



The Mediating Effect of School Effectiveness on the Relationship between Transformational Leadership and Teacher Sense of Efficacy

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ABSTRACT

This study determined the mediating effects of social competence on the relationship between classroom environment and self-worth. The quantitative approach using the correlational technique and analysis was utilized in this study with a sample of 300 teachers coming from the Public Elementary Schools of Mati Citl. Sets of adapted survey questionnaires were used to obtain data from the respondents, which were subjected to content validity and reliability analysis. The data were analyzed using the Mean, Pearson-r, and Multiple Regression Analysis. The results reveal that the levels of transformational leadership were rated high, teachers' efficacy was also rated as high. While school effectiveness was also rated very high. Moreover, a significant relationship existed between these variables. A significant relationship between transformational leadership and school effectiveness was significant. A significant relationship between school effectiveness and teacher efficacy was also significant. A significant relationship between transformational leadership and teacher efficacy was also significant.

Keywords: educational management, social competence, classroom environment, self-worth. Philippines *SDG #4, Philippines*

INTRODUCTION

It is an uncomfortable truth, and few educators are truly transparent about the prevalence of ineffective practice in the profession (Alufohai, 2020). Due to its implications for teaching effectiveness, instructional methods, and learner academic achievement, teachers' self-efficacy has steadily taken on a more significant role in school psychology research (Khan, Khan, Khan, Rehman, Shah, Qummar & Pack, 2021). In fact, during the past ten years, interest in teachers' self-efficacy has been rising, which is seen as an essential component of their drive to learn (Lazarides, Fauth, Gaspard, & Gollner, (2021). A high level of self-efficacy for teachers is a stirring factor at work, helping them attain the triumph they wish while overcoming any blockades that may arise. They will also work harder with their pupils and look for new tactics to produce effective results (Ma, Chutiya, Zhang, & Nicoll, 2021). On the contrary, low self-efficacy people avoid complex tasks because they see them as a threat. Thus, they avoided setting goals, and as a result, their level of commitment was low (Akman, 2021). Having a poor leader-subordinate relationship such as lack of supportiveness, of effective communication, or of feedback resulted to ineffective teaching in every school, thus students deserve better (Gordon, Blundell, Mills, & Bourke, 2023).

A high level of self-efficacy for teachers is a stirring factor at work, helping them attain the triumph they wish while overcoming any blockades that may arise. They will also work harder with their pupils and look for new tactics to produce effective results. High teaching efficacy leads to increased implementation of new classroom practices, increased motivation to work with students and staff, and increased desire to improve one's teaching techniques (Liu, Bellibaş, & Gümüş, 2021).

Recognizing the paradoxical relationship, researchers have emphasized the need to focus on how the underlying mechanisms of school effectiveness affects transformational leadership (van Dierendonck, Lv, & Xiu, 2024). Teacher self-efficacy, on the other hand, is related to transformational leadership. In Serbia, transformational leadership and teacher self-efficacy were found to be self-determining predictors of collective efficacy in a study of 120 permanent secondary educators.

To fill this gap, we first elucidate the role of different dimensions of school effectiveness and transformational leadership of school heads and teacher efficacy. A growing body of literature shows that leadership has varied effects at the individual and group levels (Li, & Liu, 2022; Musa, Nazarudin, Noordin, Juati, & Juhumin, 2020). Some studies (Polatcan, Arslan, & Balci, 2023) point out that the individual-level mechanisms underlying the link between school effectiveness on the relationship between transformational leadership of school heads and teacher efficacy are still poorly understood. Thus, we focus on the impact of school effectiveness and transformational leadership of school heads through teacher efficacy. The findings of this study may enable us to understand better how to school effectiveness effects to promote a desired individual and transformational leadership of school heads through effectiveness.

This study therefore fills the gap of the literature on the variables involved. Moreover, the result of the study could be a point of reference for schools to school effectiveness on the relationship between transformational leadership of school heads and teacher sense of efficacy on making this study a

document with social relevance. Concurrently, this study may spur further research of those accessing the contained information, hence the conduct of the study.

