PRINCIPAL LEADERSHIP STYLE AND TEACHER SELF-EFFICACY IN BASIC EDUCATION HIGH SCHOOLS

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Abstract

The main aim of this study is to study the principal leadership style and teacherself- efficacy in Basic Education High School of Kyauktaga Township in Bago region. Specific aims are 1) to study the principal's leadership style based on teacher perceptions, 2) to study the teachers' self - efficacy based on teachers' perceptions, 3) to study the relationship between the principal's leadership style and teachers' self-efficacy. A total of 211 teachers from Basic Education High Schools located in Kyauktaga Township in Bago region, were selected to participate in this study. In this study, quantitative and qualitative research methodologies were used. Two sets of questionnaires were used to investigate principal's leadership style and teachers' self-efficacy (Multifactor Leadership Questionnaire from 5X developed by Bass and Avolio (1995) and teacher self- efficacy developed by Bandura (1986).The reliability coefficient Cronbach's alpha of principal's leadership style was 0.92 and Cronbach's alpha of teachers' self-efficacy was 0.95.Using the Statistical Package for the Social Sciences (SPSS) software version 22, Descriptive statistics, One-way ANOVA and Pearson correlation were used to analyze the data obtained. The research findings show that high school principals in Kyauktaga Township often used each leadership styles. And it was found that teachers were high level in their teachers' self-efficacy. There were statistically significant relationship between transformational leadership style and teacher self-efficacy and between transactional leadership style and teacher self-efficacy.

Introduction

The conditions of teachers' working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students according to Hallinger& Murphy (1986); OECD (2001); Pont, Nusche& Moorman (2008).

What teachers bring into the classroom is considered to dictate the quality of their students' educational experiences Nelson (2008) and the overall school and student performance; since it predicts expectations that one might have towards a process Ross &Gray (2006). One of the most effective attributes of teachers' performance has been documented to be their sense of efficacy Alvarez-Nunez (2012), also referred to as their "belief on their capability to organize and execute courses of action, required to successfully accomplish a specific teaching task in particular context" Tschannen-Moran, Wolf-folk Hoy & Hoy(1998) cited in Chen & Yeung(2015).

Within the last decade, there has been an increasing interest in the self-efficacy of teachers in considering it an invaluable attribute to their motivation to work as well Roeser, Arbreton, & Anderman (1993) cited in Ross & Gray(2006). According to Ross & Gray(2016)a high level of self-efficacy for teachers is considered to be a motivational factor at work, making them achieve the success they aspire to, overcoming the obstacles that might arise, as well as trying harder to work with their students and seek new strategies that can provide successful outcomes .

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Furthermore, overwhelming evidence reveals how school administrators' educational leadership style influence teachers' behaviour and beliefs towards themselves. According to existing findings that consider teachers' behaviour and beliefs towards themselves. According to existing findings that consider the leadership influence on its employees, there are various definitions of leadership and leaders' behaviours, which do have an impact on their employees. Leaders who adopt both transformational and transactional leadership practices are the most influential leaders Bass (1985). A transformational leadership style is a change-oriented style of leadership, and as such, is composed of individual consideration, inspirational motivation, idealized influence and intellectual stimulation according to Derue, Nahrgan, Wellman & Humphrey (2011). On the other hand, a transactional leadership style in its core has the elements of transaction, between the leader and the follower and as such, involves clarification of roles and requirements that are expected by followers.

According to the above mentioned reasons, it was found that principals' leadership style is an important thing that affects school performance. So, this study is focused on a study of principal leadership style and teacher self- efficacy in Basic Education High Schools of Kyauktaga Township, in Bago Region.

Significance of the Study

Principals face many daily challenges and responsibilities as they strive to effectively manage their schools and enhance student achievement. Their time is taxed by important leadership responsibilities and excessive management demands. They must make wise choices as to how to spend their valuable time more efficiently. It is important for principals to understand the relationships between what they do and its impact on teachers' work and teacher efficacy according to Hipp (1995). The identification of critical principal leadership style that influence teacher efficacy will provide principals, university certification/training programs, and local districts with valuable information related to the effect of principal leadership on teacher efficacy according to Leithwood, Jantzi& Fernandez (1993).

