Conversational Leadership of School Heads and Teacher Sense of Self-Efficacy

Author: Eugenio S. Guhao, Jr.
Affiliation: University of Mindanao
E-mail: eugene.guhao@gmail.com

ABSTRACT

The main objective of the study was to determine which domains of conversational leadership of school heads significantly influenced teacher self-efficacy. Quantitative non-experimental research design was used in this study following the correlational techniques to randomly selected 1,210 public school teachers in Davao Region, Philippines in school year 2015-2016. Research findings showed that school heads as perceived by their teachers have very high level of conversational leadership and teachers have very high level of self-efficacy. Furthermore, results revealed that conversational leadership of school heads and teacher self-efficacy were significantly correlated with each other. Among the six domains of conversational leadership, four domains gave significant influences on teacher efficacy, namely: Fostering innovative and capacity development; Exploring critical issues and questions; Guiding collective intelligence toward effective action; and Fostering innovative and capacity development.

Keywords: educational management, conversational leadership, teacher self-efficacy, Philippines

1. INTRODUCTION

Most teachers have low self- efficacy because they experience burnout due to job related stress. In fact, burnout and self-efficacy are inversely related with one another. In order to improve their classroom self-efficacy burnout needs to be reduced (Browers & Tomic, 2000; Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2007). Similarly, teacher self-efficacy has direct impact on student achievement (Bruce, Esmonde, Ross, Dookie, & Beatty, 2010; Caprara, Barbaranelli, Steca, & Malone, 2006).This kind of burnout is normally experienced by novice teachers especially on student misbehaviour (Larrivee, 2012; Sprenger, 2011; Sun & Shek, 2012).

However, mitigating factors such as the influence of leadership and professional development experiences play a role in the degree of efficacy that teachers possess. More specifically, self-efficacy may be strengthened through the influence of the school heads and school administrators. Teachers who are comfortable with the working environment, who feel supported by administration, and perceive the principal to use administrative influence with others for the teachers' benefit, tend to have higher efficacy beliefs (Calik, Sezgin, Kavgaci, & Cagatay Kilinc, 2012; Judge, & Bono, 2001).

Schools worldwide generally accepted the thought that the total quality assurance and management of any learning institution lies greatly on the leadership potentials of their school heads specifically in creating a vision for the schools (Bush,2003). School heads serve as innovator, master planner and trendsetter where the accountability and responsibility greatly being shouldered by them (Plecki, et. al., 2009).

Their leadership skills become tools to solve the different problems besetting the institution. They cultivate leadership in others so that teachers and other adults assume their parts in realizing the school vision (The Wallace Foundation, 2013). In this context, their influence becomes sufficient to affect the efficacy of teachers and staff of the institutions making it to reflect in the outcomes that students made (Machumu & Kaitila, 2014).

The researcher has not come across of a study that dealt on conversational leadership of school heads and teacher efficacy in the local setting. It is in this context that the researcher is interested to determine whether conversational leadership influences teacher efficacy as this can raise concern to the intended beneficiaries of this study and possibly develop action plans to improve teaching-learning process, thus, the need to conduct this study.

2. RESEARCH OBJECTIVE

The main thrust of the study is to determine which domains of conversational leadership of school heads significantly influence teacher self-efficacy. The specific objectives of the study are the following:

2.1. To describe the level of conversational leadership of school heads.

2.2. To describe the level of teacher efficacy.

2.3. To determine the significant relationship between conversational leadership and teacher efficacy.

2.4. To determine which domain in conversational leadership of school heads that significantly influences teacher efficacy.

2.1 Hypothesis

The following hypotheses were tested at 0.05 level of significance: There is no significant relationship between conversational leadership and teacher efficacy; No domain in conversational leadership of school heads that significantly influences teacher efficacy.

3. REVIEW OF RELATED LITERATURE

3.1 Conversational Leadership

Carolyn Baldwin defined conversational leadership as "the leader's intentional use of conversation as a core process to cultivate the collective intelligence needed to create business and social value." It is changing the way things are by thinking together in the organization which can only be done by means of leader-member conversation (Hurley & Brown, 2010).Leadership is a way of inspiring and guiding the people to work together in attaining the vision of the organization. Indeed, the development and progress of an organization rely so much on the ability of the leader to motivate the employees to work for excellent performance with dedication and efficiency to do their obligations and responsibilities (Voon, Lo, Ngui, & Ayob, 2011).

Conversational leadership becomes effective by looking at the organization as a conversation network and considers conversation as a source of change and innovation in the organizational setting in a collective endeavor. Conversation that matters develops collective thinking that is usually the source of fresh ideas and leaders become the links and nurtures diverse ideas coming from the different sectors in the organization (Shnall, 2013). Moreover, conversation that matters is the focus of research on organizational communication in the 21st century and research study found out that in order to make conversational leadership more effective leaders need to establish intimacy by minimizing the distance between leaders and followers that results to getting more personal; establish true attentiveness by listening well; and encouraging organizational interactivity by promoting personal conversation through dialogues that involve exchanges of ideas and questions between two or more persons (Groysberg & Slind, 2012).

