

The Self-Efficacy of Secondary Schools Principals in Northern Samar

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ABSTRACT

The significant relationship of the school leader's self-efficacy with school and student performance generally support the research hypotheses of this study. Specific findings prove that self-efficacy concepts are manifested by the principals and school heads in Northern Samar. This development on self-efficacy literature is important as this study described the influence of leadership self-efficacy on the performance of school as well students. Findings further suggest that school heads who feel confident in their ability to lead a school will make repeated efforts towards the success of school and student as well. Leaders with high self-efficacy may motivate themselves and use positive thinking to reframe experiences so they are better equipped to handle organizational challenges. Similarly, school heads who give much effort to accomplish a given tasks and persist in the face of obstacles and failures will most likely lead the school and students to academic success. Lastly, as findings of this study have shown, the principal's personal beliefs regarding their ability to affect student achievement and his/her determination to pursue this ability even at difficult times may be responsible for the variance in school effectiveness and the overall performance of the students. For this reason, school leaders must possess a strong self-efficacy that will allow them to lead teachers, staff and students to academic gains. School leaders who believe in their personal efficacy and possess strong determination will nurture teachers and students capable of unlimited academic advances. Big things are accomplished by talented people who believe they will accomplish them.

KEYWORDS: *Self- efficiency, performance, and achievements*

1. INTRODUCTION

Achieving the dramatic gains to close the achievement gap in high-poverty areas or low

achieving schools will depend heavily on the ability of the leaders (Porton & Alejandro, 2006). Complicating the issue of ensuring able leaders is the trend towards assigning new principals to the schools in the lowest performing areas (Pascasio, 2003). As new leaders' transition to the demanding role of school principals, they are finding that educational contexts have transformed and the competencies necessary for success are complex (Porton & Alejandro, 2006).

The duality of adapting to the new role meeting the multifaceted demands in high-poverty schools can be challenging. The Education Department's Public Agenda Report (2005) indicated that 34% of principal's "dislike" the profession because of the "unreasonable demands of accountability" (Pascasio, 2003). Current accountability-based systems add another layer of difficulty for new leaders to navigate the arduous journey of school leadership. It is clear that school systems are seeking a new caliber of leader that is able to make immediate positive change (Porton, 2000).

As a result of the difficulty with a number of schools and districts finding capable candidates, "problem-plagued" schools have a disproportionate number of less experienced principals (Mitra, 2003). What seems to be apparent is that high-poverty schools often present professional difficulties that may deter prospective candidates.

The pressures of educational leadership have become extraordinary, making an already difficult job an almost impossible one (Licuanan, 2007). Moreover, leaders are challenged with a higher education degree to ensure success in rural schools. Given the demanding climate of high accountability, specific leadership behavior and skills have become a central theme in the facilitation of effective schools. However, it may be the individual leader's level of efficacy that determine if those behaviors lead to

successful school outcomes. Leaders who are able to intensify and sustain their efforts in the face of insurmountable odds may attain greater success in particularly challenging environments (Tschannen-Moran & Gareis, 2004). Over the next five years, 40-50% of principals will be eligible for retirement which may cause a leadership shortage (Pascasio, 2008) that will disproportionately affect rural areas such as in Northern Samar. A recent study found that public school principals exhibit substantial mobility with about two-thirds of principals leaving the schools in which they began their career within six years. The reasons for the imbalance of hiring skilled leaders to schools with great challenges are complex especially in some school districts where politics play a role in selecting school leaders (Licuanan, 2007).

Examining leadership characteristics schools' administrators in the division of Northern Samar is important to determine the leaders' capacity to achieve the education department's national goals. This study is necessary to understand the relationship between this research sought to highlight the challenges student's achievement and principal's self-efficacy. Additionally, this research sought to highlight the challenges of role expectations and practices of the school leaders as evidenced by current accountability-based standards. As the impact of leadership on student academic achievement becomes more heavily researched, policy makers have placed

3. Results and Discussion

Level of Self-Efficacy

Table 1 shows the level of self-efficacy of the respondents. It shows that 38 out of 67 principal respondents were found to possess very high self-efficacy while 24 or 35.82 percent has high self-efficacy. Only five (5) or 7.46 percent had average self-efficacy. Almost the same distribution of efficacy levels was observed by teachers and PTA officials. Seventy-two or 59.5 percent of the teachers assessed the school heads to possess very high self-efficacy while Fourteen (14) or 11.57 percent said their superiors possessed average self-efficacy only. On the other hand, fifty-two (52) or 50 percent PTA officials involved in the study claimed the school heads to possess very high self-efficacy level. Less than 10 percent of the parents assessed the school heads to possess average self-efficacy. It could be noted that the three stakeholders rated with similarity the self-efficacy of the principals. In fact, the teachers rated the school heads higher than the principal's themselves.