Whether the leadership style of a principal is related to teachers' efficacy that has a direct or indirect influence on student achievement according to Kythreotis, Pashiardis, &Kyrakides, (2010). The current study did not focus directly on student achievement. The need for future research has been suggested at the end of this study as to whether a principal's leadership style has a direct or indirect influence on student achievement based on the relationship a principal's leadership style has to teacher - efficacy.

Aims of the Research
Main Aim

To study the principal's leadership style and teachers' self- efficacy in Basic Education High School of Kyauktaga Township in Bago region.

Specific Aims

1. To study the principal's leadership style based on teacher perceptions.
2. To study the teachers' self -efficacy based on teachers' perceptions.
3. To study the relationship between the principal's leadership style and teacher s' self-efficacy.

Research Questions

This research deals with the following questions regarding the relationship between the leadership style of principal and teacher self- efficacy.

1. What leadership style do principals mostly use based on teacher perceptions?
2. To what extent do teachers perceive their self- efficacy?
3. Is there any relationship between the leadership   style of principals and teacher self-efficacy?

Definition of Key Terms

Important keys terms carefully are defined in order that readers may acquire the better understanding towards the concepts underlying the development of the study.

- **Leadership Style**: means the manner and approach of providing direction, implementing plans and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader Newstrom, Davis (1993).

- **Teachers' Self-Efficacy:** Bandura (1986) defined teachers' self-efficacy belief is a teacher's individual belief in his or her capabilities to perform specific teaching tasks at a level of quality in a certain situation.

Operational Definitions

Principal's leadership style

Principal's leadership style refers to the phenomenon of the dominant behavioral pattern of a school principal. Principal's leadership style were examined by the mean responses of teachers from Basic Education High Schools on five – point Likert scale questionnaire, consisting of thirty-one items about six dimensions of three different leadership styles. The higher the mean value of responses, the higher the possibility of the leadership style that a school principal exposes.

Teacher self-efficacy

Teacher self-efficacy refers to the teachers' belief that get through do his or her own ability. Perceived teachers' self-efficacy level of teachers were examined by the mean responses of teachers from Basic Education High Schools on a five-point Likert scales questionnaire consisting of twenty-two items. The higher mean scores of the responses, the greater degree of perceived teachers' self-efficacy.

Methodology

Quantitative Methodology

(i) Sample

For this study, the sample comprised six Basic Education High Schools in Kyauktaga Township. A total of two hundred and eleven teachers were selected from six Basic Education High School in Kyauktaga Township, using Census Survey method. The demographic information was shown in the following table.

Table 1 Demographic information about the respondents

Variables	Group	No. of respondents
Gender	Male	10
	Female	201
Age	20-30 yrs	33
	31-40 yrs	57
	41-50 yrs	54
	51and above yrs	67
Teaching Service(years)	1 -10 yrs	49
	11-20 yrs	59
	21-30 yrs	45
	31 and above years	58
Position	P.T	33
	J.T	79
	S.T	99
Qualification	BA	98
	BSc	20
	BEd	85
	MEd	8

Instruments

      In this study, two types of questionnaires were used to collect data. The first questionnaire is for principals' leadership style. The second questionnaire is for teacher self-efficacy. Both types of questionnaire were responded by teachers.

      The first was the questionnaire of principals' leadership style (see Appendix A). It was developed from the Multifactor Leadership Questionnaire (MLQ) from 5X by Bass and Avolio (1995), used to collect data on principals' leadership style. This instrument contains 31 likert scale items based on a five- point Likert scale from (1.Never, 2.Seldom, 3.Sometimes, 4.Often, 5.Always). Additionally, it classifies a principal's leadership style as transformational, transactional, laissez-faire.

      Transformational leadership is measured by Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. Transactional leadership is measured by Contingent Reward and Management by Exception. Non leadership is only component of laissez-faire leadership. The second was the questionnaire of teacher self-efficacy (see Appendix B). It was developed from Teacher Self-Efficacy Scale Bandura (1986).There are 22 items (five-point Likert scale).

Instrument Validity: In order to obtain the content validity for Principals' Leadership Style Questionnaire and Teacher Self-Efficacy Questionnaire, expert review was conducted to eleven experienced educators, who have special knowledge and close relationship with this area, from the Department of Educational Theory. Then, as a pilot study questionnaires for assistant teachers were distributed to 40 teachers who are not in the study area.