Conversations are the techniques of the employees to procure the things they are aware of, impart it with their associates, and within that manner new information be gained for the organization. Likewise, the leadership skill of school leaders is an important variable in determining teacher's quality and student's achievement (OECD,2008; Metlife Foundation, 2008; Wallace Foundation, 2013.) Principals as leaders of learning can establish communities of effective practice in which continuing professional development becomes more sophisticated and is embedded into the fabric of the working day. School leadership makes difference to student outcomes when it creates the right environment for teachers to improve classroom practice and student learning (Pont, Nusche, Moorman, 2008).

Globalization, in the recent years, has brought about many changes in the management of organization. The traditional top-down communication process is now becoming less and less effective. More and more organizations are using conversational leadership in managing information which requires managers to adopt conversation-like approach. This allows a large company to function like a small one like teams by talking to the employees directly. Conversational method develops personal intimacy that promotes employee engagement in the organization (Berson & Steiglitz,2013; Groysberg & Slind, 2012). In like manner, in large companies, the corporate officers are usually entrenched in their formal authority thinking they have already exercised authentic and genuine leadership without considering the human side of effective management called conversational leadership. This aspect of management goes beyond the task-based leadership profile which is humanistic and solution-focused in nature (Gambetti, & Biraghi, 2015; Paull & McGrevin, 1996).

The first step in understanding conversational leadership as it is being applied for all employees to be organizationally engaged is to be aware of the purpose and the strategic intent where the organization is heading (Hurley & Brown, 2010). Clarity of the organization's goals and the strategies that it has to adopt is very important for the employees to be fully engaged. Strategic planning and strategic intent are similar; however, they differ only on how strategies are focused. Strategic planning is focused
on the available resources to attain the organization's goals whereas, strategic intent is focused beyond what is normally planned in order to inspire innovation (Sewell, 2016).

The objective of strategic intent is to sustain competitive advantage and managers have to rethink their old traditional approaches. The ability to connect the employees' individual goals and purpose with that of the organization boosts their productivity (Sarkissian, 2016). Some companies find it imperative to include in their strategic intent their stretched targets that would enhance their competitiveness by means of innovations usually competing through collaboration (Hamel & Prahalad,2005).

The next step in conversational leadership process is exploring critical issues and questions. This step involves the face-to-face or online dialogues with key stakeholders in discussing the most crucial concerns that would bring organizational innovations from collective interactions (Hurley & Brown, 2010).

In the school context, Kruse, Seashore Louis & Bryk (2009) further confirms the role of school leaders in setting direction for school improvement. Empowerment of teachers could likely encourage reformation. School leaders who could establish a strong professional community encourages teachers to work together, not only to develop shared understandings of students, curriculum, and instructional policy, but also to produce materials and activities that improve instruction, curriculum, and assessment for students.

3.2 Teacher Efficacy

The term, self-efficacy was first define by Bandura in his Social Learning theory (1977) which he refers as the "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997 p3). Furthermore, teacher efficacy is, likewise, defined as the teacher's beliefs of being able to defined effective teaching approaches in order to arrive at the desired educational and student outcomes (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). Similarly, in 2005, Bandura characterized self-efficacy as the extent to which individuals believe they can organize and execute actions necessary to bring about a desired outcome. He added that self-efficacy is fundamentally concerned with the execution of control rather than the outcome action produces.

Based on Social Cognitive Theory, teacher self-efficacy may be conceptualized as individual teachers' beliefs in their own ability to plan, organize and carry out activities that are required to attain given educational goals (Ashton, 1985). Self-efficacy, according to Woolfolk (2008) had proven to be a powerful force in learning and motivation. A research conducted by Armor et al. (1976) found that teacher efficacy had been associated with such significant variables as student motivation, teachers' adoption of innovations, superintendents' ratings of teachers' competence, teachers' classroom management strategies and time spent teaching certain subjects. Previous research had found that some aspects of efficacy increase during student teaching (Tschannen-Moran, & Woolfolk- Hoy, 2007).

Moreover, Bandura (2006b) designed a teacher self-efficacy scale that helped teachers gain a better understanding of the kind of things that had created difficulties in their school activities. Said scale included efficacy to influence decision making, instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create positive school climate which were the focus of the present study on teacher efficacy.

The first domain of teacher self-efficacy according to Woolfolk (2002) which he based from Bandura's Social Cognitive Theory is efficacy to influence decision making. In this domain, teachers' participation in the decisions that affected their work lives had borne on their sense of efficacy. Teachers who perceived that they had a greater influence in school-based decision making and who perceived fewer impediments to teaching had a stronger sense of efficacy (Moore & Esselman, 1994).

Instructional self-efficacy is another domain of teacher self-efficacy. Of the many teacher beliefs and behaviors that had been examined in relation to important student outcomes and effective teaching practices, teaching efficacy had proven to be one of the most powerful. In classrooms with teachers of high instructional self-efficacy, students were more academically motivated more likely to have high self-efficacy themselves (Anderson, Greene & Loewen, 1998), and more likely to achieve academic success (Armor et al., 1976). In other words, students benefited from having teacher with high self-efficacy.