The first objective of the study to determine the level transformational leadership of school heads in terms of on charisma, social, vision, transactional, delegation and execution. The second objective is to determine the level of teacher sense of efficacy in terms of efficacy in instructional strategies, efficacy in classroom management, and efficacy in student engagement. The third objective is to ascertain the level of school effectiveness in terms of ensure desired results, ensure desired results; and, foster a culture for improvement.

Moreover, the fourth objective is to determine the significant relationship between transformational leadership and teacher sense of efficacy; transformational leadership and school effectiveness; and school effectiveness and teacher sense of efficacy. And the last objective is to determine the mediating effect of on work values on the relationship between leadership skills and teacher sense of efficacy.

The null hypotheses will be tested at the significant level of 0.05. It will test if there is no significant relationships between transformational leadership and teacher sense of efficacy; transformational leadership and school effectiveness; and school effectiveness and teacher sense of efficacy. And the last objective is to determine the mediating effect of on work values on the relationship between leadership skills and teacher sense of efficacy. And school effectiveness does not significantly mediate the relationship between transformational leadership and teacher sense of efficacy.

This study is anchored on the proposition of Cherlin and Bourque (1974) wherein principals serve and lead teachers and increase the effectiveness of the school. Principals must develop and utilize many servant leadership characteristics so that they fulfill their role of modelling a servant's heart, enabling teachers to act, encouraging teachers' hearts, and communicating a larger vision.

The concept above is also in consonance of Johnston (2021) who said that principals who are excellent servant leaders increase teacher effectiveness, because teachers grow in their personal values, interactions with colleagues, classroom leadership and pedagogy, interactions with students, and desire and ability to build school community. When servant leadership is defined accurately and implemented correctly, teachers are inspired, mobilized, and empowered to maximize their effectiveness in the purposeful roles that they carry out.

The conceptual paradigm in Figure 1 shows the independent variable- which is transformational leadership of school heads with the indicators such *charisma*, dedication, trust, and respect to others, *vision*, *transactional* delegation and execution.

The dependent variable is on teacher sense of efficacy: efficacy in student engagement; efficacy in instructional strategies and efficacy in classroom management (Tschanen-Moran & Hoy, 2007).

The mediating variable is school effectiveness with the following indicators that ensure desired results, *improved teaching and learning* and, *foster a culture for improvement* e (Janssens, & Van Amelsvoort, 2008).

Independent Variable

Dependent Variable

Figure 1. The Conceptual Framework Showing the Variables of the Study

METHOD

Research Respondents

There were 300 respondents of the study who were secondary public school teachers in the three districts schools in Mati City Division, Mati South District Mati Central Districts and Mati North Districts. With a desire to give everyone a chance to be included in the study, stratified random sampling was used. Stratified random sampling was employed in the study such that all public secondary school teachers under the 3 identified districts had a chance to be selected and considered for inclusion in the final sample. This is a sampling technique in which the population is divided into groups called strata Salkind (2007). Moreover, the idea was that the groupings were made so that the population units within the groups are similar. Specifically, with a total population of 1,200 teachers for the 3 districts, the sample size was taken using the Slovin's formula ($n = N / (1 + Ne^2)$) Stephanie, Eric, Sophie, Christian, & Yu, 2010).

In this case the public secondary school teachers in Mati City only were the groups to become respondents. Moreover, the idea was that the groupings were made so that the population units within the groups are similar. In particular, included in this study as the respondents were the regular public elementary school teachers of the 3 identified districts in Mati City, who were currently employed and whose plantilla numbers are in the Department of Education, as they are the ones who are in the position to provide useful information upon testing the hypothesis of the study.

For the criteria of inclusion, exclusion and withdrawal, in particular, the respondents were public in secondary teachers, who are currently employed for the Academic Year 2023-2024. Excluded as respondents were those teachers who are in the elementary department and those who are not teaching under Mati City, for they are in different work environment and supervision. Also, teachers who are working in private schools whether in the same or other departments are also excluded including those teachers also who hold managerial or supervisory positions even in the areas under study.

