



RESEARCH PAPER

**Head Teachers' Leadership Practices and Teachers' Self-Efficacy at Elementary Level: A Correlational Study**

**<sup>1</sup>Dr. Muhammad Arshad Javaid\*, <sup>2</sup>Dr. Muhammad Arslan Raheem and <sup>3</sup>Gulfaraz Ahmad**

1. Associate Professor, Department of Education, University of Education Lahore, Dera Ghazi Khan Campus, Punjab, Pakistan
2. Assistant Professor, Department of Education, University of Education Lahore, Dera Ghazi Khan Campus, Punjab, Pakistan
3. M. Phil Scholar, Department of Education, University of Education Lahore, Dera Ghazi Khan Campus, Punjab, Pakistan

**\*Corresponding Author:** arshad.javaid@ue.edu.pk

**ABSTRACT**

The main objective of the study was to find out the relationship between head teachers' leadership practices and teachers' self-efficacy. The study was delimited to male elementary school teachers (ESTs) of Tehsil Dera Ghazi Khan. The sample of the study was 80 male elementary school teachers (ESTs) selected through cluster random sampling technique. Data was collected from teachers by using two research instruments; Teachers' Sense of Efficacy Scale (TSES) and Nature of School Leadership Practices Scale (NSLPS). Descriptive and inferential statistics were used for the analysis of data. The results of the study showed that there was a positive correlation between head teachers' leadership practices and teachers' self-efficacy. It was recommended that Head teachers should demonstrate professionalism by supporting teachers, understanding their needs and providing them positive feedback.

**KEYWORDS** Head Teacher, Leadership, Teacher, Teachers' Self-Efficacy

**Introduction**

Education plays a basic role in the development of a country, enabling its people to contribute meaningfully for the betterment of the country and Nation. Teachers have a direct impact on student performance and serve as effective motivators for their students. An education system cannot function effectively without teachers who are dedicated, committed, and passionate. Teachers having strong self-efficacy make harder efforts, persist longer and improved learning. Self-efficacy is an important aspect of a teacher's beliefs which motivates him to put in more effort and positively impact students' learning and success (Mujis & Reynolds, 2001).

Teachers' self-efficacy is important for teacher quality because it drives their commitment to improve students' learning. (Pendergast, Garvis, & Keogh, 2011) Teacher self-efficacy refers to a teacher's confidence in their ability to organize and carry out the necessary actions to successfully achieve the specific teaching tasks in various situations (Tschannen-Moran, A. Hoy & W. Hoy, 1998).

Teachers' self-efficacy is influenced by four main sources: mastery experiences, verbal persuasion, vicarious experiences, and emotional arousal. These sources are processed cognitively, guiding how the information is prioritized to affect future teaching tasks (Bandura, 1986). Mastery experiences are regarded as the most influential because they directly reflect a teacher's success in teaching situations (Mulholland & Wallace, 2001). These are the best experiences to build a strong sense of efficacy (Bandura (1994)). While failures or losses can weaken confidence, successful attempts can increase it. A true feeling of self-efficacy requires overcoming difficulties and barriers. The second method for enhancing self-efficacy beliefs is through vicarious experiences. vicarious experiences is

describe as when people see someone else perform a task well, it can motivate them and make them believe they can do it too. Efficacy is influenced either positively or negatively, by observing role models. The influence is stronger when the observer sees more similarity to the model. Observers' efficacy is also influenced by the effort and persistence demonstrated by the models. Models expressing confidence in the face of problems tend to encourage higher levels of efficacy and perseverance in observers.

While vicarious experiences may have a lesser effect on self-efficacy compared to direct mastery experiences, they still offer valuable learning opportunities (Bandura, 1997). "Verbal persuasion serves as the third source of self-efficacy, which was depending on the manner in which feedback is delivered and the personality of the individual who was receiving it. The honest, sincere, positive, and constructive feedback can help to enhance self-efficacy by encouraging individuals to exercise new skills and abilities effectively (Bandura, 1995). Individuals' self-efficacy judgments are also influenced by their physiological and emotional states, which trigger cognitive processes in response to physical or emotional arousal. Positive states generally boost self-efficacy by making individuals feel more capable and confident, whereas negative states can lower self-efficacy by fostering doubt and decreasing confidence (Bandura, 1995).