Efficacy to enlist parental involvement as a domain of teacher self-efficacy explains that teachers' sense of efficacy influenced the type of interactions with the parents (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998).

Research had shown that teachers with high efficacy levels were more likely to succeed in parent-teacher relationships.Teachers and parents who had successful interactions with each other, observed or heard about others' successes, and/or felt that efforts were worthwhile, and were more likely to have that personal sense of efficacy (Sandler, 2007).

Efficacy to enlist community involvement is another domain of teacher self-efficacy. Every school needed more community support. Research had proven that schools with a greater support entity thrived compared to those who did not have such support. School support comes from a variety of places both internally and externally. An effective school leader will find ways to get the entire community to support the school (Liu, 2009). The school leader, like teachers, must be efficacious in persuading the community to take part in education since students may benefit a lot from the school where the members of the community were actively involved in various activities of the school. This idea was supported by Meador (2010) who said that communities that supported their school wholeheartedly had schools that were more effective. Those communities who did not provide support will have schools that were less effective than they could be.

Efficacy to create a positive school climate is also a domain in self-efficacy. A potentially important element of teachers' environments related to self-efficacy is the climate of the school. Stronger self-efficacy beliefs have been found among teachers who have perceived a positive school atmosphere (Moore & Esselman, 2008) and a strong press for academic achievement among the staff in their schools (Hoy & Woolfolk, 2009).

3.3 Correlations between Measures

Hipp's (1996) proposition states that principal's leadership behaviors enhance and sustain teacher personal efficacy. Further, Leithwood's transformational leadership behaviors-modeling behaviour, inspiring group purpose, and providing contingent rewards were all significantly related to teaching efficacy. The study is likewise explained by the research finding of Hurley and Brown (2010) which states that conversational leadership takes root when leaders see their organizations as dynamic webs of conversation and consider conversation as a core process for effecting positive systemic change across different cultures. Taking a strategic approach to this core process cannot only grow intellectual and social capital, but also provide cultural knowledge in a collaborative advantage in a growing networked world.

The teachers' beliefs of their ability to perform effectively as teachers were enhanced through their improved teaching skills. Detary's research (2003) revealed a positive relationship between efficacy and organizational commitment.

Some educational outcomes that are related to teacher efficacy such as teachers' persistence, enthusiasm, and commitment (Tschannen-Moran, & Woolfolk-Hoy, (2001) are also related to student motivation that bring high student achievement (Dibapile, 2012; Ford, 1995 ; Mojavezi & Tamiz, 2012 ; Pan, 2014; Richardson, 2011).

Research study examined a time-frame relationship between efficacy and classroom management and the three dimensions of burnout among secondary school teachers. Using the Structural Equation Modeling (SEM) analysis, it was found out that there was a longitudinal effect of efficacy on depersonalization and a synchronous effect on burnout and personal accomplishment. The study implies that in making school interventions, self-efficacy in classroom management should be taken into consideration (Browers & Tomic, 2000).

In another study by Skaalvik and Skaalvik (2007), it was also found out that when the 6 dimensions on teacher self-efficacy, namely: Instruction, Adapting Education to Individual Students' Needs, Motivating Students, Keeping Discipline, Cooperating With Colleagues and Parents, and Coping With Changes and Challenges, were correlated with teacher burnout, results showed very strong correlations. This contention was concluded by Evers, Browers, and Tomic (2010) in their subsequent research that teachers' self-efficacy beliefs are related to their burnout levels. This means that teachers with strong efficacy beliefs are more prepared to implement new teaching approaches.

Teacher efficacy predicts classroom practices. From the presentations above, it has been concluded that students learn more when teachers communicate with their students in a more emotionally supportive way and provide timely feedback on their learning development (Guo, 2012).

3.4 Theoretical Framework

The study is anchored on Bandura's Social Cognitive and Efficacy Theories stating that "individuals function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences" (Bandura, 1999, p.
169). In this study the influencing behaviour is the conversational leadership of their school heads on their teaching efficacy.

Bandura's theory is supported by Hipp's (1996) proposition. It states that principal's leadership behaviors enhance and sustain teacher personal efficacy. Further, Leithwood's transformational leadership behaviors-modelling behaviour, inspiring group purpose, and providing contingent rewards were all significantly related to teaching efficacy.

The study is likewise explained by the research finding of Hurley (2010) which states that conversational leadership takes root when leaders see their organizations as dynamic webs of conversation and consider conversation as a core process for effecting positive systemic change across different cultures. Taking a strategic approach to this core process cannot only grow intellectual and social capital, but also provide cultural knowledge in a collaborative advantage in a growing networked world.

