	2	5.88	83	25.23
30 and below	-	-	84	25.53
<b>Mean = 39.04</b>			<b>Mean = 52.41</b>	
<b>Highest Educ'l Attainment</b>				
Doctorate Degree	15	44.12	11	3.34
Master's Degree with	15	20.58	22	6.69
Doctorate Units	7	17.65	99	30.09
Bachelor's Degree with	6	17.65	123	37.39
Master's Units	6	-	74	22.49
Bachelor's Degree				
<b>Years in the Service</b>				
30-39	1	2.49	12	3.64
20-29	4	11.76	10	18.24
10-19	16	46.06	95	28.88
Below 10	13	38.24	162	49.24
	<b>Mean = 11.95</b>		<b>Mean = 12.06</b>	

Table 2 reveals that principals' leadership behaviors in the area of human relations received consistently high ratings from both principals and teachers, with overall mean scores of 4.66 and 4.67, respectively. These results indicate that principals frequently demonstrate strong human relations skills. Principals displayed a caring attitude, offered positive reinforcement, and served as effective models of communication, as highlighted by both their own assessments and those of the teachers. Teachers specifically noted that principals exhibited a caring demeanor, actively engaged with staff, and maintained an open-minded approach, fostering a collaborative school environment.

These findings align with Kouzes and Posner’s (2012) perspective on effective leadership as a collective effort rooted in mutual trust and respect. They emphasize that effective leaders “enable others to act” by encouraging collaboration and creating a supportive atmosphere. The study highlights the significance of strong interpersonal relationships and a positive work environment in educational leadership, reinforcing that building supportive relationships is essential for effective leadership practices.

**Table 2. Human Relations Leadership Behaviors of Principals**

Descriptive Statements	Principals		Teachers	
	Mean	Description	Mean	Description
Use eye contact when disseminating information in a meeting or conference with their teachers.	4.74	Always	4.70	Always
Demonstrate a caring attitude.	4.65	Always	4.69	Always
Involve teachers in decisions-making.	4.59	Always	4.53	Always
Interact with the staff.	4.68	Always	4.75	Always
Open-minded.	4.65	Always	4.70	Always
Model good communication skills.	4.56	Always	4.70	Always
Encourage the teachers to be resourceful at all times.	4.71	Always	4.68	Always
Provide positive reinforcement.	4.62	Always	4.66	Always
Maintain a friendly environment.	4.74	Always	4.69	Always
Compliment with their teachers.	4.59	Always	4.60	Always
Remember what it is like to be a teacher.	4.68	Always	4.66	Always
Support the teachers when parents are involved.	4.74	Always	4.69	Always
Interact positively and effectively with the teachers.	4.68	Always	4.68	Always
Overall Mean	4.66	Always	4.67	Always

The analysis of principals' leadership behaviors in the area of trust and decision-making, as presented in Table 3, reveals consistently high ratings from both principals and teachers. The overall mean score of 4.69 from principals and 4.59 from teachers signifies that principals effectively demonstrate strong trust and decision-making skills in their leadership roles. This suggests that principals regularly engage in practices characterized by transparency, fairness, and thoughtfulness when making decisions and managing relationships with their staff. Principals have emphasized their commitment to implementing programs with a thorough understanding of their teachers' input, as well as fostering an environment that encourages teachers to reach their full potential. They also prioritize evaluating situations carefully before taking action. These perspectives are reinforced by teachers, who acknowledge that principals show them respect, encourage their professional growth, and consider multiple viewpoints before making decisions.

These findings resonate with the research conducted by Shaked and Schechter (2019), which indicates that the decision-making processes of school principals are influenced by the inherent complexities of the educational environment. Their study highlights that effective principals employ systems thinking by expanding their options, considering the



consequences of various choices, and thoroughly analyzing pertinent information. Overall, the findings underscore that effective decision-making in schools necessitates a thoughtful and inclusive approach, thereby emphasizing the vital importance of trust and collaboration between principals and teachers.