Table 1 Self-Efficacy of the Principals/School Heads

SELF-EFFICACY LEVEL	SELF		TEACHER		PTA		TOTAL	
	F	%	F	%	F	%	F	%
Very High Self-efficacy	38	56.72	72	59.50	52	50.00	162	55.48
High Self-efficacy	24	35.82	35	28.93	43	41.35	102	34.93
Average Self-efficacy	05	07.46	14	11.57	09	08.65	028	09.59
Total	67	100.0	121.0	100.0	104.0	100.0	292.0	100.0
		0	0	0	0	0	0	0

greater pressure and responsibility on principals to improve school performance (Licuanan, 2007).

2. Objectives of the Study

This study on self-efficacy of secondary school principals in Northern Samar aimed to attain the following specific objectives:

- Determine the profile of the respondents in terms of:
 - Age
 - Sex
 - Educational Attainment
 - Number of years in the position
- Determine the resiliency level of the principals in Northern Samar as rated by themselves, the teachers and the PTA officials.
- Find out significant relationship between principals' efficacy.
- Find out if self-efficacy of the principals affect students' academic achievement.
- Find out if self-efficacy of the principals affect school performance.
- Find out which profile of the respondents affect their self-efficacy.
- Find out which profile of the respondents affect students academic achievement and school performance.

Level of Resiliency

Table 2 shows the resiliency level of the principals/school heads. It shows that 46 out of 57 principal respondents were found to possess very high resiliency while 20 or 29.85 percent had high resiliency. Only one (1) or 1.49 percent had average resiliency. When asked about their superior's resiliency, the teachers claimed that 85 or 70.25 percent of their boss had very high resiliency while 32 or 26.45 percent said the school head had high resiliency. On the other hand, 49 or 47.12 percent of PTA officials assessed the school heads to have a very high resiliency, 48 or 46.15 percent of them claimed the principals to have high resiliency while 7 or 6.73 percent averred that the principals had average resiliency. It was noticeable that the three stakeholders rated with similarity the resiliency of the principals. It could be established that the school leader's judgement about their resiliency was valid and reliable.

Table 2 Resiliency of the Principals/School Heads

RESILIENCY LEVEL	SELF		TEACHER		PTA		TOTAL	
	F	%	F	%	F	%	F	%
Very High Self-efficacy	46	68.66	85	70.25	49	47.12	180	61.64
High Self-efficacy	20	29.85	32	26.45	48	46.15	100	34.25
Average Self-efficacy	01	01.49	04	03.31	07	06.73	012	04.11
Total	67	100.0	121.0	100.0	104.0	100.0	292.0	100.0

Table 3a Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.494	.250	.207	3.34353

Predictor: Resiliency, Self-Efficacy

Dependent Variable: Mean Percentage Score

Table 3b Analysis of Variance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	436.903	02	218.452	7.618	.049 ^a
Residual	8235.239	64	028.676		
Total	8672.142	66			

Table 3c Beta Coefficients

	Unstandardized Coefficients		Sig.
	B	Std. Error	
Constant	99.481	20.670	.000
Self-Efficacy	1.520	2.885	.042
Resiliency	1.209	3.339	.031

Test of Relationship between the Respondent between the Respondent's Self-Efficacy and School Performance Measured thru Awards/Recognition Received for the Last Three Years