4. METHOD

This study used the non-experimental quantitative research design employing correlational technique. In non-experimental research, researchers collect data without making changes or introducing treatments (Gehle, 2013). In this study the variables were not manipulated and the setting was not controlled. Correlational technique endeavours to find relationships between two covariates, or independent behaviours, situations, or events. A correlation can be positive or negative (Keegan et al. 2009). This research design was utilized in this study since the study determined the significant relationship between epistemological beliefs and reading comprehension of Grade 6 students.

The study was conducted in Region XI from June 2015 to May 2016. Region XI or popularly known as Davao Region is composed of five provinces and one charter city, namely: Davao del Sur, Davao City, Davao del Norte, Compostela Valley, Davao Oriental, and Davao Occidental. It is bounded by Caraga Region in the north, Region X and Region 12 in the west. At present, it has nine school divisions: Davao del Sur, Davao City, Panabo City, Tagum City, Davao del Norte, Island Garden Sity of Samal, Compostela Valley, Davao.

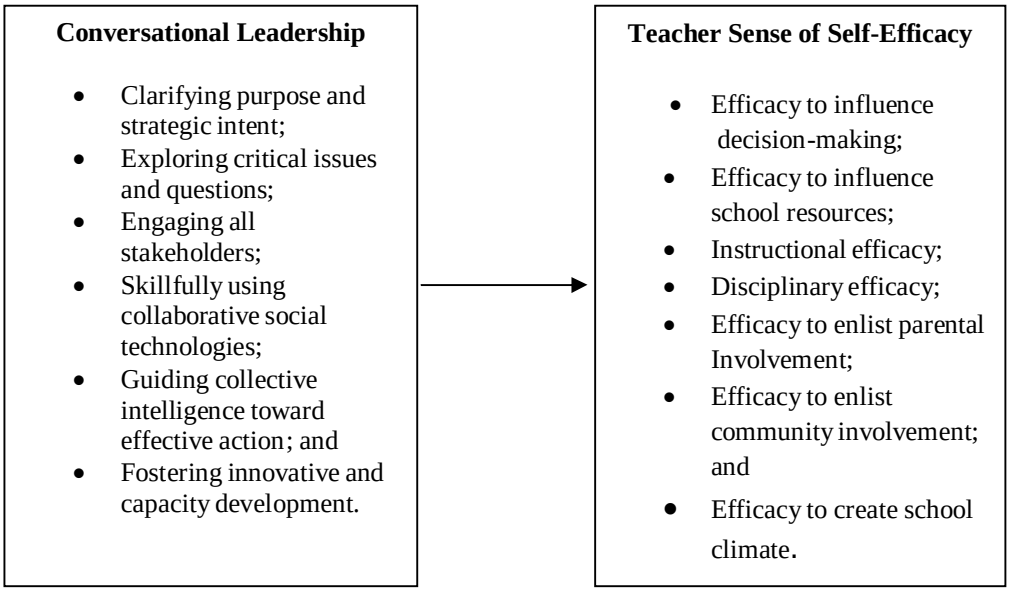

Figure.1 Conceptual Framework Showing the Variables of the Study

The research participants of the study were the 1210 public school teachers in the 9 school divisions of Region XI chosen randomly.

The instrument used in measuring conversational leadership of school heads was adopted from Roberts (2005) which was modified to contextualize to the school setting following the Five-Point Likert Scale categorized into six indicators, namely: Clarifying purpose and strategic intent; Exploring critical issues and questions; Engaging all stakeholders; Skillfully using collaborative social technologies; Guiding collective intelligence toward effective action; and Fostering innovative and capacity develop. The instrument used in measuring the dependent variable was adopted from Bandura's

instrument for teacher self-efficacy scale which was modified to make the respondents' options parallel with the Five-Point Likert's scale.

5. RESULTS

5.1 Level of Conversational Leadership

Table 1 shows the level of Conversational Leadership Skills of School Heads with mean of 4.27, or Very High with standard deviation of 4.27. This means that teachers perceived their respective school heads always exhibiting Very High conversational leadership skills.

Data further revealed the following indicators of this variable with their respective means arranged from highest to lowest as follows: Clarifying Purpose and Strategic Intent, 4.37; Guiding Collective Intelligence Toward Effective Action, 4.26; Fostering Innovative and Capacity Development, 4.26; Exploring Critical Issues and Questions, 4.25; Engaging All Stakeholders, 4.25; and Skillfully Using Collaborative Social Technologies, 4.23.

Clarifying purpose and strategic intent as the indicator of conversational leadership with the highest mean score can be explained from the appended Table 1.1 by the following items with *Very High* means. These are: *Understanding the meaning of community and its importance*, 4.43; *Understanding the concepts of community culture, stakeholders and diversity*, 4.41; *Knowing the links between purpose, values, vision and strategy*, 4.37; *Exploring commitment to the vision, values, and purpose*, 4.36; and *Articulating vision in a concise and inspiring way*, 4.33.