Table 3. Trust/Decision Making Leadership Behaviors of Principals

Descriptive Statements	Principals		Teachers	
	Mean	Description	Mean	Description
Correct their teachers privately.	4.53	Always	4.43	Always
Give the teachers' constructive comments on their evaluations with them.	4.71	Always	4.55	Always
Keep confidential issues.	4.71	Always	4.58	Always
Encourage the teachers to bring out their best in them.	4.74	Always	4.64	Always
Implement programs/activities with their teachers thorough knowledge.	4.76	Always	4.63	Always
Stay calm and think thoroughly before making decision to an incident/issue.	4.62	Always	4.62	Always
Trust the teachers with respect.	4.71	Always	4.65	Always
Listen to both sides of the story before making decision.	4.68	Always	4.64	Always
Evaluate situations carefully before taking action.	4.74	Always	4.60	Always
Do not make snap judgments.	4.71	Always	4.55	Always
Overall Mean	4.69	Always	4.59	Always

The analysis of principals' instructional leadership behaviors, as detailed in Table 4, indicates consistently high mean ratings from both principals and teachers. The overall mean score of 4.69 from principals and 4.59 from teachers suggests that principals effectively engage in instructional leadership practices. These behaviors reflect a commitment to fostering a supportive learning environment and enhancing teacher efficacy.

Key areas of strong performance include principals' ability to encourage teachers to bring out their best (mean score of 4.74), implement programs with a thorough understanding of their teachers' input (mean score of 4.76), and listen to both sides of a story before making decisions (mean score of 4.68). Teachers echoed these sentiments, highlighting the importance of constructive feedback (mean score of 4.71) and the necessity of maintaining confidentiality (mean score of 4.71). These findings align with the research conducted by Louis, Dretzke, and Wahlstrom (2010), which emphasizes that instructional leadership significantly influences student achievement by fostering the development of professional learning communities. The study underscores the importance of shared leadership, which broadens responsibilities and enhances creativity to address pressing educational needs.

Table 4. Instructional Leadership Behaviors of Principals

Descriptive Statements	Principals		Teachers	
	Mean	Description	Mean	Description
Correct their teachers privately.	4.53	Always	4.43	Always
Give the teachers' constructive comments on their evaluations with them.	4.71	Always	4.55	Always
Keep confidential issues.	4.71	Always	4.58	Always
Encourage the teachers to bring out their best in them.	4.74	Always	4.64	Always
Implement programs/activities with their teachers thorough knowledge.	4.76	Always	4.63	Always
Stay calm and think thoroughly before making decision to an incident/issue.	4.62	Always	4.64	Always
Trust the teachers with respect.	4.71	Always	4.65	Always
Listen to both sides of the story before making decision.	4.68	Always	4.62	Always
Evaluate situations carefully before taking action.	4.74	Always	4.60	Always
Do not make snap judgments.	4.71	Always	4.55	Always
Involve the teachers to solicit their knowledge and ideas to shape their final decision.	4.68	Always	4.57	Always
Overall Mean	4.69	Always	4.59	Always

The analysis of principals' control and conflict management behaviors, as detailed in Table 5, indicates consistently high ratings from both principals and teachers. The overall mean score of 4.64 from principals and 4.68 from teachers for control management behaviors suggests that principals effectively exercise leadership in managing both control and conflict within their school environments. This includes fostering initiative among teachers, delegating responsibilities, and promoting a collaborative decision-making process. Key findings reveal that principals expect work to be accomplished through teacher initiative (mean score of 4.74), delegate responsibilities effectively (mean score of 4.59), and demonstrate flexibility in their management approach (mean score of 4.53). Teachers similarly recognized the principals' commitment to these behaviors, with mean scores reflecting their appreciation for the collaborative environment and the emphasis on fairness (mean scores of 4.76 for fostering fairness to influential parents and equal treatment of teachers).