For the withdrawal criteria, first, the respondents are chosen accordingly to answer the questionnaire with confidentiality, then the target respondents are free to decline from participating the survey. They were not forced to answer the research questionnaire and are encouraged to return the same to the

researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they feel uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty. If so, the respondent must inform the researcher if he/she wants to back out and may present valid reason(s) for leaving.

Materials and Instrument

There are three sets of questionnaires which are adapted from different authors. The adapted standardized questionnaire was valid in contents for they are already tested and proven by the authors as they have undergone modification to classify the questions. The first set of questionnaires on transformational leadership was adapted from Clark (2011) on Transformational Leadership Survey which was subjected to validation by 4 internal validators and 1 external validator and was modified to fit into the study. It has 4 indicators: charisma, social, vision, transactional, delegation and execution. The second set of questionnaires on school effectiveness which focuses on ensure desired results, ensure desired results; and, foster a culture for improvement (National Study of School Evaluation 2005). The instrument used in the study was adapted from the standardized survey questionnaire dealt with the teacher efficacy with indicators such as engagement of student, strategies of instruction, and management of classroom (Tschannen-Moran & Woolfolk-Hoy, 2001).

The questionnaire is designed in a very comprehensive form with the help of the expert validators on questionnaire construction in order to provide the respondents with ease and comfort in answering each question and in understanding the objective of the study. Having been adapted, the survey instrument will be content-validated by four internal and one external expert which shows an average mean of 3.95. Pilot testing was done, and reliability of the scales are established using Cronbach's alpha coefficient. The results revealed a score of .871 for transformational leadership, and for .091 for teacher's efficacy, the 5 point Likert scale were used with the following range of means with its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all. The study covered the period January 2024-July 2024.

Design and Procedure

The study utilized the quantitative, descriptive, non-experimental design using correlation technique. This aided in determining the levels of transformational leadership, teacher efficacy and school effectiveness among secondary school teachers. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (Trefry, Lester, Metcalfe, & Wu, 2019). The researcher obtained the numerical data from population in order to establish accurateness. Descriptive research depicts the precise selection of respondents through survey (Kowalczyk, 2016).

The design provided description on transformational leadership, teacher efficacy as mediated by and school effectiveness. Correlational technique is a non-experimental approach in which it analyzes the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Apparently, correlational studies have independent and dependent variable with the effects of independent variable is observed on the dependent value (Patidar, 2016). The researcher chose this design to align the variables based on the discussion of the aforementioned related literature. This technique was appropriate since the study aimed to determine whether transformational leadership that provide relationship to transformational leadership and teacher efficacy as mediated by and school effectiveness (Creswell, Pacilio, Lindsay, & Brown, 2014).

RESULTS AND DISCUSSION

The presentation, analysis and interpretation of the acquired data are depicted in this part of the paper based on the research objectives of this study.

The flow of presentation on the stated topic is as follows: level of transformational leadership of school heads; level of teacher efficacy, and level of teacher effectiveness, correlation between transformational leadership and classroom management strategies; correlation between transformational leadership of school heads and classroom management strategies; significant influence of the two independent variables on the dependent variable.

Transformational Leadership

Shown in Table 1 are the mean scores for the indicators of transformational leadership with an overall mean of 4.23 described as very *high* with a standard deviation of 0.31. The very *high*-level result indicated that transformational leadership is oftentimes manifested. The cited overall mean score was the result gathered from the computed mean scores of its indicators. It could be gleaned from the data that the indicator with the highest mean rating of 4.38 or very high is – social described as very high. Followed by execution with a mean score of 4.23 descriptively described also very high. Next is charisma with a mean score of 4.25 descriptively described as Very High. Next, vision with a mean score of 4.21 described as Very High. Delegation with a mean score of 4.13 described as High. Lastly, transactional with a mean score

Table 2

Level of Transformational Leadership

Indicators	SD	Mean	Descriptive Level
Charisma	0.31	4.25	Very High

Social	0.34	4.38	Very High
Vision	0.38	4.21	Very High
Transactional	0.42	4.11	High
Delegation	0.46	4.13	High
Execution	0.35	4.29	Very High
Overall	0.30	4.23	Very High

of 4.11 or High. Delegating well in the organizations, helping others with their

self-development, using simple words, images, and symbols to convey to others what they should or could be doing, ensuring others get recognition and/or rewarding when they achieve difficult or complex goals and moderating conflict, able to reconcile different points of view. Likewise, the school heads, take seriously of responsibility for coaching and mentoring others and working in the manner that they want.

