

THE LEADERSHIP CHALLENGE **research**

THE MOST TRUSTED SOURCE ON BECOMING A BETTER LEADER

TITLE Self-Efficacy of Teachers in Zara Governorate and its Relation to Their Principals' Leadership Practices

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OBJECTIVE The purpose of this study was to examine the relationship between teacher's self-efficacy and leadership practices of their principals in schools of Zara Governorate.

METHODOLOGY

Surveys were sent to 401 teachers of the Zarqa Governorate schools (response rate 80.2%). They completed the Leadership Practices Inventory Observer and Ohio State Teacher Self-Efficacy scale (Tschannen-Moran & Woolfolk, 2001).

KEY FINDINGS

The results of the study revealed that leadership practices are being moderately practiced by principals as perceived by their teachers. Teachers described themselves as have high self efficacy. Furthermore, there was a positive, somewhat low, and significant relationship between teachers' self-efficacy and their principals' leadership practices overall. Modeling the way as a leadership practice had the highest correlation with teachers' self efficacy and Enabling Others to Act had the lowest correlation. There were no differences among teachers in perceiving their principals' leadership practices that are attributed to their gender, qualifications, years of teaching experience, and school level.