

A STUDY OF PRINCIPALS' LEADERSHIP SELF-EFFICACY

Suu Myat Aung¹ and Dr. Khin Khin Thant Sin²

Abstract

The primary purpose of this study is to study leadership self-efficacy of principals. Totaling 75 principals were selected by using stratified sampling from Basic Education Schools in Hinthada Townships in Ayeyarwaddy Region as the participants. Two sets of questionnaire and open-ended questions were used to collect the required data. The internal consistency (Cronbach's alpha) of the questionnaire for principals' leadership self-efficacy was (0.96). Descriptive research method was used to tabulate the mean values and standard deviations for groups of items. Moreover, Independent Samples *t*-Test, One-way ANOVA and post-hoc test by Tukey were used for the analysis of the data. The results found that the level of principals' leadership was 3.86. According to the mean value, all principals participated in this study were found that **Quite Confident** on their leadership self-efficacy. Statistically significant differences were found in some areas of principals' leadership self-efficacy according to their personal factors perceived by teachers. When investigating the levels of leadership self-efficacy of principals according to the qualitative findings, it was found that the mostly principals had quite confident in leadership self-efficacy according their responses.

Keywords: self-efficacy, leadership self-efficacy, principals' leadership self-efficacy

Introduction

In 21st century, educational reforms and changes are the most common process to be quality education. The accomplishment of such is dependent on many factors including numerous personnel within the education system. In particular, the school principal is one of the pivotal elements in education system in achieving the quality to which all aspire as the agent of change. Leaders, key figures of groups and organization, are typically described as highly committed people, perseverant in the face of obstacles, goal-oriented, able to solve problems in efficient, practical, and quick way (Locke et al, 1991; Yukl, 2006 cited in Bobbio & Manganeli, 2009). Today's leaders face unprecedented challenges as organizations struggle to adapt to ever-accelerating rates of change both internally and with the external environment in with they are embedded. Such change challenges not only the knowledge, skills and abilities of leaders, but perhaps even more important, the self-conceptualizations of their leadership capabilities and psychological resources to meet the ever increasing demands of their roles (Avolio and Luthans, 2006). What seems to emerge from the literature is moreover that leadership roles are generally assumed by people with high self-efficacy beliefs who are inclined to expend greater efforts to fulfill their leadership roles and to persevere longer when faced with difficulties (Bandura, 1997; Chemers, Watson, & May, 2000; McCormick, Tanguma, & Sohn, 2002; Yukl, 2006; Bobbio & Manganeli, 2009). Leadership efficacy is an essential component of effective leadership because it influences a leader's behavior, decision-making and ability to inspire and motivate others (Locke, 2003; cited in Bobbio & Manganeli, 2009). The leaders need to adopt appropriate leadership and leadership self-efficacy to lead the organization and to face the challenges of the 21st century. It can be assumed that the idea of leadership self-efficacy related to the principals for the development of organization competencies that can help to create better future. Therefore, the principals' leadership self-efficacy is needed to study.

¹ Department of Educational Studies, Bogalay Education Degree College

² Department of Educational Theory and Management, Yangon University of Education

Significance of the Study

Myanmar is trying to enhance the quality of education and upgrade the education system. In doing so, the role of educational principal leadership today is considerable that the process of enlisting and guiding the talents and energies of stakeholders towards achieving common educational objectives (Wachira et al., 2017). The only and the most important reason of the success or failure in educational institutions is accepted the principals' leadership self-efficacy as a vital role in order to improve the quality of education. Thus, the purpose of the study is to find out the principals' leadership self-efficacy and their leadership styles in Basic Education High Schools.

Objectives of the Study

General Objective

The general objective of the study is:

- To study the principals' leadership self-efficacy in Basic Education Schools

Specific Objectives

The specific objectives of the study are:

- To identify the levels of principals' leadership self-efficacy in Basic Education Schools
- To study the significant difference of the principals' leadership self-efficacy in terms of their personal factors

Research Questions

- What is the level of the principals' leadership self-efficacy?
- Is there any significant difference of the principals' leadership self-efficacy in terms of their personal factors?

Limitation of the Study

The scope of this study is geographically limited to selected basic education schools from Hinthada Township, Ayeyawaddy Region. This study is concerned with the principals' leadership self-efficacy.