Moreover, the results underscore the importance of effective conflict management behaviors, as evidenced by the overall mean scores of 4.64 for principals and 4.61 for teachers. Principals' ability to maintain confidentiality (mean score of 4.65), positively deal with situations (mean score of 4.68), and make firm decisions (mean score of 4.71) reinforces their role in creating a supportive and equitable school environment. These findings resonate with the research by Shaked, Haim, and Schechter (2019), which emphasizes that effective decision-making by school principals stems from their control and conflict management skills. The complex nature of school environments necessitates thoughtful decision-making, informed by a thorough analysis of alternatives and their potential consequences. Additionally, Larasati, Rahayu, and SetyaRaharja (2019) highlight

that conflict, when managed effectively, can promote creativity and innovation, thereby enhancing school effectiveness and achieving desired educational outcomes.

Table 5. Control and Conflict Leadership Behaviors of Principals

Descriptive Statements	Principals		Teachers	
	Mean	Description	Mean	Description
<b>Control Management Behaviors</b>				
Expect work to be done with their teachers' initiative.	4.74	Always	4.67	Always
Delegate responsibility.	4.59	Always	4.66	Always
Assign duty during planning period.	4.65	Always	4.69	Always
Assign paper works to teachers related to their work.	4.65	Always	4.65	Always
Moderately emphasize control.	4.68	Always	4.66	Always
Use the word "we" in coming up with the right decision.	4.65	Always	4.70	Always
Creative and flexible.	4.53	Always	4.71	Always
Overall Mean	4.64	Always	4.68	Always
<b>Conflict Management Behaviors</b>				
Able to keep a confidence.	4.65	Always	4.66	Always
Can freely ask queries to their superiors.	4.56	Always	4.67	Always
Can deal to a situation positively.	4.68	Always	4.67	Always
Firm with their final decision.	4.71	Always	4.65	Always
Foster fairness to influential parents.	4.76	Always	4.66	Always
Show equal treatment to their teachers.	4.76	Always	4.61	Always
Correct their teachers in a subtle way when they get wrong.	4.68	Always	4.64	Always
Overall Mean	4.64	Always	4.61	Always

The analysis of teachers' efficacy for instructional strategies, presented in Table 6, demonstrates strong ratings from both principals and teachers. The overall mean score of 4.33 from principals and 4.49 from teachers indicates a consensus that teachers effectively utilize various instructional strategies in their teaching practices. This assessment suggests that teachers consistently implement diverse assessment methods and adapt their lessons to meet individual student needs, reflecting a commitment to enhancing student learning outcomes. Specifically, the results indicate that both groups recognize the importance of using varied assessment strategies (mean score of 4.24 for principals and 4.44 for teachers) and providing alternative explanations or examples when students experience confusion (mean scores of 4.29 for principals and 4.50 for teachers). Additionally, teachers are noted for their ability to craft effective questions (mean score of 4.15 from principals and 4.53 from teachers) and implement alternative strategies in the classroom (mean scores of 4.26 for principals and 4.50 for teachers).

The findings reveal that teachers are adept at gauging students' comprehension (mean score of 4.32 for principals and 4.47 for teachers) and providing appropriate challenges for capable students (mean score of 4.35 for principals and 4.52 for teachers). These results underscore the effective practices teachers employ to foster an engaging and responsive



learning environment. This aligns with the research conducted by Quendangan et al. (2023), which identified a strong positive correlation between the dimensions of instructional strategies and faculty self-efficacy. The implications of these findings are significant, as they contribute to the enhancement of faculty development programs within educational institutions, ultimately improving the overall quality of the learning environment.

Table 6. Teachers' Efficacy for Instructional Strategies

Descriptive Statements	Principals		Teachers	
	Mean	Description	Mean	Description
Use a variety of assessment strategies.	4.24	Strong Influence	4.44	Strong Influence
Provide alternative explanation or example when students are confused.	4.29	Strong Influence	4.50	Great Influence
Craft good questions for their students.	4.15	Strong Influence	4.53	Great Influence
Implement alternative strategies in the classroom.	4.26	Strong Influence	4.50	Great Influence
Respond to difficult questions from the students,	4.24	Strong Influence	4.48	Strong Influence
Adjust their lessons to the proper level for the individual students.	4.21	Strong Influence	4.47	Strong Influence
Gauge students' comprehension of what they have taught.	4.32	Strong Influence	4.47	Great Influence
Provide appropriate challenges for very capable students.	4.35	Strong Influence	4.52	Great Influence
Overall Mean	4.33	Strong Influence	4.49	Strong Influence