This assumption is parallel with the study of Deng, Gulseren, Isola, Grocutt and Turner, (2023) said that if individuals are to step up and succeed in inspiring others, their first priority must be to discover the inspiration they need for themselves. School heads are looking at their teachers to be engaged, solved and innovate new standards along their way to improve and can substantially affect engagement as well as their commitment in work.

Teachers' Efficacy

Table 2 is the level of level of teachers' efficacy which was measured through a survey questionnaire with the following indicators: *student engagement, instructional strategies, and classroom management*. Shown in Table 2 are the data on the level of teachers' sense of efficacy. Computations yield a grand mean of 4.10 or *high* with a standard deviation of 0.30 and this indicates that the teachers' efficacy is sometimes manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.19 or high is efficacy in instructional strategies. Followed by efficacy in student engagement with a mean score of 4.08 descriptively described also high and, indicator with the lowest mean rating of 4.03 or still high is efficacy in classroom management.

The high level of teacher efficacy as rated by the respondents indicates that a teacher who is confident in teaching employs various strategies that would make the learning environment interactive. Teacher efficacy enables teachers to use their potentials to enhance pupils' learning. Teacher efficacy has been linked to positive outcomes for students, such as motivation and achievement. It has also been linked to positive attributes for teachers, such as increased satisfaction, increased retention, more classroom innovation, and better teacher evaluations. This self-efficacy builds a space for others to learn, you encourage their sense of self-efficacy. The result is parallel to the idea of Ormrod, Salmon and Wilson (2021) that teacher efficacy is the belief that

Table 2

Level of Teacher Efficacy

Indicators	SD	Mean	Descriptive Level
Efficacy in student Engagement	0.45	4.08	High
Efficacy in Instructional Strategies	0.49	4.19	High
Efficacy in Classroom Management	0.32	4.03	High
Overall	0.30	4.10	High

teacher is capable of performing in an appropriate and effective manner to attain certain goals.

Furthermore, this result is aligned with Kolbert, Crothers and Hughes

(2021) that teacher should possess the knowledge of teaching strategies and materials and be able to manage the behavior of the students to create consistent instruction to increase students' learning.

School Effectiveness

Presented in Table 3 is the level of school effectiveness in terms of

Table 3

Level of School Effectiveness

Items	SD	Mean	Descriptive Level
Implementing a vision for student learning through goals and strategies	0.61	4.55	Very High
Maintaining high expectations for student achievement.	0.56	4.59	Very High

Maintaining a relentless focus on improving student learning that permeates all levels of the school	0.49	4.69	Very High
Acting on a compelling, shared belief that, collectively, staff and other stakeholders can impact the desired results of the school.	0.54	4.61	Very High
Taking appropriate and timely action to improve areas of identified needs	0.61	4.55	Very High
Using instructional strategies that provide students with focus, feedback, and sufficient opportunities to master skills.	0.63	4.50	Very High
Using appropriate strategies to assess the performance of students' academic, cognitive, and metacognitive skills.	0.59	4.61	Very High
Adapting instruction to meet individual needs and engaging learners.	0.57	4.64	Very High
Maximizing the use of time for instruction	0.59	4.64	Very High
Creating a classroom environment conducive to learning.	0.56	4.67	Very High
Sharing a common vision and goals that have student learning as the focus.	0.65	4.60	Very High
Improving individual and collective performance by coming together regularly for learning, decision-making, problem solving, and celebration	0.67	4.54	Very High
Continuously enhancing individual effectiveness through inquiry, practice, and peer reflection.	0.63	4.54	Very High
Supporting a culture of collegiality, collaboration, respect, and trust.	0.63	4.61	Very High
Engaging in practices that support the ongoing improvement of teaching and learning.	0.51	4.63	Very High
Overall	0.36	4.61	very high

ensuring desired results, improved teaching and learning and fostering a culture for improvement. It registered a standard deviation of 0.36 an overall mean rating of 4.61, which is very high. This indicates that the level of school effectiveness is always manifested among public school teachers. individually, Maintaining a relentless focus on improving student learning that permeates all levels of the school the highest mean of 4.69, followed by creating a classroom environment conducive to learning for with 4.64, were both

described as very high, which means that the school effectiveness is always manifested among public school teachers, while the lowest indicator was described as very high, ensure desire result with 4.47. The very high level of school effectiveness is due to a very high rating given by the respondents on the domains ensure desired results, ensure desired results; and, foster a culture for improvement.