Theoretical Framework

Leadership self-efficacy, grounded in social cognitive theory, is the belief that one has the capabilities and resources to perform a specific task-leadership (Nguyen, 2016). In this study, the theoretical framework is established based on a new multidimensional scale for measuring Leadership Self-Efficacy (LSE) developed by Bobbio & Manganelli, 2009). Leadership self-efficacy undergoes six dimensions in order to cover all the crucial leadership areas.

1. Starting and leading change process in group
2. Choosing effective followers and delegating responsibilities
3. Building and managing interpersonal relationships within the group
4. Showing self-awareness and self-confidence
5. Motivating people
6. Gaining consensus of group members

Starting and Leading Change Process in Group

A principal's sense of efficacy is required continuously an effort of goal-orientation and starting and leading change process in group, effective task strategies, and artistic practicing of various conceptual, technical and interpersonal skills. The leader needs to set a new direction for a group, if the one currently taken doesn't seem correct for the current situation. They can usually change the attitudes and behaviors of group members if they don't meet group objectives and figure out the best direction and plan important new direction for change process in the future. The self-efficacy of leaders is crucial in influencing effective leadership in an organization (Anderson et al., 2008; Paglis & Green, 2002; Adewle, 2019). A strong sense of efficacy is needed to make an effort for actualizing the goals of institution (Tschannen & Gareis, 2004; Cobanoglu & Yurek, 2018). High self-efficacy enables principals to lead and facilitate organizational learning by assisting teachers to perform their various tasks and facilitating the exchange ideas between the various systems in the school (Hesbol, 2019).

Choosing Effective Followers and Delegating Responsibilities

Principals' self-efficacy facilitates group attainment and ability to choose group members in order to build up an effective and efficient team and optimally share out the work between the members. Leadership self-efficacy as one's sense of competency that the leaders can be exert direction and delegate the task of accomplishing specific goals in specific tasks to other group members within a group setting. They focus cohesion instead of forced alignment to maintain a rapport with follower to have them committed to the group's efforts, and manage obstacles which impede group members' ability to complete their tasks. One of the most important leadership responsibilities is the selection of the best group members for any specific task or situation, in order to enhance their commitment, make them grow, and get the best possible results (Yukl, 2006). Within the self-efficacy literature, there is a strong suggestion that people use self-efficacy perceptions when determining the amount of time, effort, and resources to expend on a given task (Baker, 2021). Self-efficacy is vital to the type of cognitive and thought regulation that allows for effective problem-solving, solutions, and performance (Hannah et al., 2012). These qualities are included in many leadership models, suggesting the significance of cognitive capacity in leadership (Hannah et al. 2008).

Building and managing interpersonal relationships within the group

Leadership is generally defined art of influencing people so that they can establish very good relationships with the people and will strive willingly towards the achievement of group goals. Interpersonal skills are an important part of effectively working with and leading others so that they can communicate with others, going straight to the heart of the matter and manage relationships with all the members of the group. Self-efficacy directly promotes effective leader engagement to develop trusting relationships and build good communication and collaboration with the local community. Leadership experts will assert that there are two sides to leading: the "hard" side of analyzing, planning, making decisions, and strategizing, and the "soft" side of leadership that involves inspiring, motivating, and persuading followers, building good working relationships, networking, rallying, and cajoling (Riggio and Tan, 2014). Hannah and others (2008) found that efficacy directly promote effective leader engagement, flexibility, and adaptability (Baker, 2021).

Showing self-awareness and self-confidence

Successful leadership is grounded in self-awareness and identifies the strengths and weaknesses, identify their blind spots, and adapt their leadership style and know how to get the best out of the situations. Self-aware leaders can contribute to ability to get things done. Efficacy beliefs of principals is competence to help group members to reach the group's targets and able to affirm my beliefs and values. Self-efficacy is a task-specific construct (Bandura, 1997 cited in Smith, 2006). Principals may feel efficacious for leading in particular contexts, it is necessary to assess one's strength and weakness in relation to the requirements of the task (Tschannen- Moran & Gareis, 2004). Principals with a strong sense of self-efficacy have been found to be persistent in pursuing their goals, but are also more flexible and more willing to adapt strategies to meeting contextual condition (Tschannen- Moran & Gareis, 2004). Through a strong sense of leadership skills, effective leaders have understood their strengths and weakness in ways that served the group.

