

The Relationship Between the Self-Efficacy of Basic School Headteachers in Effutu Municipality and Their Leadership Effectiveness

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Abstract - This study investigated the relationship between the self-efficacy of basic school headteachers in Effutu municipality and their leadership effectiveness. The purpose of the study was to determine whether the self-efficacy of Basic School Heads in Effutu Municipality affects their leadership effectiveness. The quantitative method was used for the study. A population of 85 headteachers and 145 teachers were drawn from the 85 basic schools in Effutu municipality via total/whole enumeration and random sampling techniques respectively. The structured questionnaires were used to collect the data. The quantitative survey data was analysed with SPSS, specifically, frequencies and correlation. One research question and two hypotheses were formulated to guide the study. The major finding of the study was that the basic school headteachers self-efficacy affects their leadership effectiveness and that there is a positive relationship between self-efficacy and leadership effectiveness. G.E.S. should consider the self-efficacy of teachers before selecting them as heads for Basic Schools for effective academic performance or should invest in stimulating the self-efficacy of heads so as to work effectively. Other organizations should consider building the self-efficacy of their leadership so as to improve their effectiveness in performing their duties and also, rate self-efficacy high on recruitment requirements of applicants at recruitment interviews.

Indexed Terms: *Self-Efficacy, Leadership, Effectiveness, Headteachers, Basic School*

I. INTRODUCTION

Leadership plays vital roles in organizational performance. Leadership is the process of communication (verbal and non-verbal) that involves coaching, motivating or inspiring, directing or guiding and supporting or counselling others (Howard,2005). Research has shown that demographic variables and constructs such as self- efficacy, academic qualification and locus of control have a direct effect on the associated leadership style adopted by leaders.

These variables may either be effective or ineffective and have a direct impact on the demonstrated leadership styles adopted by leaders within the organisation. According to Afful-Broni (2004), leadership is a process where the leader is responsible for mobilizing the various forces, factors and agencies through planned activities towards a common goal or set of goals. Effective leadership within an organization is often viewed as the foundation of organizational performance and growth (Saowalux & Peng, 2007) hence, organizations that fail to have effective leadership may likely fail to meet performance expectation.

Self-efficacy, the belief that one has the personal capabilities and resources to meet the demands of a specific task, was first introduced by Bandura (1977). Several researches on self-efficacy have widely revealed how the motivational construct of self-efficacy influences the choice of activities, the stated and level of the goals set, efforts and persistence towards the task to be accomplished and the subsequent performance (Chen & Blisse, 2002; Paglis, 2010). Hence, the term self-efficacy plays a vital role in influencing the skills individuals possess and also what they do with the skills (Chemers, Watson & May, 2000; Hoyt, 2005). Paglis and Green (2002) proposed that self-efficacy has a direct, positive effect on leadership performance. In addition, Adio and Popoola (2010) found out that self-efficacy has a direct influence on career commitment and job performance and satisfaction of Librarians in Federal University Libraries in Nigeria.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. According to Zimmerman (2000), self-efficacy develops the inspiration and knowledge of people to be more productive and perform better. Self-efficacy is viewed conceptually and psychologically and in

both the aspects it has been determined that self-efficacy is responsible for development of peoples' performance. Lane, Devonport and Horrell (2004), defines the confidence level of an individual leads to self-efficacy parameter in them. If the performance is high then self-efficacy level is also high and if performance is low the self-efficacy is low. Self-efficacy is directly linked with confidence and motivation.

A. Statement of the Problem

The issue of leadership is a dicey one since it has different meaning to different people even in the same organisation. The leadership self-efficacy of head teachers as perceived by the subordinates could be an asset or liability for the school. It becomes an asset because it would help the organisation improve performance which ultimately raises overall performance of the school. It is liability if it seriously affects classroom performance of teachers and also influences the kind of relationship that exists between the staff and the head teacher.

Leaders' behaviour affects employees' satisfaction and involvement towards organizational goals and objectives (Xirasagar, 2008). Leadership is an influence process where the ease or difficulty of exerting influence is a function of the favourableness of the group, task, situation and the leader (Yahchouchi, 2009). The research in her bid to learn much about whether leadership affects the performance of leadership, not much research was found in the research area in Ghana and therefore, it is important to find out how the Effutu municipal Basic School Heads' self-efficacy affects their leadership effectiveness to know whether the result will replicate what happens in other area outside Ghana.