The analysis of teachers' efficacy for classroom management, presented in Table 7, reveals robust mean ratings from both principals and teachers. The overall mean score of 4.39 from principals and 4.49 from teachers indicates a consensus that teachers effectively manage classroom dynamics and foster an environment conducive to learning. This assessment reflects a commitment to establishing clear expectations and routines that promote positive student behavior and engagement. In particular, the data suggest that teachers are proficient in controlling disruptive behavior in the classroom (mean score of 4.32 from principals and 4.53 from teachers) and ensuring students adhere to classroom rules (mean scores of 4.38 for principals and 4.56 for teachers). Additionally, teachers demonstrate their capability in calming disruptive or noisy students (mean score of 4.32 from principals and 4.35 from teachers) and in creating effective classroom management systems tailored to each group of students (mean scores of 4.38 for principals and 4.54 for teachers).

Furthermore, teachers exhibit a strong ability to respond to defiant students (mean scores of 4.41 for principals and 4.46 for teachers) and to clearly communicate their expectations regarding student behavior (mean scores of 4.47 from principals and 4.53 from teachers). The results also highlight that both groups agree on the significance of establishing routines to ensure activities run smoothly, with a consistent mean score of 4.50 from both principals and teachers. These findings align with the study by Sarfo et al. (2015), which indicated that teachers possess relatively high self-efficacy beliefs regarding classroom management and

student engagement. As a result, it is recommended that teacher training institutions focus on enhancing instructional practices, student engagement, and classroom management techniques within their curricula to further improve teachers' efficacy levels.

Table 7. Teachers' Efficacy for Classroom Management

Descriptive Statements	Principals		Teachers	
	Mean	Description	Mean	Description
Control disruptive behavior in the classroom.	4.32	Strong Influence	4.53	Great Influence
Get students to follow classroom rules.	4.38	Strong Influence	4.56	Great Influence
Calm a student who is disruptive or noisy.	4.32	Strong Influence	4.35	Strong Influence
Establish a classroom management system with each group of students.	4.38	Strong Influence	4.54	Great Influence
Keep a few problem students from ruining an entire lesson.	4.35	Strong Influence	4.33	Strong Influence
Respond to defiant students.	4.41	Strong Influence	4.46	Strong Influence
Make their expectations clear about students' behavior.	4.47	Strong Influence	4.53	Great Influence
Establish routines to keep activities running smoothly.	4.50	Great Influence	4.50	Great Influence
Overall Mean	4.39	Strong Influence	4.49	Strong Influence

The analysis of teachers' efficacy for student engagement, as presented in Table 8, demonstrates significant mean ratings from both principals and teachers. The overall mean score of 4.42 from principals and 4.53 from teachers indicates a strong consensus regarding the efficacy of teachers in engaging students effectively in the learning process. The data reveal that teachers excel in getting students to believe in their ability to succeed academically, as evidenced by a mean score of 4.39 from principals and 4.50 from teachers. Additionally, they help students value learning (mean scores of 4.39 for principals and 4.53 for teachers) and motivate those who show low interest in their schoolwork (mean scores of 4.35 from principals and 4.52 from teachers).

Furthermore, teachers are reported to assist families in supporting their children's academic success, with mean scores of 4.39 from principals and 4.52 from teachers. They also demonstrate effectiveness in improving the understanding of students who are struggling academically (mean scores of 4.34 for principals and 4.51 for teachers) and in fostering critical thinking skills among students (mean scores of 4.46 from principals and 4.55 from teachers). Notably, the ability to foster creativity among students is underscored, with mean scores of 4.48 from principals and 4.56 from teachers, reflecting a commitment to nurturing students' innovative capacities. Additionally, both groups agree on the importance of getting through to the most difficult students, as indicated by high mean scores of 4.52 for principals and 4.56 for teachers. These findings align with the study by Sarfo et al. (2015), which indicated that teachers exhibit higher self-efficacy beliefs regarding student engagement. The research emphasizes the necessity for teacher training institutions to prioritize instructional practices and student engagement strategies to enhance quality classroom management.