Motivating people

Motivation is then increased by the ability of the leader to encourage increased self-efficacy of the group or collective efficacy and motivate the members of a group. The leaders with high self-efficacy motivate group members and arouse their enthusiasm and give opportunities to any group member in the exercise of his/her tasks or functions for the improvement of the school. They can motivate their subordinates to focus the concept of team work. Self-efficacy has played a pivotal role in cognitive, motivational, affective, and selective processes related to social cognitive theory (Cormier, 2017). Lunenburg (2011) argued that self-efficacy is the task-specific characteristic of self-esteem which augments people's capacity to motivate, acquire and increase performance (Almutairi, 2020). A leader's self-efficacy has shown to be beneficial to positively reinforcing followers' optimism (Cormier, 2017).

Gaining consensus of group members

Successful leadership involves using social influence processes to organize, direct and motivate the action of others to be appreciating them. It is necessary for effective leadership because leadership is crucial to organization to gain the consensus of group members. The self-efficacy of leaders is crucial in influencing effective leadership in an organization and to gain commitment and genuine support of group members to new goals. Gaining support for change and commitment from followers is indicative of the success of a leader (Hannah et al., 2012; Paglis & Green, 2002; Pendley, 2021). The principal's beliefs affect their behaviors and teacher commitment (Hallinger et al., 2017 cited in Cobanoglu & Yurek, 2018) and essential for school management (Fisher, 2014). Leadership self-efficacy, a subcategory of self-efficacy, can be defined as personal beliefs related to knowledge, skills, and abilities associated with the leadership of groups (Bobbio & Manganelli, 2009; Hannah et al., 2008). These beliefs allow leaders to use their skills to provide direction and garner support and commitment from followers (Hannah et al., 2012; Paglis & Green, 2002).

Definition of Key Terms

Self-Efficacy

Self-efficacy is defined as a person's belief in his or her capability to successfully perform a particular task (Bandura, 1997).

Leadership Self-Efficacy

A leader's perceived capabilities to organize the positive psychological capabilities, motivation, means, collective resources, and courses of action required to attain effective, sustainable performance across their various leadership roles, demands, and contexts (Hannah et al., 2008).

Principals' Leadership Self-Efficacy

Principals' leadership self-efficacy is defined as a judgement of one's own capabilities to structure a particular course of action in order to produce desired outcomes in the school he or she leads (Tschannen-Moran & Gareis, 2007).

Operational Definition of Leadership Self-Efficacy

In this study, leadership self-efficacy is operationally defined as a leader's belief in their course of actions in leadership to start the change process and build interpersonal relationship with followers to gain consensus to achieve organizational goals.

Methodology

In this study, both quantitative and qualitative research method were used to collect the required data. For the quantitative research study, questionnaire surveys were used. For qualitative research study, the open-ended questions and interviews were applied. For participants, 75 school principals from Basic Education Schools in Hinthada Township, Ayeyarwaddy Region were selected by using stratified sampling method.

Questionnaire survey was used to collect the required data to investigate the leadership self-efficacy of principals. All items used in this study were measured by Five-point Likert Scale ranging from Strongly Disagree to Strongly Agree (1= Strongly Disagree, 2=Disagree, Slightly Agree, 4=Agree, 5=Strongly Agree). The scale is comprised of 30 items to assess the level of the principals' leadership self-efficacy. For the qualitative data, six open-ended questions were used. Both instruments were developed based on the review of literature related to leadership self-efficacy under the guidance of the supervisor.

Quantitative Research Findings

In this study, the level of principals' leadership self-efficacy was explored by six subscales. First, mean values and standard deviation of principals' leadership self-efficacy on their leadership areas were described in Table 1.

Findings on the Level of Principals' Leadership Self-Efficacy

Table 1. Mean and Standard Deviations Showing the Level of Principals' Leadership Self-Efficacy (N=75)

No.	Variables	Mean (SD)	Remark
1.	Starting and leading change process in group	3.74(0.41)	Quite Confident
2.	Choosing effective followers and delegating responsibilities	3.95(0.41)	Quite Confident
3.	Building and managing interpersonal relationships within the group	3.89(0.31)	Quite Confident
4.	Showing self-awareness and self-confidence	3.84(0.39)	Quite Confident

No.	Variables	Mean (SD)	Remark
5.	Motivating people	3.92(0.42)	Quite Confident
6.	Gaining consensus of group members	3.82(0.49)	Quite Confident
Principals' Leadership Self-Efficacy		3.86(0.35)	Quite Confident