In the same vein, Liu et al., (2023) who emphasized those teaching quality in practice constitutes a set of actions and activities that improve student outcomes. As is often the case, despite some areas of common ground, the field remains engaged in active debate and discussion around some key aspects of defining quality teaching and its impacts. Understandings of “quality” can be contentious.

Significance of the Relationship between Transformational Leadership and School Effectiveness

Table 4.1 shows the significance of the relationship between the transformational leadership and school effectiveness. It can be gleaned from the table that there is a significant relationship between transformational leadership and school effectiveness with an overall correlation coefficient of .847, which is significant at a 0.05 level. It could be stated that there is a significant relationship between transformational leadership and school effectiveness. Specifically, when the indicators of transformational leadership are correlated with school effectiveness, all the indicators were found to be significant at a 0.05 level of significance, with charisma having a correlation coefficient of .494, social .856, vision .148, transactional .935, delegation with .780 and relationship with execution with .597. It could be seen on the responses that the teachers perceived one's ability to effectively handle and transformational leadership is the result of maintaining high expectations for student achievement of teachers. Consequently, this relationship suggests that

Table 4.1

Significance of the Relationship between the Transformational Leadership and School Effectiveness

Transformational Leadership	School Effectiveness	Overall
Charisma	.494*	

	(0.000)
Social	.856*
	(0.000)
Vision	.148*
	(0.010)
Transactional	.935*
	(0.000)
Delegation	.780*
	(0.000)
Execution	.597*
	(0.000)
Overall	.847*
	(0.000)

*Significant at 0.05 significance level.

teachers who feel more capable of handling transformational leadership better overall school effectiveness.

There is a significant relationship between transformational leadership and school effectiveness, as reflected by the p-value of .000 and a correlation coefficient of 0.847. The result agrees with the findings of (Groote, 2018; Valckx, Vanderlinde, & Devos, 2020) study suggest that a firm can increase its productivity through the improvement of transformational leaders are mediators of change in schools. They transform teachers' behaviors in an attempt to ensure the change in schools. Effective teacher behaviors enhance the quality of instruction in schools. Transformational leaders support teachers' self-beliefs. The literature has showed the relationship between transformational leadership and school effectiveness (Mazhair et al., 2023; Putra, 2023). The level of this relationship varies in different studies. On the other hand, some studies reported an insignificant relationship between transformational leadership and school effectiveness.

Significance on the Relationship between School Effectiveness and Teacher Efficacy

They are presented in Table 4.2 is the significance of the relationship

Table 4.2

Significance of the Relationship between School Effectiveness and Teacher Efficacy

School Effectiveness	Teacher Efficacy			
	Efficacy in student Engagement	Efficacy in Instructional Strategies	Efficacy in Classroom Management	Overall
Overall	.661*	.658*	.769*	.798*
	(0.000)	(0.000)	(0.000)	(0.000)

between school effectiveness and teacher efficacy. It can be seen on the table that there was a significant relationship between school effectiveness and teacher efficacy with an overall correlation coefficient of .798, which is significant at a 0.05 level of significance. It could be stated that there is a significant relationship between school effectiveness and teacher efficacy. This signifies that school school effectiveness has a significant relation with teacher efficacy.

The findings agree with Akinwale and George (2020), study that effective schools are characterized by strong leadership, high-quality teachers, effective curriculum and instruction, parent and community involvement, a positive school climate and adequate resources. These factors work together to create a supportive learning environment that promotes student learning and achievement.