### **Literature Review**

Educational leadership serves as a method for ensuring academic excellence and effective management within educational settings. In educational institutions, the significance of leadership becomes more pronounced because of its vital contribution to a nation's progress. In these organizations, effective leadership principles facilitate the efficient fulfillment of organizational roles. This approach not only improves administrative effectiveness but also enhances teachers' performance. (Robinson, 2006).

Teachers are a vital component of the education process, as effective teaching directly contributes to improve student performance. Successful schools use their teachers effectively to boost their professional development and enhance their motivation level (Ladd and Sorenson 2017). Therefore, it is essential for principals to recognize and support teachers by providing feedback to foster success. This study examines the effective leadership practices utilized by head teachers in schools and their influence on teachers' efficacy.

Self-efficacy of Teachers' was affected by many factors but school environment especially the behavior of head teachers. Head teachers play a key role in shaping the teachers' motivation and efficacy beliefs of teachers through their leadership behaviors. At the school level, the head teacher plays a key role in enhancing education quality through effective and transformative leadership practices. When head teachers show strong leadership, provide a clear vision, and encourage teamwork and support, teachers' self-efficacy increases significantly. To give children the finest educational opportunities and improve the system as a whole, effective leadership in education is crucial (Okoth, 2005).

Caprara et al. (2006) carried out a study on teachers' perceptions of self-efficacy and its effect on students' academic performance. The teachers believed that their self-efficacy also played a role in enhancing their job satisfaction, forming a cycle in which self-efficacy, student performance, and teacher satisfaction were interconnected

Hipp (1996) revealed specific principal behaviors positively impacting teachers' efficacy, including demonstrating good behavior, inspiring and encouraging teachers', providing contingent rewards, and recognizing teachers' efforts. These behaviors were found to significantly influence teachers' efficacy beliefs across various school contexts. Hipp's subsequent study (1996) emphasized the influential role of principals' leadership

practices in shaping teachers' efficacy beliefs, particularly behaviors fostering trust, reflective practice, problem-solving, and effective communication.

Ololube (2013) emphasized the indirect impact of leadership on teacher efficacy through fostering a collaborative school culture, underscoring the complex interplay between leadership practices and teachers' efficacy beliefs. Azodi's research (2006) revealed the perceived importance of principal leadership behaviors, such as support for student learning and teacher development, in enhancing teachers' self-efficacy beliefs and fostering a positive school environment.

This study may be enabling the researcher to concentrate on head teachers' leadership practices and their influence on teachers' self-efficacy. The study will reveal that professional practices and values to their subordinates, enhancing both Teacher Efficacy. This study helps to understand how effective leadership can boost teachers' confidence in classroom management, student engagement, and the use of effective instructional strategies. By identifying the leadership practices that are most strongly linked to high levels of teacher efficacy, this research intends to offer important insights for improving school leadership practices and enhancing teacher performance, which will ultimately contribute to better educational outcomes for students. Educational institutions develop professional development programs such as mentorship, inclusive and diverse training modules, and policies promoting work-life balance to meet the specific needs of teachers. The purpose of this study is to find out the relationship between head teachers' leadership practices and teachers' self-efficacy at the elementary school level.

### **Hypothesis**

**H<sub>01</sub>** There is no significant relationship between head teachers' leadership practices and teachers' self-efficacy at elementary school level.

### **Material and Methods**

The study was quantitative in design. The population of study consisted of all elementary school teachers (ESTs) employed at government boys' elementary schools in Tehsil D. G. Khan. There were 24 male elementary schools in Tehsil D. G. Khan, as per the list provided by Punjab School Information System website ([www.sis.com.pk](http://www.sis.com.pk)). Eighty (80) male elementary school teachers (ESTs) were selected through cluster random sampling technique. The instruments utilized for gathering the data were the Teacher Sense of Efficacy Scale (TSES) and the Nature of School Leadership Practices Scale (NSLPS).

The Teacher Sense of Efficacy Scale has 31 statements consisted of three subscales: Efficacy in Classroom Management, Efficacy in Students Engagement and Efficacy in Instructional Strategies. Efficacy in Students Engagement is a teacher's confidence in their ability to motivate and engage students in the learning process. It includes the belief that they could encourage students to share their ideas and answer questions, maintain the learners' attention, and kindle their curiosity to make them eagerly participate in the subject even when it appears mundane to them.