Multiple Regression Analysis was again utilized to test the effect of self-efficacy on school performance. Generally, the analysis result showed a significant R value of .437 with a coefficient of determination of .191 (Table 7a) which means that 19.1 percent of the variance in school performance can be attributed to self-efficacy. An F-value of 4.335 and significance value of 0.040 (Table 8b) suggested a significant relationship because the p-value was less than the 0.05 alpha level. Therefore, the null hypothesis was rejected in favor of the alternative hypothesis that the effect of self-efficacy on school performance is significant. Beta coefficients in Table 8c indicated that both self-efficacy ($\beta=0.938$, $\text{sig.}=0.039$) significantly predicted school performance. These findings mean that school heads with a higher level of personal belief in leading the school had a positive effect on school performance. Similarly, school heads with high resiliency level affected positively the school performance. These findings further indicated that the faith of a leader in his/her personal capacity and his/her determination to proceed even in times of setbacks could mean much in the success not only of the school but

of the students as well. This agreed with the findings of Hoy and Woolfolk (1993) that supportive behaviors of the principal enhance school and teacher effectiveness. School leaders with self-efficacy exemplify notable quality characteristics such as respect for staff, sensitivity towards individual's unique needs and abilities, promotion of professional growth, high performance expectations and an overall sense of purpose established by visions and goals, produce staff and teachers of higher efficacy and manifested on high performing students.

Table 4a Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.437	.191	.181	1.273

Predictor: Resiliency, Self-Efficacy

Dependent Variable: School Awards/Recognition

Table 4b Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.065	02	7.032	4.335	.040
Residual	103.786	64	1.622		
Total	103.851	66			

Table 4c Beta Coefficients

	Unstandardized Coefficients		Sig.
	B	Std. Error	
Constant	1.238	2.320	.596
Self-Efficacy	.938	.324	.039
Resiliency	.851	3.75	.049

Test of Relationship between the Respondent's Profile and Self-Efficacy

Multiple Regression Analysis was again utilized to test the effect of age, sex, number of years as principal/school head, and educational attainment on self-efficacy. The analysis showed an overall correlation value of 0.445 which can be considered as moderate relationship. The coefficient of determination of 0.198 indicated that 19.8 percent of the variance in self-efficacy can be attributed to the respondents' profile (Table 9a). analysis of Variance F-Value of 12.146 (df=4.66) and a significance value of 0.009 suggested a generally significant relationship between the independent and dependent variables because the p-value was less than the 0.05 alpha level (Table 9b). therefore, the null hypothesis was rejected in favor of the alternative hypothesis that, generally, there is a significant relationship between profile and self-efficacy of the respondents.

Specifically, beta coefficients in Table 9c indicated that number of years as principal/school head ($\beta=1.011$, sig.=0.038) and educational attainment ($\beta=-0.947$, sig.=.005) significantly predicted self-efficacy. Age and sex did not show significant relationship with self-efficacy having significance values of 0.746 and 0.888, respectively, which were both greater than the 0.05 alpha level. These findings showed that regardless of age and gender, self-efficacy of the school leaders can increase as the number of years spent as a school head increases. However, the negative magnitude of the beta coefficient level was higher for those who did not have post graduate education. Self-efficacy level was higher in school leaders who simply graduated from college or have MA units only. This finding released issues in self-efficacy literature where most studies (e.g. Andales, 2006) concluded that the higher education means higher self-efficacy level. On the other hand, these findings of this study showed that only experience played a big role in the development of self-efficacy among the secondary school principals. It conformed to the study of Maddux (2002) that self-efficacy beliefs develop over time and through experiences. Furthermore, this finding agreed with Andales (2006) when he stated that self-efficacy was positively associated with work experience but not significantly associated with age.

Table 5a Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.445 ^a	.198	.182	.50407

Predictors: Educational Attainment, Years in Current Position, Sex, Age
Dependent Variable: Self-Efficacy

Table 5b Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.340	04	3.085	12.146	.009 ^a
Residual	15.753	62	.254		
Total	16.093	66			

Table 5c Beta Coefficients

	Unstandardized Coefficients		Sig.
	B	Std. Error	
Age	.003	.010	.746
Years in Current Position	1.011	.012	0.38
Sex	-.018	.126	.888
Educational Attainment	-.947	.075	.005

Test of Relationship between the Respondent's Profile

Multiple Regression Analysis was employed to test the effect of age, sex, number of years as principal/school head, and educational attainment on resiliency. The analysis showed an overall correlation value of 0.522 and a coefficient of determination of 0.273 which indicated that 27.3 percent of the variance in resiliency can be attributed to the respondents' profile (Table 13a). In Table 13b, an F-value of 13.142 (df=4.66) and a significance value of 0.005 suggested a significant relationship between the significance value was less than the 0.05 alpha level. Therefore, the null hypothesis was rejected in favor of the alternative hypothesis that, generally, there was a significant relationship between profile of the respondents.