Scoring Direction: 1.00-1.80 = Not at all Confident 1.81-2.60 = Slightly Confident
 2.61-3.40 = Somewhat Confident 3.41-4.20 = Quite Confident
 4.21-5.00 = Extremely Confident

According to the data presented in Table 1, the area of “Starting and leading change process in group” showed a slightly lower mean value having 3.74 than other areas and the area “Choosing effective followers and delegating responsibilities” presented the higher mean value having 3.95. As the data presented, the overall mean score for the principals’ leadership self-efficacy of principals in basic education schools was (3.86). Thus, it was found that all principals have quite confident and high level of leadership self-efficacy in all areas of their principals’ leadership self-efficacy.

Finding on the Variations of the Level of Principals’ Leadership Self-Efficacy in terms of their Personal Factors

To investigate the variations of leadership self-efficacy of principals in basic education schools, their gender, age, position, and administrative service were utilized as their personal factors in this study.

First of all, the overall mean values of male and female groups of principals were 3.89 and 3.85 respectively. It can be found that the mean values between two gender groups were slightly different. There was no significant difference in all areas of principals’ leadership practices between male and female principals.

In addition, the overall mean values among their age group were 3.92, 3.79 and 3.87 respectively. Therefore, it can be found that there were no significant differences in the principals’ self-efficacy on their leadership among their age group.

According to their position, One-Way ANOVA was concluded to attain more detail information and it showed that the significant differences in the dimension of “Gaining consensus of group members”.

In Table 2, it was found that there were significant differences in the dimension of gaining consensus of group member ($F = 2.439$, $p < 0.05$) and there were no significant differences in other areas.

Table 2 One-Way ANOVA Result Showing Significantly Different Areas of Principals’ Leadership Self-Efficacy Grouped by Position (N=75)

No.			Sum of square	Df	Mean Square	F	p
1.	Starting and leading change process in Group	Between Groups	0.814	2	0.407	2.439	n.s
		Within Groups	12.013	72	0.167		
		Total	12.827	74			

No.			Sum of square	Df	Mean Square	F	p
2.	Choosing effective followers and delegating responsibilities	Between Groups	0.017	2	.009	0.050	n.s
		Within Groups	12.269	72	.170		
		Total	12.286	74			
3.	Building and managing interpersonal relationships within the group	Between Groups	0.183	2	.092	0.159	n.s
		Within Groups	12.720	72	.177		
		Total	12.903	74			
4.	Showing self-awareness and self-confidence	Between Groups	0.670	2	.335	2.234	n.s
		Within Groups	10.794	72	.150		
		Total	11.463	74			
5.	Motivating people	Between Groups	0.906	2	.453	2.285	n.s
		Within Groups	14.266	72	.198		
		Total	15.171	74			
6.	Gaining consensus of group members	Between Groups	1.787	2	.893	3.961	0.023*
		Within Groups	16.240	72	.226		
		Total	18.027	74			
	Principals' Leadership Self-Efficacy	Between Groups	0.515	2	.258	2.373	n.s
		Within Groups	7.818	72	.109		
		Total	8.333	74			

Note: * $p < 0.05$, n.s= no significance

To get the detailed information about the difference among the groups, Post-Hoc analysis was carried out with the use of Tukey HSD method.

Table 3. Tukey HSD Result Showing Multiple Comparisons for Significantly Different Areas of Principals' Leadership Self-Efficacy by Position (N=75)

No.	Dependent Variables	(I) Position	(J) Position	(I-J) Mean Different	p
1.	Gaining consensus of group members	Primary	Middle	-.36000	0.023*

Note: * $p < .05$

As shown in Table 3, it was found that the Middle School Principals groups showed surpassed than Primary School Principals in gaining consensus of group members ($p < 0.05$). Therefore, it can be concluded that the higher position the principal possessed, the higher leadership self-efficacy in the area of gaining consensus of group members.