Two indicators of conversational leadership obtained the second highest means of 4.26, namely: *Guiding collective intelligence toward effective action* and *Fostering innovative and capacity development.* Appended Table 1.5 shows the items that explain *Guiding collective intelligence toward effective action*. These are: *Emphasizing to them the importance of sharing teaching experiences*, 4.34; *Recognizing the ideas and thoughts suggested by the teachers*, 4.32; *Articulating shared understanding for better*

Table 1. Level of the Conversational Leadership Skills of School Heads

Indicator	SD	Mean	Descriptive Level
Clarifying purpose and strategic intent	0.542	4.37	Very High
Exploring critical issues and questions	0.633	4.25	Very High
Engaging all stakeholders	0.814	4.25	Very High
Skillfully using collaborative social	0.802	4.23	Very High
Guiding collective intelligence toward effective action	0.700	4.26	Very High
Fostering innovative and capacity development	0.703	4.26	Very High
Overall	0.555	4.27	Very High

decision-making, 4.31; *Collecting valuable insights particularly on designing School Improvement Plan* (SIP), 4.25; and *Listening to opinions, ideas and critically judging with humane and jus*t, 4.25.

*Fostering innovative and capacity developmen*t as an indicator of conversational leadership has the following items as shown in Table 1.6: *Engaging stakeholders for school development programs and activities*, 4.34; *Ensuring School Improvement Plan* (SIP) *is real, doable and achievable*, 4.32*; Selecting best solution to meet the objectives of the SIP*, 4.31; *Encouraging social interaction that support good conversation and collaborative learning*, 4.30; and *Spending time with teachers in crafting academic and non-academic activities*, 4.25.

Among the six indicators of conversational leadership, *skillfully using collaborative social technologies* obtained the lowest mean rating albeit, still *Very High*. From the appended Table 1.4, the items that comprise this indicator with their corresponding mean scores are the following: *Valuing the importance of social technology in communicating others*, 4.37; *Embracing new technology to communicate school goals and objectives*, 4.36; *Encouraging teachers to employ social technology in teaching-learning process*, 4.36; *Discouraging teachers, parents and students of bullying in the social networking* (e.g. Facebook, twitter and others), 4.29; and *Maintaining social networking account to reach out the school stakeholders*, 4.20.

5.2 Level of Teacher Self-Efficacy

Table 2 shows the results on the level of teacher self-efficacy with the overall mean score of 4.33, or *Very High* with standard deviation of 0.550. The seven indicators of teacher self-efficacy are the following arranged from highest to lowest mean scores: *Efficacy to enlist parental Involvement*, 4.44 or *Very High*; *Efficacy to create school climate*, 4.37 or *Very High*; *Instructional efficacy*, 4.35 or *Very High*; *Efficacy to influence decision-making*, 4.31 or *Very high*; *Efficacy to influence school resources*, 4.30 or *Very High*; *Efficacy to enlist community involvement*, 4.29 or *Very High*; and *Disciplinary efficacy*, 4.26 or *Very High.*

Appended Table 2.5 shows the items that describe the indicator Efficacy to Enlist Parental Involvement. The items are*: Informing parents about the academic performance of their children*, 4.54; *Encouraging parents to express their feelings during PTA meetings*, 4.52; *Supporting parents to educate their children to achieve the target performance of the school*, 4.52; *Encouraging parents to support non-academic and academic activities of their children*, 4.51; and *Promoting teacher-parent relationship to help alleviate the performance of the students*, 4.50.

As shown in appended Table 2.7 the items that describe the indicator of teacher self-efficacy with the second highest mean. It is described by the following items presented from highest to lowest mean scores: *Starting the classes with appropriate greetings to my students*, 4.53; *Treating students with fairness in all aspects of their academic tasks*, 4.49; *Following school policies and directives from my superior*, 4.48;

Table 2. Level of Teacher Efficacy

Indicator	SD	Mean	Descriptive Level
Efficacy to influence decision-making	0.633	4.31	Very High
Efficacy to Influence school resources	0.675	4.30	Very High
Instructional efficacy	0.759	4.35	Very High
Disciplinary efficacy	0.658	4.26	Very High
Efficacy to enlist Parental involvement	0.731	4.44	Very High
Efficacy to enlist community involvement	0.766	4.29	Very High

Efficacy to create school climate	0.798	4.37	Very High
Overall	0.550	4.33	Very High

Dealing with parents and colleagues regardless of their social status, 4.47; and *Fostering warm environment to students, parents and colleagues*, 4.41.

Appended Table 2.3 describes the items that define the indicator of teacher self- efficacy with the third highest mean score- the Instructional efficacy. These are: *Informing parents about the performance of their children*, 4.54; *Encouraging students to practice in solving problems*, 4.47; *Assuring students that they are learning meaningful experiences from our daily lesson*, 4.46; *Fostering learning to students which are appropriate to their age*, 4.42; and *Doing one-on-one teaching to students who are slow learners*, 4.35.

Among the seven indicators of teacher self- efficacy, Disciplinary efficacy obtained the lowest mean score, albeit *Very High*, with the following items that describe it as shown in appended Table 2.4*: Setting classroom rules and regulations on the first day of school*, 3.59; *Counseling those students with behavioral* problems, 4.50; Allowing students to sit their own *comfort while solving problems*, 4.34; *Extending support to students who have family problems, 4.33;* and *Encouraging students to play inside* the *classroom after doing their assigned task*, 3.75.