Instrument Reliability: To measure the reliability of this questionnaire, the Cronbach's alpha was used. According to the test of pilot study, the reliability coefficient (Cronbach's alpha) were (0.92) for Principal Leadership Style and (0.95) for Teacher Self-Efficacy.

(iii) Procedure

      After the permission had been received from Department of Educational Theory was taken to do the research in Basic Education High Schools of Kyauktaga Township, Bago Region, questionnaires were handed to the respondents in schools between 12th November, 2018 and 16th December, 2018. All the questionnaires were collected after two weeks and were completely answered.

(iv) Data Analysis

      The collected data of this study were systematically and analyzed by using the Statistical Package for the Social Science (SPSS) software version 22. The descriptive statistics were used to tabulate mean and standard deviation of individual items and group of items in the questionnaire. One-way ANOVA and Pearson-product movement correlation were used to describe the Principal Leadership Style and to measure the level of Teacher Self-Efficacy by gender, teaching service, position and qualification. Pearson correlation was used to find the relationship between Principal Leadership Style and Teacher Self-Efficacy.

Qualitative Methodology

      Qualitative research methodology was used to study principals' leadership style and teacher self-efficacy. Required data was obtained through open-ended questionnaire and interview.

Instruments

      As an instrument, opened-questions and interview were used to obtain the required data. The opened-questionnaire consists of three items and the interview from was developed with four items.

Procedure

      According to the related literature review, three opened questions were administered in order to obtain in-depth information about principals' leadership style and teacher self-efficacy. Reliability and content validity is taken as in quantitative methodology. In this research tool, three opened questions were used for the teachers. Interviews were conducted with selected teachers and six principals to obtain more information about principal's leadership style of high school teacher from 8th January to 18th January. Instead of the writing responses, the subjects or interviewees gave the needed information orally face to face. The researcher wrote detailed noted during or just after each interview.

      The analysis of collected data as research findings will be discussed into two phases.

Quantitative Research Findings

Table 2 Mean and Standard Deviation of Teacher Perceptions on Principal Leadership Style at Basic Education High Schools in Kyauktaga Township   (N=211)

No.	Leadership Style	Mean	SD
1.	Transformational	4.28	.56
2.	Transactional	4.26	.56
3.	Laissez- Faire	4.17	.83

      According to Table 4.1, the mean value of transformational, transactional and laissez-faire leadership style were 4.28, 4.26 and 4.17 respectively. The highest mean value was transformational leadership style and the lowest mean value was the laissez-faire leadership.

Table 3 Mean Values and Standard Deviation of Principal Leadership Style Perceived by Teachers Group by School

No.	Leadership Style	Mean (SD)					
		School A	School B	School C	School D	School E	School F
1	Transformational	4.13 (.77)	4.12 (.36)	4.48 (.45)	4.32 (.44)	4.06 (.61)	4.53 (.58)
2	Transactional	4.16 (.77)	4.21 (.38)	4.56 (.40)	4.20 (.54)	3.76 (.39)	4.54 (.42)
3	Laissez-faire	4.07 (.98)	4.35 (.61)	4.46 (.53)	4.34 (.51)	3.94 (.65)	3.40 (.37)

According to Table 4.8, the mean value of transformational leadership style in school was 4.13, 4.12, 4.48, 4.32, 4.06 and 4.53. The mean value of transactional leadership style of school was 4.16, 4.21, 4.56, 4.20, 3.76 and 4.54. The mean value of laissez-faire leadership style in school was 4.07, 4.35, 4.46, 4.34, 3.94 and 3.40 respectively.

Table 4 One Way ANOVA Result of Teachers' perceptions on Principal Leadership Style Group by School

Leadership Style		Sum of Squares	*df*	Mean Square	*F*	*p*
Transformational	Between groups	6.59	5	1.31	4.43	0.001**
	Within groups	60.96	205	.29		
	Total	67.55	210			
Transactional	Between groups	12.65	5	2.53	9.45	.000***
	Within groups	54.87	205			
	Total	67.53	210	.27		
Laissez-Faire	Between groups	21.69	5	4.34	7.05	.000***
	Within groups	126.09	205	.61		
	Total	147.78	210			

Note: ***p<.001, **p<.01, *p<.05

Table 4.9 shows the ANOVA result for teacher perceptions on principal leadership style such us transformational, transactional and laissez-faire leadership. According to Table 4.9 there were significant differences in the perceptions of teacher on principal leadership style grouped by school.