Specifically, beta coefficients in Table 13c indicated that the number of years in current position ($\beta=0.912$, sig.=0.003) and educational attainment ($\beta=-.941$, sig.=.005) significantly predicted resiliency. Age and sex did not show significant relationship with resiliency having significance values of 0.307 and 0.640, respectively, which are both greater than the 0.05 alpha level. These findings indicated that as the number of years spent as a school head increases, his/her resiliency also increases regardless of age and gender. In addition, the negative value of beta coefficient for educational attainment suggested that resiliency level was higher for those principals with lower educational attainment than for those with master's or doctoral degree. This finding revealed that higher education did not necessarily mean higher as far as the respondents of this study are concerned. However, this finding also suggested that experience plays a big role in the development of resiliency among the secondary school principals. It proved the findings from the literature that the number of years spent in the position as a leader positively affected his determination to execute tasks even in the times of setbacks or failures.

This finding was also in agreement with McGinty (1999) who revealed that resiliency level did not vary between male and female teacher and that teachers with high resiliency had better success in teaching performance compared to teachers with lower resiliency level.

Table 6a Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.522 ^a	.273	.212	.42915

Predictors: Educational Attainment, Years in Current Position,
Sex, Age
Dependent Variable: Resiliency

Table 6b Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.593	04	2.148	13.142	.005 ^a
Residual	11.418	62	.184		
Total	12.011	66			

Table 6c Beta Coefficients

	Unstandardized Coefficients		Sig.
	B	Std. Error	
Age	.009	.008	.307
Years in Current Position	.912	.011	.003
Sex	.050	.107	.640
Educational Attainment	-.941	.064	.005

Test of Relationship between the Respondent's Profile and School's Performance in NAT (MPS)

Multiple Regression Analysis was used to test the effect of age, sex, number of years as principal/school head, and educational attainment on school's performance in the National Achievement Test measured through Mean Percentage Score. The regression analysis showed an overall correlation value of 0.422 with a coefficient of determination of 0.236 (Table 14a) which meant that 23.6 percent of the variance in MPS can be attributed to the respondent's profile. An F-value of 5.095 (df=4.66) and a significant relationship between the predictor and criterion variables because the significance value is less than the 0.05 alpha level. Therefore, the null hypothesis was rejected in favor of the alternative hypothesis that, generally, there is a significant relationship between the principal's profile and school's performance in the NAT. However, looking at beta coefficients in Table 14c indicated that only age and sex had significant effect on MPS with coefficients 2.362 (sig.=0.003) and -1.400 (sig.=.024), respectively, both with significance values less than the 0.05 alpha level. The number of years spent as principal (β =-0.343) and educational attainment (β =0.926) did not show significant relationship with MPS having significance values of 0.215 and 0.844, respectively, which were both greater than the 0.05 alpha level. These findings indicated that high performing secondary schools (in the NAT) were manned by older people. In addition, the negative value of the beta coefficient for sex suggested that MPS was higher for schools with male principals or school heads. These findings suggested the presence of an indirect effect of the school leader's maturity on students' academic performance. It proved Bandura's theory that a person can also influence the environment similar to how an environment influences a person. Although the principal was not directly in contact with the students, his/her capacity as a school leader can influence much to the extent of reaching students' academic performance.

Table 7a Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.452 ^a	.236	.167	1.07183

Predictors: Educational Attainment, Years in Current Position, Sex, Age

Dependent Variable: Mean Percentage Score

Table 7b Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1071.847	04	267.962	5.095	0.31 ^a
Residual	7600.295	62	052.585		
Total	8672.142	66			

Table 7c Beta Coefficients

Independent Variable	Unstandardized Coefficients		Sig.
	B	Std. Error	
Age	2.362	.218	.020
Years in Current Position	-.343	.274	.215
Sex	-1.400	2.757	.024
Educational Attainment	.926	1.654	.844

Test of Relationship between the Principal's Profile and the School Performance measured thru Awards/Recognitions

Multiple Regression Analysis was employed to test the relation of age, sex, number of years as principal/school head, and educational attainment to school performance measured thru awards and/or recognitions received for the last three years. The regression analysis showed an overall correlation value of 0.431 with a coefficient of determination of 0.1849 (Table 15a) which means that 18.49 percent of the variance in school performance is attributed to the respondent's profile.