Efficacy in Classroom Management is the self-assurance of a teacher to create a safe and well-ordered classroom. This includes the teacher's ability to handle disruptions, enforce the rules, and create a safe learning environment that is arranged in such a way that it is almost devoid of disruptions and allows for maximum learning.

Efficacy in Instructional Strategies is the confidence of a teacher in their skills to apply efficient teaching techniques. It encompasses the extent to which a teacher feels that they are able to design lessons, keep children engaged, and adapt their techniques to cater to each student's needs, so they will learn better and at a faster rate.

The Nature of School Leadership Practices Scale containing 27 statements was divided into six subsections, Symbolizing Professional Practices, Developing a Collaborative Decisions Making Structure, Individual Support, Intellectual Stimulation, Demonstrating High Performance Expectations and Developing School Goals. The data were analyzed by using SPSS and the positive correlation was found. The content validity of the instruments was ensured after considering the opinions of the experts. After pilot testing, the reliability of the Teacher Sense of Efficacy Scale was 0.88, which was found good and the reliability of the Nature of School Leadership Practices Scale was 0.87 which was also good.

**Table 1**  
**Levels of Teachers Sense of Efficacy Scale and Level of Nature of School Leadership Scale**

Category	Mean
1.00-1.80	Very low level of Teachers' Efficacy
1.81-2.60	Low level of Teachers' Efficacy
2.61-3.20	Medium level of Teachers' Efficacy
3.21-4.20	High level of Teachers' Efficacy
4.21-5.00	Very High level of Teachers' Efficacy

The levels were established based on the mean score for each statement in the questionnaire. The questionnaire, consisting of 31 and 27 statements were developed after a comprehensive review of the related literature.

**Table 2**  
**Analysis of the Questionnaire Regarding Level of Teachers' Efficacy**

Sr.#	Statements	Mean
<b>Efficacy in Classroom Management</b>		
1	Manages classroom norms effectively.	4.33
2	Maintains a positive learning environment effectively.	4.33
3	Manages time effectively and prioritize tasks in teaching responsibilities.	4.21
4	Fosters a supportive and inclusive classroom environment.	4.47
5	Manages classroom resources effectively.	3.83
6	Communicates with students and parents about progress in studies.	4.35
7	Handles conflicts and difficult situations in classroom effectively.	4.36
8	Handles the workload and demands of teaching profession.	4.41
9	Control disruptive behavior in the classroom.	4.39
10	Ensures the students to follow classroom rules.	3.88
<b>Total Efficacy in Classroom Management</b>		4.24
<b>Efficacy in Student Engagement</b>		
11	Motivates and inspires students to learn and achieve their potential.	4.57
12	Supports students' social and emotional development.	4.35
13	Engages the students in learning activities effectively.	3.80
14	Engages parents and guardians in their child's education.	4.33
15	Establishes and maintains positive relationships with students.	4.48
16	Fosters creativity in the students.	4.43
17	Improves the understanding of a student who is failing.	3.88
<b>Total Efficacy in Students Engagement</b>		4.25
<b>Efficacy in Instructional Strategies</b>		
18	Assess the students' progress accurately.	4.32
19	Provides meaningful feedback to the students.	3.92
20	Implements such instructional strategies that promote student engagement in learning.	3.91
21	Uses different technologies to enhance teaching and learning in the classroom.	4.32
22	Differentiates instructions to meet the needs of students with varying abilities.	4.40
23	Collaborates with colleagues to improve teaching practices.	3.93
24	Incorporates culturally responsive teaching practices.	4.40
25	Develops and implements effective lesson plans.	4.36
26	Uses assessment data effectively to implement instructions.	4.43
27	Provides an alternative explanation or examples when students are confused.	4.51
28	Responds to difficult questions from the students effectively.	3.89
29	Crafts good questions for the students to enhance learning.	4.43

30	Adjusts the lessons to the proper level for individual needs of students.	4.51
31	Confidants to be an effective teacher by engaging students in learning.	3.87
<b>Total Efficacy in Instructional Strategies</b>		4.26
<b>Total Efficacy</b>		4.25

The mean value of Total Teachers' Self Efficacy was 4.25, showing a high level of Teachers' Self Efficacy of elementary school teachers. On 9 statements (4, 8, 11, 15, 16, 26, 27, 29, 30), the level of Teachers' Efficacy was found very high.