Table 5 Mean and Standard Deviation of the level of Teacher Self-Efficacy at Basic Education High Schools in Kyauktaga Township perceived by Teachers (N=211)

No.	School	Mean	SD	Level
1	A	4.36	.71	Moderately high
2	B	4.16	.46	Moderately high
3	C	4.53	.41	high
4	D	4.29	.42	moderately high
.5	E	4.60	.40	high
6	F	4.33	.54	moderately high
7	**Overall Teacher Self-Efficacy**	4.25	.46	Moderately high

Scoring Direction: 1.00-1.49= low   2.50-3.49=satisfactory   4.50-5.00= high
                             1.5-2.49=moderately low   3.50-4.49= moderately high

In Table 4.10, the overall mean value is 4.25. It showed that the level of teacher self-efficacy was moderately high. It was found that the highest mean value in School E is 4.60, the lowest mean value in School B is 4.16.

Table 6 Mean and Standard Deviation of Teacher Self-Efficacy at Basic Education High Schools in Kyauktaga Township Grouped by Qualification

Qualification	N	Mean	SD
BA	98	4.49	.33
BSc	20	4.49	.46
BEd	85	4.17	.67
MEd	8	3.76	.54

In Table 5, the highest mean value of BA and BSc is 4.49.The lowest mean value of MEd is 3.76.

Table 7 One-Way ANOVA Result showing Teacher Perceptions on Teacher Self-Efficacy at Basic Education High Schools Kyauktaga Township

Overall Teacher Self-Efficacy Mean Values	Sum of Squares	*df*	Mean Square	*F*	Sig
Between Groups	7.62	3	2.54	9.76	.000***
Within Groups	53.91	207	.26		
Total	61.53	210			

Note: ***p<.001, **p<.01, *p<.05

Table 7 shows the ANOVA result on Teacher Self-Efficacy perceived by teacher. According to Table 7, there was a significant difference in the perceptions of teacher on teacher self-efficacy.

Table 8 Tukey HSD Result Showing Teacher Perceptions on Teacher Self- Efficacy Grouped by Qualification

(I) education	(J) education	Mean Difference(I-J)	*P*
BA	BSc	-.002	ns
	BEd	.314	.000***
	MEd	.725	.001**
BSc	BEd	.327	ns
	MEd	.728	.004*
BEd	MEd	.411	ns

Note: ***p<.001, **p<.01, *p<.05, ns=no significance

The mean difference is significant at the 0.05 level.

In Table 8, there were statistically significant differences in the teacher perceptions on teacher self-efficacy regarding between BA and BEd, BA and MEd. Moreover, there was a statistically significant difference in the teacher perceptions on teacher self-efficacy regarding between BSc and MEd.

Table 8 Inter-correlation between Principal Leadership Variables and Teacher Self-efficacy

Variables	Teacher self-efficacy	Transformational leadership style	Transactional leadership style	Laissez-faire leadership style
Teacher self-efficacy	1			
Transformational leadership style	.644[**]	1		
Transactional leadership style	.653**	.724**	1	
Laissez-faire leadership style	.009	.029	.101	1

[**]Correlation is significant at the 0.01 level (2-tailed).

According to the Table 8, it was found that there were significant and positive relationships among transformational leadership style ,transactional leadership style and teacher self-efficacy. Teacher self-efficacy was correlated with transformational leadership style (.644), with transactional leadership style (.653).

Qualitative Research Findings
Open-ended Responses

Three open-ended questions were used to examine principal leadership style and teacher self-efficacy. Teachers expressed their perceptions on their principals' staff management and school activity management.

In open-ended question (1)20.58% of teacher (N=45) reported that their principal managed in accordance with departmental instruction and disciplinary rules. Twenty percent of teachers (N=43) regarding themselves as the member of the family and making individual meeting and discussing them.18% of teacher (N= 39) avoiding the bias and treating every teachers equitably, showing good leadership behavior.11% of teachers (N=24) Stimulating high grade of result, arranging monthly subject meeting, planning extra teaching hours for needed subjects and 7.42% of teachers (N= 9) giving punishment and reward system and 11% of teachers (N=24) assigning the teaching subject in accordance with their expertise and operating the task dutiful and according them. Twelve percent of teachers (N=27) helping positive optimism, solving the problems cooperatively with teachers.