Table 8. Teachers' Efficacy for Student Engagement

Descriptive Statements	Principals		Teachers	
	Mean	Description	Mean	Description
Get students to believe they can do well in schoolwork.	4.39	Strong Influence	4.50	Great Influence
Help their students value learning.	4.39	Strong Influence	4.53	Great Influence
Motivate students who show low interest in schoolwork.	4.35	Strong Influence	4.52	Great Influence
Assist families in helping their students do well in school.	4.39	Strong Influence	4.52	Great Influence
Improve the understanding of a student who is failing.	4.34	Strong Influence	4.51	Great Influence
Help students think critically.	4.46	Strong Influence	4.55	Great Influence
Foster students' creativity.	4.48	Strong Influence	4.56	Great Influence
Get through to the most difficult students.	4.52	Great Influence	4.56	Great Influence
Overall Mean	4.42	Strong Influence	4.53	Strong Influence

The analysis of the differences between the assessments of principals and teachers regarding various leadership behaviors exhibited by principals is summarized in Table 9. The results, based on z-tests, reveal no significant differences in assessments across multiple dimensions related to leadership behaviors. Specifically, in terms of **Human Relations**, principals received a mean rating of 4.66, while teachers rated it slightly higher at 4.67, with a computed z-value of 1.89 and a p-value of 0.99, indicating no significant difference. Similarly, for **Trust Decision-Making**, principals were rated at 4.61 and teachers at 4.59, yielding a computed z-value of 1.12 and a p-value of 0.90, which again suggests no significant difference. The assessment of **Instructional Leadership** shows principals at 4.69 and teachers at 4.59, with a computed z-value of 1.16 and a p-value of 0.90, confirming no significant difference.

Regarding **Control Behavior**, both groups rated it closely, with principals at 4.64 and teachers at 4.68, producing a computed z-value of 1.77 and a p-value of 0.92, indicating non-significance. Finally, in terms of **Conflict Behavior**, the mean ratings for principals and teachers were 4.64 and 4.61, respectively, with a computed z-value of 1.77 and a p-value of 0.92, further supporting the conclusion of no significant difference. Overall, the findings suggest that both principals and teachers share a similar perspective on the leadership behaviors of principals, as evidenced by the consistently high mean ratings and non-significant p-values across all evaluated variables.

Table 9. Test of Difference Between the Principals and Teachers' Assessment on Leadership Behavior of Principals

Variables	Mean Ratings	Computed Value	p-Value	Interpretation
Human Relations	Principal = 4.66 Teacher = 4.67	1.89	0.99	Not Significant
Trust decision-Making	Principal = 4.61 Teacher = 4.59	1.12	0.90	Not Significant

Instructional leadership	Principal = 4.69 Teacher = 4.59	1.16	0.90	Not Significant
Control Behavior	Principal = 4.64 Teacher = 4.68	1.77	0.92	Not Significant
Control behavior	Principal = 4.64 Teacher = 4.61	1.77	0.92	Not Significant

\* Significant at the .01 Level    \* Significant at the .05 Level

The results of the analysis presented in Table 10 examine the differences between the assessments of principals and teachers regarding teachers' sense of efficacy across three domains: instructional strategies, classroom management, and student engagement. In the domain of efficacy for instructional strategies, significant differences were identified, with Z-values ranging from 2.06 to 3.28 and corresponding significance levels below 0.05. This led to the rejection of the null hypothesis, indicating that principals and teachers hold differing views on the efficacy of teachers' instructional strategies. Conversely, in the domain of efficacy for student engagement, the computed Z-values ranged from 0.23 to 1.75, with significance levels exceeding 0.05. This finding resulted in the acceptance of the null hypothesis, suggesting that both principals and teachers share a similar perspective regarding the influence of teachers' efficacy in promoting student engagement.