**Table 3**  
**Analysis of Questionnaire Regarding Leadership Practices of Head Teachers**

Sr.#	Statements	Mean
<b>Symbolizing Professional Practices</b>		
1	Pays respect for the staff by treating them as professionals.	4.63
2	Shows favoritism toward individuals or groups.	3.88
3	Promotes an atmosphere of trust among staff.	4.53
4	Provides moral support by appreciating the staff's contributions to school improvement.	4.81
5	Avoids getting involved when important issues arise.	4.53
6	Ensures the safety of students and staff within the school premises.	3.84
<b>Total Symbolizing Professional Practices</b>		4.37
<b>Developing a Collaborative Decision-Making Structure</b>		
7	Takes everyone's opinion into consideration while initiating actions.	4.55
8	Ensures that every staff member has adequate involvement in decision-making related to programs and instruction.	3.85
9	Provides an effective community structure for decision making.	4.48
<b>Total Developing a Collaborative Decision-Making Structure</b>		4.30
<b>Providing Individual Support</b>		
10	Aware about unique needs of the teachers.	4.65
11	Provides new ideas for professional development of employees.	4.27
12	Demonstrates problem-solving techniques that staff adapted easily.	3.92
13	Spends time actively engaging the students in teaching and mentoring for their academic growth.	4.49
14	Helps teachers to enhance their teaching abilities.	4.44
<b>Total Providing Individual Support</b>		4.36
<b>Providing Intellectual Stimulation</b>		
15	Encourages thinking about actions undertaken for the betterment of students.	4.40
16	Demonstrates willingness to change practices based on new insights or knowledge gained.	4.33
17	Promotes personal and professional growth that aligns with school objectives.	3.92
18	Has expectation for teachers to be effective innovators.	3.89
19	Encourages teachers to evaluate their practices and refine them as needed.	4.39
<b>Total Providing Intellectual Stimulation</b>		4.19
<b>Demonstrating High Performance Expectations</b>		
20	Have high expectations for staff members as professionals.	3.81
21	Holds high expectations to students.	4.23
22	Able to complete tasks in given time frame.	4.55
<b>Total Demonstrating High Performance Expectations</b>		4.27
<b>Developing School Goals</b>		
23	Communicates school mission to staff.	3.96
24	Facilitates effective communication among staff enhancing collaboration.	3.92
25	Assigns leadership responsibilities among staff members that are essential for achieving school objectives.	4.59
26	Helps to clarify the specific meaning of the school's mission in terms of its practical implications for programs and instruction.	4.45
27	Makes plans to improve the school for the long term.	4.55
<b>Mean combine Value</b>		4.29
<b>Total Leadership Practices</b>		4.29

The mean combine value on Leadership was calculated 4.29, showing a high level of Leadership Practices performed by elementary school head teachers. On 13 statements (1, 3, 4, 5, 7, 9, 10, 13, 14, 22, 25, 26, 27), the level of Leadership Practices was found very high.

The correlation coefficient value between Teachers Sense of Efficacy Scale (TSES) and Nature of School Leadership Scale (NSLPS) filled by elementary school teachers about teachers' self-efficacy and leadership practices performed by head teachers' was as follows:

**Table 4**  
**Correlation Coefficient Value**

Variables	N	Mean	Standard Deviation (SD)	Pearson Correlation (r)	Significance (p) (2-tailed)
Total Teachers' Efficacy	75	4.25	0.293	0.779**	.000
Total Leadership Practices		4.29	0.306		

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

Table 4 shows the relationship between total teachers' self-efficacy and total leadership practices. The mean score for teachers' efficacy was 4.25 with a standard deviation of 0.293 which was indicating that teachers perceive themselves as highly efficacious with relatively low variability in responses. The mean score for leadership practices was 4.29, with a standard deviation of 0.306 which was suggesting that teachers were perceived as their head teachers were strong leaders, also with relatively low variability in responses.

The Pearson correlation coefficient ( $r = 0.779$ ) demonstrated a strong positive relationship between teachers' efficacy and leadership practices which was indicating that higher the levels of leadership lead to increase the level of self-efficacy in the teachers. The significance level ( $p = .000$ ) is less than 0.05, meaning this correlation is statistically significant.