5.3 Correlations between Measures

Table 3 exhibits the significance on the relationship between levels of conversational leadership skills of school heads and teacher efficacy. Results show the overall r-value of 0.499 with $p<0.01$. This denotes a significant relationship between the two variables since p-value is less than 0.05. When the indicators of conversational leadership of school heads were correlated with the overall means of teacher self- efficacy, data showed all r-values displayed p-values of less than 0.01 which indicate that significant correlations exist between these variables and the overall teacher self - efficacy. On the other hand, when the indicators of teacher self-efficacy were singularly correlated with the overall level of conversational leadership of school heads, likewise, revealed individual p-values of less than 0.01. Additionally, when the indicators of conversational leadership were singularly correlated with the individual indicators of teacher self-efficacy, data showed p-values less than 0.01. Therefore, all correlational values suggested significant relationships between conversational leadership of school heads and teacher self-efficacy.

5.4 Regression Analysis of the Influence of Conversational Leadership of school Heads on Teacher Self-efficacy

Table 4 shows the f-value of 63.208 with corresponding $p<0.01$. This indicates that conversational leadership of school heads has an overall influence on teacher self - efficacy since computed p-value is less than 0.05. R2 value of 0.291 indicates that 29.1 percent of the variance in teacher self-efficacy is attributed to the conversational leadership of school heads while the remaining 70.9 percent is attributed to other factors.

Among the six indicators of conversational leadership, only two showed no significant influence on teacher self-efficacy. These are: *Engaging All Stakeholder*s with t-value of –0.040 with p=0.968; and *Skillfully Using*

Table 3. Significance on the Relationship between Levels of Conversational Leadership Skills of School Heads and Teacher Efficacy

Conversational Leadership Skills of School Heads							
Teacher Self-Efficacy	**Clarifying Purpose and Strategic Intent**	**Exploring Critical Issues and Questions**	**Engage All Stakeholders**	**Skilfully Use Collaborative Social Technologies**	**Guide Collective Intelligence Toward Effective Action**	**Foster Innovative and Capacity Development**	**Overall**
Efficacy to influence Decision-Making	.456* (.000)	.465* (.000)	.336* (.000)	.310* (.000)	.528* (.000)	.540* (.000)	.544* (.000)
Efficacy to influence Decision-Making	.377* (.000)	.380* (.000)	.254* (.000)	.265* (.000)	.441* (.000)	.455* (.000)	.448* (.000)
Instructional Efficacy	.293* (.000)	.312* (.000)	.172* (.000)	.153* (.000)	.309* (.000)	.338* (.000)	.322* (.000)
Disciplinary Efficacy	.350* (.000)	.364* (.000)	.222* (.000)	.209* (.000)	.384* (.000)	.384* (.000)	.393* (.000)
Efficacy to Enlist Parental Involvement	.313* (.000)	.301* (.000)	.169* (.000)	.143* (.000)	.315* (.000)	.309* (.000)	.315* (.000)
Efficacy to Enlist Community Involvement	.322* (.000)	.327* (.000)	.207* (.000)	.173* (.000)	.323* (.000)	.308* (.000)	.339* (.000)
Efficacy to Create School Climate	.337* (.000)	.335* (.000)	.213* (.000)	.203* (.000)	.328* (.000)	.311* (.000)	.354* (.000)
Overall	.451* (.000)	.458* (.000)	.289* (.000)	.267* (.000)	.482* (.000)	.485* (.000)	.499* (.000)

Table 4. Linear Regression Analysis of the Conversational Leadership Skills of School Heads and Determinant of Teacher Efficacy

Determinant of Teacher Efficacy				
Conversational Leadership Skills of School Heads (Indicators)	**β (Standardized Coefficients)**	**B (Unstandardized Coefficients)**	**T**	**Sig.**
Clarifying purpose and Strategic Intent	.143	.145	3.235	.001
Exploring Critical Issues and Questions	.127	.111	2.790	.005
Engaging all Stakeholders	-.002	-.001	-.040	.968
Skillfully using collaborative social technologies	.017	.012	.334	.739
Guiding collective Intelligence toward effective action	.150	.118	2.925	.004
Fostering innovative and capacity development	.189	.148	3.774	.000
R	.539			
R^2	.291			
F	63.208			
P	.000			

Collaborative Social Technologies, t=0.334 and p=0.739. All the five indicators exhibited p-values ranging from 0.000 to 0.005. The overall result showed that Fostering Innovative and Capacity Development is the domain in conversational leadership of school heads that best predict teacher self - efficacy having the lowest p-value of 0.000 with corresponding t-value of 3.774.