The findings indicate that both principals and teachers emphasize the importance of various instructional strategies, such as using a variety of assessment methods, providing alternative explanations when students are confused, responding to challenging questions, gauging student comprehension, and offering appropriate challenges to capable students. Additionally, both groups recognized the strong influence of classroom management strategies, including controlling disruptive behavior, ensuring compliance with classroom rules, establishing management systems for student groups, managing problem students, responding to defiant behavior, clarifying behavioral expectations, and maintaining routines for smooth classroom activities.

Furthermore, there was consensus regarding the teachers' efficacy for student engagement. Both principals and teachers acknowledged the importance of helping students believe in their potential for academic success, valuing learning, motivating disengaged students, assisting families, improving understanding for struggling students, fostering critical thinking, encouraging creativity, and connecting with the most difficult students. These elements are fundamental to teachers' roles in facilitating effective instruction, preparing lessons, grading student work, providing feedback, managing classroom materials, navigating the curriculum, and collaborating with colleagues.

These findings align with the research conducted by Calik et al. (2012), which demonstrated that instructional leadership by principals can enhance teachers' self-efficacy. The influence of leadership behaviors plays a critical role in shaping the efficacy levels within a school setting, as noted by Dufour and Marzano (2011) and Goddard, LoGerfo, and Hoy (2004). As teachers achieve goals, witness student progress, and experience overall school success, their belief in their capabilities grows, thereby enhancing the collective efficacy on campus (Goddard et al., 2004).

Table 10. Test of Difference Between the Assessment of Principals and teachers on Teachers' Sense of Efficacy

SENSE OF EFFICACY	Z	Sig.
<b>Efficacy for Instructional Strategies</b>		
Use a variety of assessment strategies	1.69 ns	0.09
Provide alternative explanation or example when students are confused	1.74 ns	0.08
Craft good questions for their students	3.28 *	0.00
Implement alternative strategies in the classroom	2.19 *	0.03
Respond to difficult questions from the students	1.68 ns	0.09
Adjust their lessons to the proper level for the individual students	2.33 *	0.02
Gauge students' comprehension of what they have taught	1.16 ns	0.25
Provide appropriate challenges for very capable students	1.23 ns	0.22
<b>Efficacy for Classroom Management</b>		
Control disruptive behavior in the classroom.	1.72 ns	0.08
Get students to follow classroom rules.	1.33 ns	0.18
Calm a student who is disruptive or noisy.	2.06 *	0.04
Establish a classroom management system with each group of students.	1.38 ns	0.17
Keep a few problem students from ruining an entire lesson.	1.35 ns	0.18
Respond to defiant students.	1.12 ns	0.26
Make their expectations clear about students' behavior.	0.75 ns	0.45
Establish routines to keep activities running smoothly.	0.56 ns	0.58
<b>Efficacy for Student Engagement</b>		
Get students to believe they can do well in schoolwork.	0.59 ns	0.56
Help their students value learning.	0.23 ns	0.82
Motivate students who show low interest in schoolwork.	0.52 ns	0.61
Assist families in helping their students do well in school.	0.61 ns	0.54
Improve the understanding of a student who is failing.	0.44 ns	0.66
Help students think critically.	0.24 ns	0.81
Foster students' creativity.	1.75 ns	0.08
Get through to the most difficult students.	0.84 ns	0.40

Table 11 examines the relationship between teachers' sense of efficacy and their profile characteristics, including sex, age, highest educational attainment, and years in service. The correlation coefficients (Corr.) and significance levels (Sig.) reveal various significant relationships between specific aspects of teachers' efficacy and these demographic variables. In the domain of efficacy for instructional strategies, significant negative correlations were found with several items. Specifically, crafting good questions for students, responding to difficult questions, and gauging students' comprehension all showed significant negative correlations with sex, with correlation coefficients of -0.11 ( $p = 0.04$ ), -0.11 ( $p = 0.03$ ), and -0.11 ( $p = 0.05$ ), respectively. Additionally, providing appropriate challenges for very capable students was negatively correlated with both highest educational attainment (Corr. = -0.12,  $p = 0.01$ ) and years in service (Corr. = -0.11,  $p = 0.01$ ). For efficacy in classroom management, making expectations clear about students' behavior also had significant negative correlations with highest educational attainment (Corr. = -0.11,  $p = 0.02$ ) and years in service (Corr. = -0.10,  $p = 0.03$ ).