B. Purpose of the Study

The purpose of the study is to determine whether the self-efficacy of Basic School Heads in Effutu Municipality affects their leadership effectiveness.

C. Objectives of the Study

To examine whether the self-efficacy of Basic School Heads in Effutu Municipality affects their leadership effectiveness.

D. Research Questions

Does Basic School Heads self-efficacy affect their leadership effectiveness?

E. Hypothesis

Ho₁ There is no significant relationship between the self-efficacy of Basic School Heads in Effutu Municipality and their leadership effectiveness as perceived by themselves.

H₁ There is significant relationship between the self-efficacy of Basic School Heads their leadership effectiveness as perceived by themselves.

Ho₂ There is no significant relationship between the self-efficacy of Basic School Heads in Effutu Municipality and their leadership effectiveness as perceived by their subordinate teachers.

H₂ There is significant relationship between the self-efficacy of Basic School Heads their leadership effectiveness as perceived by their subordinate teachers.

II. METHODOLOGY

Research Design

The descriptive research design was used for this study. The quantitative research design was employed to elicit facts and information on the influence Basic School Headteachers' self-efficacy on their leadership effectiveness. The research was conducted in the 85 Basic Public and Private Schools in the Effutu Municipality. The target population was all the 85 Basic School Heads and 150 subordinate teachers in Effutu Municipality, totalling 235. The total

enumeration technique was used to cover/select all the 85 Headteachers of Effutu Municipality whereas the teachers were randomly selected.

The instrument that was used to collect data for the study was structured questionnaire. The quantitative survey data was analysed with SPSS, specifically, frequencies and correlation. Out of 235 copies of the questionnaire that were administered, 225 copies (82 from headteachers and 143 from teachers) were returned and properly completed. Thus, 225 copies were used for the analysis. The response rate achieved was 95.7 percent.

III. DISCUSSIONS AND FINDINGS

Self-Efficacy and Leadership Effectiveness

The research question sought to find out whether the Basic School Heads' self-efficacy affects their leadership effectiveness. The 143 teachers and the 82 headteachers, totalling 225, were asked to indicate their agreement or otherwise on a number of items on whether the Basic School Heads self-efficacy affects their leadership effectiveness. It was clear that self-efficacy affects leadership effectiveness and the result is presented in table 1. The data discussed in this section seeks to find answers to research question which states "Does Basic School Heads self-efficacy affect their leadership effectiveness?"

The result in table 1 indicates that 36% that is 81 out of 225 of the respondents agreed that self-efficacy affects the leadership effectiveness of leaders. Also, 33% (74 out of 225) of respondents strongly agreed to the fact that self-efficacy affects leadership effectiveness. This means that greater percentage 69% of the respondent agree/strongly agree that self-efficacy of leaders affect their effective performance at their job. This result supports the finding of Riggio, Murphy and Pirozzolo (2002), that self-efficacy leads to increased in leadership performance in a wide range of situations and Palis and Green (2002) that self-efficacy influences one's ability to orchestrate performance by successfully executing the behaviour that are required to produce desired outcomes. Also, the finding supports the research by Perdue, Reardon and Peterson (2007), which indicates that self-efficacy affects one's ability to achieve the desired outcomes.

However, 6% (13 out of 225) and 12% (27 out of 225) of the respondents from table 1, respectively either strongly disagreed or disagreed to the fact that leadership effectiveness is affected by self-efficacy. This result is supported by the study of Shyamalendu (2017). Shyamalendu study concentrated on employees of the IT companies where leaders manage the task and resources and keep balance between organization and employee requirements and found out that self-efficacy does not have significant impact on leadership effectiveness.

Self Efficacy Affects Leadership Effectiveness

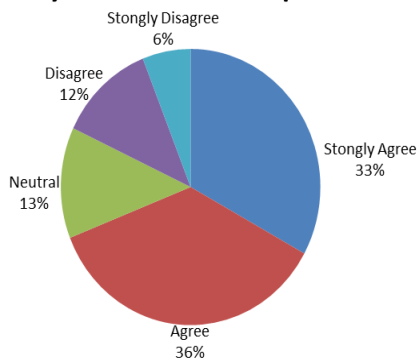


Figure 1: Self-Efficacy and Leadership Effectiveness

Source: Field Data, 2018 N=225

Self-Efficacy of Basic School Heads in Effutu Municipality and Their Leadership Effectiveness

Hypothesis 1 and 2 of this research sought to examine the significant relationship between the self-efficacy of Basic School Heads in Effutu Municipality and their leadership effectiveness as perceived by themselves and their subordinate teachers.