6. DISCUSSSION

6.1 Conversational Leadership of School Heads

All organizations are composed of human beings and as such there is a need for interaction among members in order that problems can be discussed openly and deliberately by talking together to arrive at important decision which formal communication lacks. Managers should find time to talk to the people in the organization to establish trust and open-mindedness among them. It is important that managers possess conversational leadership qualities. This is in consonance with Hurley and Brown's contention (2010) that conversational leadership is changing the way things are by thinking together in the organization which can only be done by means of leader-member conversation. Conversations are the techniques of the employees to procure the things they are aware of, impart it with their associates, and within that manner new information be gained for the organization.

Similarly, Voon, Lo, Ngui, and Ayob (2011) agreed that leadership is a way of inspiring and guiding the people to work together in attaining the vision of the organization. Indeed, the development and progress of an organization rely so much on the ability of the leader to motivate the employees to work for excellent performance with the dedication and efficiency to do their obligations and responsibilities. This contention was also the result of the study of Cato and Gordon (2016) that when strategic vision is aligned with the mission and goals of the organization, employee productivity, job satisfaction and commitment were triggered.

Results showed a very high level of conversational leadership as perceived by the teachers of their school heads. As leaders, the teachers saw the need for their school heads clarify purpose and strategic intent of the school in order to give them a unified sense of direction in all activities they envisioned to implement to improve teaching-learning process and to obtain the desired school outcomes. This is parallel to what Sewell (2016) said that a clarity of the organization's goals and the strategies that it has to adopt is very important for the employees to be fully engaged. Strategic planning and strategic intent are similar; however, they differ only on how strategies are focused.

Strategic planning is focused on the available resources to attain the organization's goals whereas, strategic intent is focused beyond what is normally planned in order to inspire innovation. According to Hurley and Brown (2010) that this strategic intent could be done by exploring commitment to the vision, values, and purpose and articulating vision in a concise and inspiring way. Result of this study found that in conversational leadership of school heads explores and addresses critical issues and questions met by the school. This idea is advanced by Barrows and Neely (2012) that quality conversation can be enhanced by asking questions using the Socratic method of dialogue whereby opposing thoughts are encouraged. This approach is to gather all intelligent ideas that could spur innovations needed propel the organization's competitiveness. This practice is in consonance with the notion of Hamel and Prahalad (2005) that some companies find it imperative to include in their strategic intent their stretched targets that would enhance their competitiveness by means of innovations usually competing through collaboration.

In the school context, Kruse, Seashore Louis and Bryk (2009) further confirmed the role of school leaders in setting direction for school improvement. Empowerment of teachers could likely encourage reformation. School leaders who could establish a strong professional community encourages teachers to work together, not only to develop shared understandings of students, curriculum, and instructional policy, but also to produce materials and activities that improve instruction, curriculum, and assessment for students.

6.2 Teacher Self-Efficacy

The level of teacher self-efficacy is Very High. This means that teachers in the basic education have very high levels of self-efficacy in terms of: Efficacy to enlist parental involvement; Efficacy to create school climate; Instructional efficacy; Efficacy to influence decision-making; Efficacy to influence school resources; Efficacy to enlist community involvement; and Disciplinary efficacy. However, low sense of teacher self- efficacy is common to junior and middle schools than elementary schools and to schools catering to minorities and low income group (Lemer and Steinberg, 2004). Similarly, high teacher-student ratio, large classroom size, and many others, may be responsible for the low teacher sense of self-efficacy (Cicchetti and Toth, 1996).

The very high level of Efficacy to enlist parental involvement means the ability of teachers to motivate parents to participate in the school activities that would improve academic achievement of students. According to Epstein (2001), there are six types of parental involvement, namely: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

This is in line with the study of Peiffer (2015) that parental involvement is highly correlated with teacher self-efficacy. Moreover, enlisting community involvement is very important as component of teacher self-efficacy to improve school and student outcomes. This is a partnership of school learning communities composed of school, parents, and other external stakeholders in organizing activities that are related to school goals and objectives. According to Epstein (2001); Epstein and Salinas (2004); Henderson and Mapp (2002); and Sheldon (2003) research studies show that these kind of school activities not only improved student achievement but also strengthened families, as well as reinforced community involvement.

Several studies show that parental involvement is more important to student achievement than family income or the parents' educational attainment. This means that family demographic characteristics such as income and educational qualifications of parents did not contribute to student success in all educational levels (Davis, 2000; Epstein, 1991; Henderson, and Berla, 1994; Liontos, 1992; Reynolds, et al., 1991; Zellman and Waterman, 1998).

A Very High level of efficacy to create school climate means that teachers are able to help foster a warm atmosphere for co-teachers, students, and parent that is conducive to learning. Similarly, school climate means treating students with fairness in all aspects of their academic tasks and Dealing with parents and colleagues regardless of their social status.

This view is shared by Freiberg (1998) that creating a positive climate affects school effectiveness, thereby, enhances student and teacher self- efficacy. He further defines school climate as quality of school life as experienced by the school community. This view was affirmed by the study of Aldridge and Fraser (2016) that used structural equation modelling. Data showed that self-efficacy is related with school climate and job satisfaction. This suggests that school principals consider factors in school climate and how they could be enhanced.