The resultant analysis of variance F-value of 4.084 (df=4.66) and a significance value of 0.033 (Table 15b) confirmed significant relationship between the predictor and criterion variables because the significance values was less than the 0.05 alpha level. Therefore, the null hypothesis was rejected in favor of the alternative hypothesis that, generally, there is a significant relationship between the principal's profile and school's performance in the NAT. Beta coefficients in Table 15c indicated that age ($\beta=1.035$; sig.=0.048), number of years as principal ($\beta=2.385$; sig.=0.001), and educational attainment ($\beta=1.094$; sig.=0.035) significantly predicted school performance. Sex ($\beta=-.149$; sig.=0.637) did not show significant relationship with school performance. These findings suggested that secondary schools with the most awards and/or recognitions received were managed by people who have spent a great deal of years in the position and armed with MA or doctoral degrees. The sex of the respondents not predicting school performance suggested no gender bias when it comes to running a secondary school in Northern Samar.

These findings exemplified the effect of school leader's maturity combined with experience and personal development through education on school performance. It proved Piaget's Theory that cognition is more developed in older people than younger ones.

The addition of experience and higher education makes this development more defined directly influencing school performance. Bandura (1986) described this as bidirectional relationship between behavior and environment. A person's behavior can affect the way in which s/he experiences the environment through selective attention. Human behavior influences the environment, such as when a leader creates a nurturing environment. Thus, the principal's personal characteristics determine which of the many potential environmental influences come into play and what forms they will take.

4. Conclusions

The significant relationship of the school leader's self-efficacy with school and student performance generally support the research hypotheses of this study. Specific findings prove that self-efficacy concepts are manifested by the principals and school heads in Northern Samar. This development on self-efficacy literature is important as this study described the influence of leadership self-efficacy on the performance of school as well students.

Findings further suggest that school heads who feel confident in their ability to lead a school will make repeated efforts towards the success of school and student as well. Leaders with high self-efficacy may motivate themselves and use positive thinking to reframe experiences so they are better equipped to handle organizational challenges. Similarly, school heads who give much effort to accomplish a given tasks and persist in the face of obstacles and failures will most likely lead the school and students to academic success.

Lastly, as findings of this study have shown, the principal's personal beliefs regarding their ability to affect student achievement and his/her determination to pursue this ability even at difficult times may be responsible for the variance in school effectiveness and the overall performance of the students. For this reason, school leaders must possess a strong self-

efficacy that will allow them to lead teachers, staff and students to academic gains. School leaders who believe in their personal efficacy and possess strong determination will nurture teachers and students capable of unlimited academic advances. Big things are accomplished by talented people who believe they will accomplish them.

5. Recommendations

Based on the findings of this study, the following recommendations are forwarded.

Principals or school heads must be provided with opportunities to experience success, feel that they are supported, and be knowledgeable of the latest instructional strategies and tools that they can share with the teachers. This opportunity will allow those who already feel efficacious to validate that belief. Those who need guidance to strengthen their self-efficacy will be able to use the opportunities to do just that. Similar opportunities should be given to school leaders with low resiliency level. These school leaders should attend inspirational talks to boost their esteem and develop resilient behavior. The Department of Education should offer resilience-building activities and teach resilient strategies. They should address emotion competencies such as self-assessment, self-regulation, motivation, and social skills in a systematic way to enhance the self-efficacy of the school leaders, which in the end would strengthen resiliency.

Future research can be conducted by considering gender differences on self-efficacy of faculty members in higher education. It would be an interesting study to explore self-efficacy among university administrators and how these two leadership variables vary between men and women.

Another research may be conducted along these two constructs by considering other variables such as emotional and cognitive intelligence of the principals or teachers. It would enrich the literature of self-efficacy if cognitive and effective ability of respondents share common variance with these two variables.

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