Furthermore, Ozgenel and Mert (2019) argued that teachers' inclusion in school programmers contributes to an effective school climate. Teachers cultivate their abilities and skills in order to inspire pupils to become useful members of society as a result, the school's position in shaping and cultivating behavior and culture is regarded as critical. This suggests that school effectiveness is strongly related to teacher efficacy.

Correlation between Transformational Leadership and Teacher Efficacy

The relationship between transformational leadership and teacher efficacy is shown in Table 4.3. Here, the correlation has a total r-value of 0.798 and a p-value of 0.001, which is less than the 0.05 significance level. This shows that transformational leadership and teacher efficacy are linked in a meaningful way. Therefore, the null hypothesis that there is no significant connection between transformational leadership and teacher efficacy is not valid. In the same table is shown that transformational leadership is substantially connected with teacher efficacy, with a significance level of 0.001 and R-values of .798 for charisma, 0.677 social, 0.692 for vision, 0.727 for transactional, 0.671 for delegation and 0.662 for execution. .798. Also, the data showed that transformational leadership is linked to teacher efficacy. The r-

Table 4.3

Significance of the Relationship between Transformational Leadership and Teacher Efficacy

Transformational Leadership	Teacher Efficacy			
	Efficacy in student Engagement	Efficacy in Instructional Strategies	Efficacy in Classroom Management	Overall
Charisma	.559* (0.000)	.598* (0.000)	.626* (0.000)	.677* (0.000)
Social	.537* (0.000)	.558* (0.000)	.681* (0.000)	.682* (0.000)
Vision	.638* (0.000)	.615* (0.000)	.663* (0.000)	.727* (0.000)
Transactional	.587* (0.000)	.515* (0.000)	.650* (0.000)	.671* (0.000)
Delegation	.506* (0.000)	.533* (0.000)	.678* (0.000)	.662* (0.000)
Execution	.661* (0.000)	.658* (0.000)	.769* (0.000)	.798* (0.000)
Overall	.661* (0.000)	.658* (0.000)	.769* (0.000)	.798* (0.000)

values for these indicators were 0.579 for goal attainment, 0.589 for mindfulness, 0.421 for adjustment, 0.578 for being proactive, and 0.445 for goal setting, with a p-value of 0.001. This means that there is a strong link between the two factors.

A correlation analysis found that transformational leadership and teacher efficacy were significantly related. This means that transformational leadership and teacher efficacy are strongly linked. The study's results agree with those of the other authors (Choi, & Kang, 2021). Effects of transformational leadership on teachers' self-efficacy in education for sustainable development. Thus, the research aims to analyze the total effect of transformational leadership on teachers' self-efficacy and test specific mediate effects in the relationship between transformational leadership and teachers' self-efficacy.

Mediation Analysis of the Variables

The linear regression method was used to look at the data that was fed into the medgraph. Baron and Kenny (1986) developed a mediation analysis, which looks at how a third variable affects the link between two variables. Someone or something else needs to do three things for it to be a referee. These are shown in Table 5 as Steps 1 through 3. transformational leadership, which is the study's independent variable (IV), is reliable for

predicting teacher sense of efficacy, which is the study's dependent variable (DV). In step 2, transformational management is a strong predictor of school effectiveness, which is the mediator (M). In step 3, self-regulation is strongly predicted by teacher sense of efficacy.

Also, because each of the stages (paths a, b, and c) is essential, we need to do more mediation analysis using Medgraph. This includes the Sobel z

Table 5

Mediating Effect : Path Analysis

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
TL → SE	.224	.272	.046	4.896	***
SE → TE	.274	.492	.026	10.517	***
TL → TE	.129	.280	.021	5.996	***

test to see how important the mediation effect is. At the very end of the study, complete mediation will be reached if the effect of the independent variable on the dependent variable is not found to be significant. The mediator variable acts as a go-between for all the effects. Also, if the regression coefficient decreases significantly in the last step but is still significant, partial mediation exist. This means that the mediator (school effectiveness) only affects part of the independent variable (teacher sense of efficacy). In contrast, other parts may be directly or indirectly affected by factors not in the framework. Based on what was learned in step 3 (shown as c), collaborative abilities strengthened transformational management's effect on autonomy.