Table 4. One-Way ANOVA Result Showing Significantly Different Areas of Principals' Leadership Self-Efficacy Grouped by Administrative Service (N=75)

No.			Sum of square	Df	Mean Square	F	P
1.	Starting and leading change process in Group	Between Groups	0.889	3	0.296	1.763	n.s
		Within Groups	11.938	71	0.168		
		Total	12.827	74			
2.	Choosing effective followers and delegating responsibilities	Between Groups	1.434	3	.478	3.126	.031*
		Within Groups	10.852	71	.153		
		Total	12.286	74			
3.	Building and managing interpersonal relationships within groups	Between Groups	0.525	3	.175	1.005	n.s
		Within Groups	12.378	71	.174		
		Total	12.903	74			
4.	Showing self-awareness and self-confidence	Between Groups	1.590	3	.530	3.812	.014*
		Within Groups	9.873	71	.139		
		Total	11.463	74			
5.	Motivating people	Between Groups	1.641	3	.547	2.870	.042*
		Within Groups	13.530	71	.191		
		Total	15.171	74			
6.	Gaining consensus of group members	Between Groups	0.856	3	.285	1.179	n.s
		Within Groups	17.171	71	.242		
		Total	18.027	74			
	Principals' Leadership Self-Efficacy	Between Groups	0.845	3	.282	2.671	n.s
		Within Groups	7.488	71	.105		
		Total	8.333	74			

Note: * $p < 0.05$, n.s= no significance

One-Way ANOVA was concluded and it showed that the significant differences in the dimension of “Choosing effective followers and delegating responsibilities”, “Showing self-awareness and self-confidence” and “Motivating People” according to their administrative service. In Table 4, it was found that there were significant differences in the dimension of Choosing effective followers and delegating responsibilities ($F = 3.126$, $p < 0.05$), Showing self-awareness and self-confidence ($F = 3.812$, $p < 0.05$), and Motivating People ($F = 2.870$, $p < 0.05$).

To get the detailed information about the differences among the groups, Post-Hoc analysis was carried out with the use of Tukey HSD method.

Table 5. Tukey HSD Result Showing Multiple Comparisons for Significantly Different Areas of Principals' Leadership Self-Efficacy by Administrative Service (N=60)

No.	Dependent Variables	(I) Administrative Service	(J) Administrative Service	(I-J) Mean Different	P
1.	Choosing effective followers and delegating responsibilities	< 1 Year	1-5 Years	-.39583	0.023*
			> 11 Years	-.37471	
2.	Showing self-awareness and self-confidence	< 1 Year	1-5 Years	-.4111	0.014*
3.	Motivating people	< 1 Year	1-5 Years	-.4389	0.042*

Note: * $p < 0.05$, n.s= no significance

According to Table 5, it was found that 1-5 years and > 11 years administrative service principals showed surpassed than < 1 year administrative service principals in choosing effective followers and delegating responsibilities ($p < 0.05$). In addition, 1-5 years administrative service principals showed surpassed than < 1 year administrative service principals in showing self-awareness and self-confidence ($p < 0.05$). Moreover, there was also significant difference in motivating people between < 1 year administrative service principals and 1-5 years administrative service principals ($p < 0.05$). Therefore, it can be concluded that the more experienced in administrative service the principal had, the higher leadership self- efficacy in the area of choosing effective followers and delegating responsibilities, showing self-awareness and self-confidence and motivating people.

Qualitative Research Findings

Responses to Open-ended Question

As the qualitative findings, the open-ended questions were conducted in this study to investigate the principals' leadership self-efficacy. There are six open-ended questions for principals in this study and the principals' various responses for these questions are described in detail as follow.

The first was concerned with principals' leadership self-efficacy belief about starting and leading change process to attain achievement and how do they manage well. In this question, the most principals had self-efficacy belief about their leadership in this area. However, a few principals claimed that they had some extent of leadership self-efficacy belief in this area but they struggle to manage common challenges.

The second question was concerned with principals' leadership self-efficacy belief about choosing effective followers and delegating responsibilities and how they delegate well. In this question, the principals had quite confident in delegating and responsibilities. However, there was a few principals answered that they have not at all confident in this area. They complain of some issues.

Relating to third question, it is concerned with principals' leadership self-efficacy belief about building and managing interpersonal relationships within the group and how they build well. In this question, a number of principals have confident in their interpersonal skill. They build their good interpersonal relationship with subordinates. However, there was a few principal expressed openly that they have not much confident and their poor is relationship with others.

The fourth question was concerned with principals' leadership self-efficacy belief about showing self-awareness and self-confidence. In this question, the principals mentioned their leadership capabilities, strength and weakness. Most of the principals can focus on themselves and evaluate well. Although they have confident their leadership, they have sense in weakness in organizing and communicating with others persuasively.