In open-ended question (2) 28.9% of teachers (N= 61) perceived that their principals have specific instruction and operated the tasks dutifully and systematically and used suitable management and delegating teachers duties equally and orderly, clean and physical surrounds of schools and manage all the staffs with love and good will and 8.5% of teachers (N= 18) considering teachers' opinions and cooperated with them for the school effectiveness and talk into teacher to get cohesion and 4.7 % of teachers (N=10) stated that their principal sometimes, neglected teachers opinions and performed the task accordance with his own decision, avoided clear decision making and weekend in management.23.2% of teachers (N=49) cooperating with community for the school improvement and emphasizing student achievement and encouraged their staff to obtain the high pass rate for matriculation result.14.6 % of teachers (N=31)giving

them rewards by celebrating rewarding ceremony every year. 19.9% of teachers (N= 42) holding pre-staff meeting, giving direction clearly for implementation of their assigned duties.

In open-ended question (3) 80% of teachers (N=170) reported that they have got through the teaching and learning situation well. They said that communicated with parents' involvement warmly-welcomed was. 16% of teachers (N=35) reported that they have little difficult, that they encountered the disruptive behavior in the classroom and they faced with parents because they have a few teaching experiences and teaching service. 4% of teachers (N=6) that they have no responses.

In the section of qualitative findings results of interviewing principals and teachers were presented.

For this study, schools were identified based on the findings of quantitative survey. Three schools groups: Group I schools in which principal who mostly used transformational leadership style, Group II school in which principal who mostly used transactional leadership style   and Group III school with laissez-faire leadership style were included in this study. Therefore six principals and twelve teachers were participated in qualitative analysis interview. The interview researches were presented on the following questions.

As making major decisions, the principal who mostly used transformational leadership style (principal 1) reported "I held a meeting and took the approval of each teacher in making major decisions".

On the other hand, the principal who mostly used transactional leadership style (principal 2) reported "I consulted with representative   teachers of each grade, in charge of subjects, PTA members, School Board of Trustees and Steering Committee." and "I asked for teachers' suggestions and made the final decision" and "I asked for suggestions from respective subjective teachers, deans to address particular problems"

The principal who mostly used laissez-faire leadership style (principal 3) reported "whatever other want to do is OK with me" Teachers of principal 1 said that let teacher to take the leadership role to solve the problems cooperatively. Teachers of principal 2 said that she was discussed not only with my teachers but also School Board of Trustees and Parent-Teacher-Associations and Teachers of principal 3 said that she organized committees and sub-committees and   gave group members to make their own decision.

As the importance of having a strong sense of purpose   for a school, Principal 1 reported "I always make classroom visitation to observe the teachers' behavior and give them appropriate suggestion to improve their instruction.

Principal 2 reported "I arrange monthly subject meeting. And I plan extra teaching hours for needed subjects. Anddiscussions were made based on the classroom observation and gave suggestions concerning to improve their teaching method "and   "I make classroom visitation and observe the teaching learning situation ,"I also suggest my teachers to have the good class control before teaching to get students' attention".

Principal 3 reported." I am content to let others continue working the same way as always" and" I hold staff meetings to discuss the matters"

Teachers of principal 1 said that every teacher she reinforced every teacher to make lesson plan carefully and to use innovative ideas and a variety of teaching strategies".

Teachers of principal 2 said that she provided journals, educators, and student's guide concerning teaching subject matter and she visited classrooms to check how effectively teachers are teaching.

Teachers of principal 3 said that she only need to try to get participation of all the teachers.

As given recognizing the staff to, principal 1 reported "I praise my teachers for their well done. And I award them in a honor badge. So every teachers and students try to their best to with honor badge awarded by the principal".

Principal 2 reported "I always praise the excellent teachers and outstanding students. Then I honor the teachers them in the award giving ceremony held once a year "and "I honor who are good in teaching and being the good model for the students. Outstanding students from each class are also rewarded".

Principal 3 reported "I hold ceremony once a year to appreciate and support for teachers' contributions and students achievement".

Teachers of principal 1 reported "she praised her teachers in front of the public and recognized them by giving awards. Like principal 2, teachers of principal 2 said that she honored the teachers them in the award giving ceremony held once a year.