As a result, the null hypothesis, which stated that no relationship exists between head teachers' leadership practices and teachers' efficacy, was rejected, revealing a significant and positive correlation between the two variables.

## Conclusion

The results of the study showed that there was a positive and significant relationship between leadership practices and teachers' self-efficacy. So, different leadership practices conducted by head teachers of schools have a significant impact on teachers' self-efficacy. Practices like symbolizing professional practices, developing collaborative decision-making structure, providing individual support, and Developing school goals were particularly influential. The mean scores showed that teachers feel confident in their ability to manage classrooms effectively, to adopt a supportive and inclusive environment, to motivate and inspire students and to provide alternative explanations and adjusting lessons to meet individual student needs, while the lowest mean score indicated that teachers had less confident in managing classroom resources, engaging students in learning activities, assessing the students' progress accurately and Uses different technologies to enhance teaching. So, it was indicating that there are some areas where teachers feel less confident and need to enhance their confidence in these areas. The result revealed the importance of a comprehensive leadership practices in enhancing teachers' self-efficacy.

According to the criteria established by the researcher in Table 1 about the Levels of Teachers Self Efficacy and Leadership Practices in the questionnaire filled by elementary school teachers about their own confidence of teaching and different leadership practices adopted by head teachers'. The total mean score for classroom management was 4.24 which indicated that teachers feel confident in their ability to manage classrooms effectively. The highest mean (4.47) was observed for fostering a supportive and inclusive environment, while managing classroom resources had the lowest mean (3.83), indicating that there are some areas where teachers feel less confident. This result suggested that teachers were

effective in handling classroom norms, maintaining a positive learning environment, and communicating with students and parents, but teachers need more support in managing classroom resources and ensuring students follow classroom rules.

The total mean score for student engagement was 4.25; showing teachers believe that they were capable of engaging students effectively. Teachers gave the highest rating to their ability to motivate and inspire students (4.57), showing strong confidence in helping students reach their potential. However, they reported lower efficacy (3.80) in engaging students in learning activities, suggesting a possible area for improvement in making learning more interactive and stimulating.

The total mean score for instructional strategies was 4.26, reflecting strong self-efficacy in this area. Teachers rated themselves highest (4.51) in providing alternative explanations and adjusting lessons to meet individual student needs. However, they felt less confident (3.87) in their overall effectiveness in engaging students in learning. The mean score for teachers' efficacy (4.25) and leadership practices (4.29) which indicated that teachers perceive themselves as highly efficacious if head teachers were strong leaders and adopted good leadership practices. The Pearson correlation coefficient ( $r = 0.779$ ) demonstrated a strong positive relationship between teachers' efficacy and leadership practices which was indicating that higher the levels of leadership lead to increase the level of self-efficacy in the teachers. The significance level ( $p = .000$ ) is less than 0.05, meaning this correlation is statistically significant.

The results of this study were in line with the results of the study conducted by Alparslan (2023) titled "Investigation of the Effects of School Principals' Instructional Leadership Behaviors on Teachers' Self-Efficacy According to Teachers' Views". This study showed that instructional leadership directly and positively impacts teacher efficacy. The findings from the multiple linear regression analysis sought to evaluate how different leadership aspects various leadership dimensions such as facilitating professional development, establishing and conveying shared goals, and delivering feedback and supervision in the teaching and learning process predicted a significant relationship between instructional leadership sub-dimensions and teacher self-efficacy. The results of study were aligned with the results of the research conducted by Durdađi (2013) on "The relationship between school principals' leadership styles and collective teacher efficacy". The research showed that there was a positive and statistically significant relationship exhibit between collective teacher efficacy perceptions and transactional leadership scores [ $r=.29$ ] transformational leadership scores [ $r=.25$ ] and Laissez-faire leadership scores [ $r=.30$ ] among leadership styles sub-dimensions according to teacher perceptions.