In terms of student engagement efficacy, various significant negative correlations were noted. For instance, getting students to believe in their capabilities showed a positive correlation with age (Corr. = 0.11, p = 0.03). However, motivating students with low interest in schoolwork had significant negative correlations with both highest educational attainment (Corr. = -0.13, p = 0.01) and years in service (Corr. = -0.11, p = 0.01). Other significant negative correlations included assisting families in supporting their students (Corr. = -0.10, p = 0.03), improving the understanding of struggling students (Corr. = -0.10, p = 0.03), and fostering creativity (Corr. = -0.11, p = 0.01).

These findings suggest that demographic factors such as educational attainment and years of service may play a significant role in shaping teachers' efficacy across various domains. The implications of these results point to the need for targeted support and professional development initiatives tailored to enhance teachers' efficacy in instructional strategies, classroom management, and student engagement based on their demographic characteristics. The analysis of the relationship between principals' leadership behavior and teachers' efficacy reveals a direct correlation, indicating that effective leadership behaviors—such as human relations, trust in decision-making, instructional leadership, control behaviors, and conflict management—positively influence teachers' efficacy. The findings underscore that more favorable leadership behaviors by principals are associated with higher levels of teachers' efficacy in instructional strategies, classroom management, and student engagement.

Table 11. Test of Relationship between the Teachers' Efficacy and their Profile.

Sense of Efficacy	Sex		Age		Highest Educ'l Attainment		Years in Service	
	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.
<b>Efficacy for Instructional Strategies</b>								
Craft good questions for their students	-0.11*	0.04						
Respond to difficult questions from the students,	-0.11*	0.03						
Gauge students' comprehension of what they have taught	-0.11*	0.05						
Provide appropriate challenges for very capable student			-0.12*	0.01			-0.11*	0.01
<b>Efficacy for Classroom Management</b>								
Make their expectations clear about students' behavior.			-0.11*	0.02			-0.10*	0.03
<b>Efficacy for Student Engagement</b>								
Get students to believe they can do well in schoolwork.					0.11*	0.03		
Motivate students who show low interest in schoolwork.			-0.13*	0.01			-0.11*	0.01
Assist families in helping their students do well in school.			-0.10*	0.03			-0.09*	0.05

Improve the understanding of a student who is failing.			-0.10*	0.03			-0.10*	0.02
Help your students think critically.			-0.09*	0.05				
Foster students' creativity.			-0.11*	0.01			-0.09*	0.05
Get through to the most difficult students.			-0.14*	0.00			-0.12*	0.01

\*Significant

Table 12 presents a comprehensive overview of the relationships between principals' leadership behaviors and teachers' efficacy, focusing on three critical areas: instructional strategies, classroom management, and student engagement. The analysis reveals significant positive correlations across all domains, underscoring the impact of principals' leadership styles on teachers' perceived efficacy. In the domain of human relations, correlation coefficients range from 0.19 to 0.35, with a significance level of 0.00. This indicates a statistically significant positive relationship between principals' human relations practices and teachers' efficacy in implementing instructional strategies, managing classrooms, and engaging students. Similarly, the trust and decision-making domain shows correlation coefficients between 0.22 and 0.35, also with a significance level of 0.00. This suggests that principals' ability to foster trust and make informed decisions positively influences teachers' efficacy in these domains. The instructional leadership behaviors of principals demonstrate correlation coefficients ranging from 0.20 to 0.37, again with a significance level of 0.00. These results imply a meaningful association between effective instructional leadership and teachers' success in various educational contexts. In the control management domain, correlation coefficients between 0.22 and 0.39 ( $p = 0.00$ ) further illustrate a strong positive relationship between principals' control management practices and teachers' efficacy. Notably, the conflict management domain exhibits the highest correlation coefficients, ranging from 0.26 to 0.40, with a significance level of 0.00. This reflects a robust positive relationship between principals' conflict management skills and teachers' efficacy in managing classrooms, employing instructional strategies, and fostering student engagement.