Teachers of principal 3 said that she   always praised the excellent teachers and outstanding students.

Building teachers' respect, principal 1 reported I demonstrate a sense of cooperative responsibility and commitment to public service".

Principal 2reported "I control myself and other to take responsibilities and I monitor and evaluate plans to complete in time", "As a principal, I try to be a fair and justice person and manage the school "."I always try to become a good example of staff and students. I ask for feedback from the staff regarding my performance".

Principal 3 reported "I hold regularly staff meeting. I support the teachers to make their own decisions and give people freely to perform their duties".

Teachers of principal 1said that   she cultivated her staff to improve their loyalty to the school and took proud in the success of their school

Teachers of principal 2 she behaved a personal example for teachers and students.

Teachers of principal 3 she believed that each and every one is capable of some unique contribution to achieve school goals.

Discussion

According to finding, the highest mean value of transformational leadership style was only one school. Thus, transformational leadership principal need to born many. The primary responsibility of the principal is to facilitate effective teaching and learning.

Next to the transformational leadership style is the transactional   leadership style, whit has a small variation from it. It can be considered as the second most commonly applied leadership by the school principals in Kyauktaga Township, Bago Region. As a good point, nearly half or out of three schools principals mostly used transactional leadership style.

According to Bass (1998), he stated that while transformational leadership is believed to make transactional leadership better, it cannot replace it. The environmental context of the organization must be considered when determining which of the two forms of leadership is required. Transactional leadership is may be more effective when the organization is relatively stable, as opposed to transformational leadership, which is more suitable for times when the organization is experiencing a multitude of rapid changes.

Teacher advocated that their principals demonstrated transformative behavior such as pay personal attention to the need and interests of the teachers, providing for intellectual stimulation and challenges, raising teachers' expectations and motivation to devote and investing extra efforts for their welfare.

On the other hand, due to findings those principals often practice of two schools in laissez-faire leadership styles. Teachers' perceived mean value show the degree of practice of often this leadership style. Teacher reported that their principal sometimes, neglected teachers' opinions and performed the task accordance with his own decision, avoided clear decision making and weekend in management.

Laissez-faire leadership can be effective in situations, when:

- Followers are highly skilled, experienced, and educated.
- Followers have pride in their work and the drive to do it successfully on their own.
- Followers are trustworthy and experienced. (Wikipedia, 2014)

Nevertheless, the use of laissez-faire leadership style needs to reduce rapidly.

According to findings, teacher perceived by teachers' self-efficacy that the overall mean value show the level of teachers' self-efficacy is moderately high. If teachers who have high level of self-efficacy encounter difficult tasks, they could perform their tasks successfully.

If teachers who have low level of self-efficacy encounter difficult tasks, they could not overcome such kinds of difficulties. However, teachers with a strong sense of self-efficacy are more open to new ideas and innovations, show commitment to certain teaching and improve student achievement. Thus, teachers need to high self-efficacy. Moreover, teachers' self-efficacy could impact on teachers' job satisfaction.

Recommendation

The following suggestions and recommendations were drawn to be more effective principals' leadership style and teachers' self-efficacy in Basic Education High Schools.

- It is necessary important for a principal to pay attention to act as a role model and treat everyone equitably.
- It is necessary to consider a principal should use reward and recognition to reinforce teachers' value.
- It is necessary to introduce the concept of transformational leadership style that principal should have training, work shop ,seminar concerning leadership and management training.
- It is suggested that a principal should evaluate their own leadership behaviors and change according to situation of the school.

- The principal should find out the best leadership styles by involving all education stakeholders in the school in order to apply the most effective leadership style in the management of the institution.

- It is necessary to consider principal should be able to reduce negative effects of stress by improving the level of teachers' self-efficacy.

- The policy maker should consider to design and appropriate policies to create different professional development programs. They should provide teachers with suitable programs to increase their confidence in the teaching process.

5.4 Need for Further Research

This study was to study principal leadership style and teacher self-efficacy in Kyauktaga Township, Bago Region. So, the need for further inquiry is necessary. This study involves 211 participants. Therefore, the result cannot be generalized to any wider population. Sample size should be extended. Further research should be made in other townships, states and regions of Myanmar to represent the whole country. Moreover, further studies should be made by including variables such as rural, urban and socio-economic status of teachers.

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