Table 2 shows a correlation analysis of self-efficacy and leadership effectiveness as perceived by the head teachers themselves. The data under this section seeks to discuss the hypothesis 1 which states that "There is no significant relationship between the self-efficacy of Basic School Heads in Effutu Municipality and their leadership effectiveness as perceived by themselves."

Table 1: Correction Analysis of how Headteachers Self-Efficacy Affects their Leadership Effectiveness

		Self Efficacy	Leadership Effectiveness
Self Efficacy	Pearson Correlation	1	.362
	Sig. (1-tailed)	82	82
	N		
Leadership effectiveness	Pearson Correlation	.362	1
	Sig. (1-tailed)	82	82
	N		

Source: Field Data, 2018 N=82

The result of table 2 indicates that there is a significant strong positive correlation between leadership self-efficacy of of Effutu Municipal headteachers and their leadership effectiveness as perceived by themselves ($r=0.362$, $p=0.002$). This result therefore rejects the null hypothesis that “There is no significant relationship between the self-efficacy of Basic School Heads their leadership effectiveness as perceived by themselves” and accepts the alternate hypothesis that “There is significant relationship between the self-efficacy of Basic School Heads their leadership effectiveness as perceived by themselves”.

The research hypothesis 2 sought to investigate relationship between the self-efficacy of Basic School Heads in Effutu Municipality and their leadership effectiveness as perceived by their subordinate teachers. The result of the analysis is presented in table 3 below.

Table 3 reveals a significant strong positive correlation was found between self-efficacy of headteachers and their leadership effectiveness as perceived by their subordinate teachers ($r=0.741$, $p=0.000$). Thus, the alternate hypothesis that “there is significant relationship between the self-efficacy of Basic School Heads in Effutu Municipality and their leadership effectiveness as perceived by their subordinate teachers” is accepted while the null hypothesis that “there is no significant relationship between the self-efficacy of Basic School Heads their leadership effectiveness as perceived by their subordinate teachers” is rejected.

Table 2: Correction Analysis of Teachers Assessment of how their Headteachers Self-Efficacy Affects their Leadership Effectiveness

		Self-Efficacy	Leadership Effectiveness
Self -Efficacy	Pearson Correlation	1	.741
	Sig. (1-tailed)	143	143
	N		
Leadership effectiveness	Pearson Correlation	.741	1
	Sig.(1-tailed)	143	143
	N		

Source: Field Data, 2018 N=143

In analysing the relationship between leadership self-efficacy and their effectiveness, the findings from table 2 and 3 indicate that a leader’s self-efficacy affects his/her effectiveness performance at hi/her job. This finding supports the finding of Mesterova, Prochazka and Vaculik (2015) in their research on relationship between self-efficacy, transformational leadership and leader effectiveness that there is positive relationship between leader’s self-efficacy and leader effectiveness. Supporting this view, Abou (2017) revealed a significant positive correlation between overall leadership self-efficacy of first-line nurse managers and their leadership effectiveness.

In addition, the result confirm the study by Tsai, Tsai and Wang (2011) confirm a supervisor’s self-efficacy has a significant positive influence on his/her personal leadership effectiveness, that a supervisor with high self-efficacy is able to perform excellent leading skills to elevate the employee self-efficacy, and that employees self-efficacy results in a significant positive influence on organizational commitment.

Similarly, a study by Coetzee and Schaap (2005) indicates a significant correlation between the self-efficacy scores and effective leadership scores ($r = 0.342$; $p < 0.01$) of their sample group. Effective leadership was significantly positively related ($t = 2.359$; $p < 0.05$) to self-efficacy.

IV. CONCLUSION

It can therefore be concluded from the study that the Effutu Municipality basic school headteachers self-efficacy affects their leadership effectiveness and that there is a positive relationship between self-efficacy and leadership effectiveness.

RECOMMENDATION

The following recommendations are drawn from the research:

1. G.E.S. should consider the self efficacy of teachers before selecting them as heads for Basic Schools for effective academic performance.
2. GES should invest in stimulating the self-efficacy of heads so as to work effectively.
3. Organisations should consider building the self-efficacy of their leadership so as to improve their effectiveness in performing their duties.
4. Self-efficacy should be rated high on recruitment requirements of applicants at recruitment interviews.

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