Overall, these findings underscore the essential role that principals' leadership behaviors play in enhancing teachers' efficacy. Effective practices in human relations, trust-building, instructional leadership, control management, and conflict resolution are pivotal in improving teacher performance and promoting positive outcomes for students. This analysis highlights the importance of supportive leadership in educational settings, suggesting that investment in these leadership qualities can lead to significant benefits for both teachers and students alike.

**Table 12. Summary of the Relationship between Principals' Leadership Behaviors and Teachers' Efficacy**

Leadership Behaviors	Teachers' Efficacy					
	Instructional Strategies		Classroom Management		Student Engagement	
	Corr.	Sig.	Corr.	Sig.	Corr.	Sig.
Human Relations	(0.19 to 0.35)*	0.00	(0.21 to 0.34)*	0.00	(0.20 to 0.34)*	0.00
Trust/Decision Making	(0.22 to 0.35)*	0.00	(0.20 to 0.35)*	0.00	(0.21 to 0.34)*	0.00

Instructional Leadership	(0.20 to 0.37)*	0.00	(0.17 to 0.36)*	0.00	(0.25 to 0.36)*	0.00
Control Management	(0.22 to 0.39)*	0.00	(0.24 to 0.39)*	0.00	(0.20 to 0.37)*	0.00
Conflict Management	(0.26 to 0.40)*	0.00	(0.24 to 0.37)*	0.00	(0.27 to 0.41)*	0.00

\*Significant

CONCLUSION

The research findings present several implications for educational leadership and policy, particularly regarding the demographics of principals and teachers, the influence of leadership behaviors on teachers' efficacy, and the role of gender in educational leadership. The predominance of female principals and teachers suggests that educational institutions may benefit from understanding and leveraging the unique strengths and perspectives that female leaders bring to their roles. Given that female principals are associated with effective conflict management practices, there may be opportunities for leadership training programs to emphasize these skills, encouraging all leaders to adopt collaborative and effective conflict resolution strategies. This recognition of gender dynamics in leadership could also lead to policies that support the advancement of women in educational leadership roles, fostering a more inclusive leadership landscape.

Furthermore, the correlation between principals' leadership behaviors and teachers' efficacy highlights the need for targeted professional development programs. Such programs could focus on enhancing specific leadership skills—particularly in human relations, trust-building, instructional leadership, and conflict management. By fostering principals' capabilities in these areas, schools can create a supportive environment that empowers teachers, ultimately leading to improved student outcomes. Training could also incorporate strategies for principals to mentor teachers, facilitating a shared understanding of effective instructional practices. The alignment in perceptions of leadership effectiveness between principals and teachers emphasizes the importance of collaboration in educational settings. Schools should encourage shared leadership models that promote input and feedback from both principals and teachers regarding leadership practices, enhancing trust and communication and leading to a more cohesive educational community where both teachers and leaders work together towards common goals. The findings also underscore the direct impact of principals' leadership behaviors on teachers' efficacy in implementing instructional strategies, managing classrooms, and engaging students. Therefore, it is crucial for educational leaders to prioritize the development of their leadership practices, focusing on creating a positive school climate that nurtures teacher efficacy through regular assessments of leadership practices and their effects on teaching and learning.

Moreover, the study suggests that further research is needed to explore additional factors influencing principals' leadership effectiveness and teachers' efficacy. Future studies could investigate the impact of demographic variables, such as age and educational attainment, on leadership behaviors and teacher performance. Additionally, longitudinal research could provide insights into how leadership practices evolve over time and their sustained impact on educational outcomes. Policymakers should consider the implications of these findings when developing educational policies and funding allocations for professional development. Investment in training programs that emphasize leadership skills,

particularly for female educators, could enhance educational quality and teacher satisfaction. Moreover, policies that promote gender equity in leadership positions may contribute to a more diverse and effective educational leadership landscape. In conclusion, the research findings affirm the significant role of principals' leadership behaviors in shaping teachers' efficacy and instructional outcomes. By focusing on the development of effective leadership practices, promoting collaboration, and acknowledging the impact of gender dynamics, educational stakeholders can work towards enhancing the quality of education in secondary schools.

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