The fifth question was concerned with principals' leadership self-efficacy belief about motivating people and how to motivate well. In this question, the most principals had confident and can motivate their subordinates to attain goals in school but they cannot motivate their subordinates completely all members of school community to express their view, voices and advices for the improvement of the school and weak in shared leadership.

The sixth question was concerned with principals' leadership self-efficacy belief about gaining consensus of group members and how to gain consensus and how to solve conflicts well. In this question, the most principals they have confident in solving the problems and managing the conflicts among teachers. However, a few number of principals mentioned that they have somewhat confident in solving problem and conflicts, therefore they sometimes receive the advices of superiors or experienced others but they try to gain consensus as possible as they can.

Conclusion and Discussion

Based on the research questions, findings of this study could be concluded as follows. Regarding the principals' leadership self-efficacy, the overall mean value was 3.86. Accordingly, it can be said that the level of principals' leadership self-efficacy is quite confident. Specifically, the mean values of starting and leading change process in group, choosing effective followers and delegating responsibilities, building and managing interpersonal relationships within the group, showing self-awareness and self-confidence, motivating people, gaining consensus of group members were 3.74, 3.95, 3.89, 3.84, 3.92, 3.82 respectively and these mean values indicated that the levels of all of the six dimensions were quite confident. In related literature, there is some research supporting this result. This finding is consistent with the result by Bobbio and Manganelli (2009) and Yurek and Cobanoglu (2018) that the participants have a high level of self-efficacy beliefs.

When investigating the differences of the principals' leadership self-efficacy according to their personal factors, it was found that there were significance differences in position and administrative service and there were no significance differences in gender, age and school size. This finding is consistent with previous studies as McCormick et al. (2002), Bergman et al. (2021) and Lucas (2003).

When investigating the leadership self-efficacy of principals according to the qualitative findings, it was found that the principals quite confident in their leadership according to their responses.

Suggestions

Based on the results of this study, the following suggestions are presented for principals' leadership self-efficacy in Basic Education Schools. Some of the principals face in troubles as poor infrastructure and insufficient facilities and resource limit and cannot make good progress on a journey to change process and this effect on their leadership self-efficacy. Thus, it is needed to be fully attention and considered these issues as stakeholder and policy makers. According to their answers, there is no adequate staff to delegate well, and over-workload and poor salary are also considerable factors. In current situation, it is needed to be fulfilled the adequate quantified and qualified staffs on behalf of the attrition staffs. Some of principals face in trouble as establishing multiple ways for parents and community to be involved in the day-to-day running of the school. Thus, to establish collaborative culture, the stakeholders and policy maker should be shared the knowledge, beliefs and awareness infiltrated by the current change and educational reform process all over the country not to behind in implementing in change process. Ministry of Education should provide a continuous process for leadership training to sharpen the competencies of principals to adapt and equip with 21st century skills and face the challenges and obstacles in current situation to meet the vision of education. In order to motivate teachers and to meet their expectation, the responsibility is not only relying on the principals. In current situation, the teachers are needed to be safe both physically and mentally. They should be provided and supported their personal well-being and professional development safely. Therefore, the Ministry of Education should support the well-appointed work place and environment and should give the opportunities for their professional and career development. To gain consensus of the all members of school community, the principals should persuade to better understand and appreciate the function of education in individual in school community. The principals should mobilize to make sense to consider as the individuals are critical roles in educational change and reform process rather than using the approaches by authority power.

Limitations

One of the limitations is the cross-sectional nature of this study. By the reason of measurements were made at one point in time. Another limitation of the study is the sample was from a single township of the Ayeyarwaddy region and participants were small amount of sample, generalizability of the results may be limited.

Need for Further Study

This study is conducted to the principals of Basic Education Schools in Hinthada Township, Ayeyarwaddy Region. The future researchers who would like to study the similar content should be conducted in other contexts as Higher Education and Education Degree College and other region of Myanmar widely. It is suggested that other researcher should focus on the relationship study between leadership self-efficacy and other variables and causal comparative study. It is also investigated to deeper information by using qualitative research design and should investigate the principals' leadership self-efficacy from the teachers' point of view and should investigate other participant group as teachers and students. Last but not least, it is also suggested to conduct the factors affecting on the principals' leadership self-efficacy as this study at the same context. New paths of inquiry were provided for future researchers.

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