Transformational leadership on school effectiveness is the path a coefficient with an unstandardized regression coefficient of .507, SE of .037, and a probability value less than 0.05. Below the significance level of 0.05 implies that these two variables have a significant relationship and a low or small standard error means that the estimate is more precise. Besides, the effect size or the impact of transformational leadership on school effectiveness is 51 percent which completely disavows the null hypothesis.

Thus, the path b coefficient is school effectiveness on teacher efficacy which has an unstandardized regression coefficient of .026, SE of .10.517, and a p-value less than 0.05, which means there is a strong conclusion to say that school effectiveness on teacher efficacy is significant. The effect size of transformational leadership on teacher efficacy is 65 percent. And lastly, the path c coefficient shows the effect size of school effectiveness on teacher efficacy. The data result has an unstandardized regression coefficient of .046 SE of .4.896, and a p-value less than 0.05 which means there is a strong conclusion to say that transformational leadership and school effectiveness are significant.

The result can be supported by Crede et al., (2019) who said that transformational leadership and teacher self-efficacy is weaker in countries with high indulgence orientation, indicating a more substantial relationship in restraining cultures. This result may stem from the facts that the interaction among leaders and members depends on rules in these cultures, or abiding rules or leaders is more welcome in restraining cultures.

Additionally, the computed effect size for the mediation test seen between three variables is shown in figure 2. The effect size determines the extent of the effect of transformational leadership on teachers sense of efficacy can be associated with the indirect path. The total effect value of 0.13 is attributed to the beta of transformational leadership towards teachers sense of efficacy. The direct effect value of 0.15 is the beta of transformational leadership towards teachers sense of efficacy with school effectiveness included in the regression. The indirect effect value of .22 is the value obtained from the original beta between transformational leadership and teachers sense of efficacy that now passes through school effectiveness to teachers sense of efficacy ($a*b$, where "a" denotes the path $TL \rightarrow SE$ and "b" pertains to path between $SE \rightarrow TE$). The indirect effect is divided by the overall effect to obtain the ratio index; in this case, .13 by .22 equals .591. It seems that about 59.1% of the total effect of transformational leadership on teachers sense of efficacy goes through school effectiveness.

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between transformational leadership and teachers sense of efficacy. Specifically, school effectiveness was investigated as a possible mediating variable that could explain the effect of transformational leadership on teachers sense of efficacy. Partial mediation is found in the study, and important and significant direct effects were presented that may help in the enhancement of the existing researches on transformational leadership and teachers sense of efficacy.

Conclusion and Recommendation

The foregoing findings and conclusions give way to these recommendations. Consequently, the domains of transformational leadership also displayed results of high in the diversity of focuses on charisma, social, vision, transactional, delegation, and execution *got high*.

The transformational leadership may sustain the very high level. This may ensure that teachers enter the field understanding social competence and all of what it is indicative. Teacher's education and as well as a measurable item in a student's education to ensure optimal development of this critical skill set.

The very high level of teacher -efficacy, thereby enhance teacher classroom effectiveness that will help achieve student outcomes. They could also develop and implement teaching programs designed to bridge educational gaps to address the needs of teachers specifically on the identified teachers' strengths and needs. Provide opportunities for school administrators and teacher educators to integrate best practices in mentoring and induction programs. In an effort to increase student achievement, improve job satisfaction, and enhance career commitment for novice teachers, school administrators should devote more time and resources to the development of teacher self-efficacy.

The Department of Education may conduct more trainings and seminars to help improve the teachers and students on transformational leadership that will enhance their self -efficacy for the student to engage. The extent of the influence suggests that students need to strengthen their perception towards transformational leadership that for better results in engagement of students. Finally, future studies toward examining other variables that can possibly mediate the relationship between school effectiveness and self-efficacy which will be of utmost importance to the research community shall be taken into consideration. Researchers should explore differences among each group of educators relative to their years of teaching experience, stage of teacher development relationship with others. In an effort to enhance teacher self-efficacy, it is essential for teacher educators, school administrators, and education professionals to determine specific practices to enhance teachers' perception of available support.

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