A Very High level of instructional efficacy among teachers means encouraging students to practice solving problems; doing one-on-one teaching to students who are slow learners; informing parents about the performance of their children; assuring students that they are learning meaningful experiences from the daily lesson; and fostering learning to students which are appropriate to their age.

The results affirmed the research findings of Dussault, Deaudelin and Brodeur (2004) that investigated the relationship between teachers' instructional efficacy and their efficacy toward integration of technologies in the classroom as part of their instructional approaches. As expected, findings yielded a positive and partial correlation between the two types of efficacy beliefs-teachers' instructional efficacy and their efficacy toward integration of technologies in the classroom. However, Yack's research (2007) examined to what extent do Grade 5 students perceived the involvement of their teachers' instructional efficacy on their acquisition of their mathematical skills. Results showed that it was difficult for the researcher to determine the strength of relationship between the two variables.

A Very High level of teachers' disciplinary efficacy is the manifestation that they have effectively set classroom rules and regulations on the first day of school for students to follow; being effective counsellors to students with behavioural problems and even extending support to students who have family problems. Consequently, Emmer and Hickman's study (1991) indicated that efficacy beliefs predict preferences for certain strategies to deal with student behavioural problems. Later the same finding was confirmed in the research of Gibbs and Powell (2012). They agreed that there is a need for school administrators to develop strategies in order to strengthen teachers' beliefs of having the abilities to manage students' classroom behaviour effectively. The contention that self-efficacy beliefs of teachers boosted their ability to improve student behaviour is further supported by Torres' (2016), however, too strict disciplinary methods can undermine efficacy and can result to negative behaviour of students.

Furthermore, teacher efficacy predicts classroom practices. From the presentations above, it has been concluded that students learn more when teachers communicate with their students in a more emotionally supportive way and provide timely feedback on their learning development (Guo, 2012).

6.3 Correlation between Measures

Results showed a highly significant relationship between conversational leadership of school heads and teacher self-efficacy. Further, data showed highly significant relationships between the indicators of conversational leadership and the indicators of teacher self-efficacy in their individual capacities. The findings confirmed Bandura's theories (1999) of social cognition and self-efficacy indicating that individuals function as contributors to their own motivation, behaviour, and development within a network of reciprocally interacting influences". In this study, the influencing behaviour is the conversational leadership of their school heads on their teaching efficacy. This study also affirms Hipp's (1996) finding that states that principal's leadership behaviours enhances and sustain teacher personal efficacy. Similarly,

Leithwood's (year) transformational leadership behaviors-modelling behaviour, inspiring group purpose, and providing contingent rewards were all significantly related to teaching efficacy.

Guo (2012) also averred that teacher efficacy predicts classroom practices. From the presentations above, it has been concluded that students learn more when teachers communicate with their students in a more emotionally supportive way and provide timely feedback on their learning development. Similarly, in the study of Arbabi and Vali (2015) administered to 196 respondents, it was found out that school principals' collaborative leadership revealed a significant correlation with teacher efficacy.

7. CONCLUSION

There is a very high level of conversational leadership among school heads in Region 11. This implies that in order to change the way things are in the school environment, school heads may change their leadership approach to leader-member conversation which encourages an intimate and personal dialogue for the purpose of obtaining the desired innovations in the organization (Hurley and Brown, 2010).

There is a very high level of self-efficacy among public school teachers in Region XI. Several implications can be deduced in their very high level of self-efficacy. This means that teachers can be more motivated, more satisfied, more effective in the classroom and more efficient in their school performances if they are allowed to develop their self-efficacy beliefs (Olayiwola, 2011). There is a significant relationship between conversational leadership of school heads and teacher self-efficacy. Similarly, school heads' conversational leadership significantly influences self-efficacy of teachers.

Likewise, four out of five domains in school heads' conversational leadership significantly influence teacher self-efficacy. Among these domains, Fostering Innovative and Capacity Development is the indicator that best predicts teacher self-efficacy.

The findings confirmed Bandura's (1999) theories of social cognition and self-efficacy indicating that individuals function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences. Thus, conversational leadership of school heads is the behavior that determines self - efficacy of teachers. This implies that teachers can enhance their classroom effectiveness and performance efficiency through leader-follower conversation.

8. RECOMMENDATIONS

The significant influence of conversational leadership of school heads on their teachers' self-efficacy has led to the following recommendations:

The Department of Education should conduct trainings of their school heads to expose them to the different leadership behaviors that would give them several choices when confronted with different situations. These trainings may be included in the DepEd's educational managers' development program. Research showed that competent school heads may lead to competent teachers that would in turn result to high students' achievement.

Another, the school heads may consider self-development as one of their major responsibilities by enhancing their skills and competencies that will improve school leadership. They should consider attending seminars and trainings related to these activities not within the confines of the department's on-the-job trainings.

Lastly, the University of Mindanao may consider formulating school leadership programs in order to assist the Department of Education in the development of their human resource as part of UM's social responsibility through the extension programs of the Professional Schools.

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