The findings of the study were consistent to the research conducted by Linda et al. (2017) titled "The Relationship between Educational Leadership and Teachers' Self-Efficacy of elementary Schools" indicated that transformational leadership, particularly the components of intellectual stimulation and individual consideration, served as the most significant predictors of teachers' self-efficacy. Various aspects of transformational leadership, such as idealized influence, individual consideration, and inspirational motivation showed a significant correlation with the components of self-efficacy. This study was congruence with the results of the study conducted by Malik Riaz Hussain (2004) titled "Relationship between Head Teachers' Leadership Practices and Teachers' self-efficacy at secondary school level". The study concluded that there is a correlation between teachers' self-efficacy and head teachers' leadership practices. In particular, the dimension of leadership practices related to high performance expectations had a strong correlation with teachers' Personal Teaching Efficacy, General Teacher Efficacy, and overall Teacher Efficacy. Furthermore, the study indicated that teachers' demographic variables were also correlated with their self-efficacy beliefs.

This study supported the study conducted by Carolyn Hayward (2022) in Clay County, Florida titled “Leadership Characteristics and Teacher Self-Efficacy from the Perspective of Teachers” concluded that characteristics and actions of principals had a significant effect on self-efficacy of teachers. The researcher examined that the specific leadership characteristics effecting self-efficacy from the perspective of teachers.

Though many current studies have shown that teachers' self-efficacy was strongly and positively correlated with leadership practices of head teachers. The present study revealed that leadership practices such as symbolizing professional practices, providing individual support, developing a collaborative decision-making structure had a great impact on teachers' self-efficacy. When teachers believe in their effectiveness, they were more committed to maintaining high standards and contributing to the strategic direction of the school.

### **Recommendations**

The study recommends that:

- Administrators should develop an environment where teachers did feel supported and valued.
- While developing school goals and objectives, the principals should involve the teachers.
- Training on leadership practices should be arranged for the Headmasters and Principals.
- Workshops and seminars should be arranged in schools in order to familiarize the teachers about the term self-efficacy and the mechanism required to enhance it periodically.
- The study offered important insights that may guide the management in decision making process as well as enhancing the progress and growth of the school management system. By recognizing the significance of these implications, it implies that management must allocate resources, time, and effort towards addressing the identified areas for improvement in order to promote the overall advancement of the school administration.



## References

- Azodi, D. (2006). *Principal leadership, trust, and teacher efficacy* (Doctoral dissertation). ProQuest Dissertations and Theses. (UMI No. 3250639)
- Bandura A. (1986). *Social formulations of Thought and Action: A social cognitive Theory*. Englewood Cliffs, New Jersey: Prentice Hall.
- Bandura, A. (1994). *Self-efficacy*. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman & C Robbins, S. P., & Sanghi, S. (2006). *Organizational Behavior* (1st ed.). Delhi, Dorling Kindersley (India) Pvt. Ltd.
- Caprara, G. V., Babaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of Social Psychology, 44*(6), 473-490.
- Hipp, K. A., & Bredeson, P. V. (1996). *Exploring connections between teacher efficacy and principals' leadership behaviors*. "Journal of School Leadership, 8, 137-140.
- Hipp, K. A. (1996). *Teacher efficacy, Influence of principal leadership behavior*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Ladd, H. F., & Sorensen, L. C. (2017). *Returns to teacher experience: Student achievement and motivation in middle school*. *Education Finance and Policy, 12*(2), 241-279. [https://doi.org/10.1162/EDFP\\_a\\_00194](https://doi.org/10.1162/EDFP_a_00194)
- Mujis, R. D. & Reynolds, D. (2001). Teachers' beliefs and behaviors: what really matter? *Journal of Classroom Interaction, 37*, 3-15.
- Mulholland, J., & Wallace, J. (2001). Teacher induction and elementary science teaching: Enhancing self-efficacy. *Teaching and Teacher Education, 17*, 243-261.
- Okoth, W. D. (2005). *The Head teachers' leadership styles and students' academic achievement in Siaya, District, Kenya*. Unpublished. M.Ed thesis: Kenyatta University
- Ololube, NP. (2013). *Teacher job satisfaction and motivation for school effectiveness: an assessment*. USCA
- Pendergast, Garvis, & Keogh, 2011 Mujis, R. D. & Reynolds, D. (2001). *Teachers' beliefs and behaviors: what really matters?* Journal of Classroom interaction, 37, 3-15.
- Tschannen-Moran, M., Hoy, A. W., & Hoy, w. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research, 68*, 202-248.