Review Journal of Social Psychology & Social Works
http://socialworksreview.com

ISSN-E: 3006-4724
ISSN-P: 3006-4716
Volume: 3
Issue: 2 (April - June, 2025)

Exploring the Relationship between Primary School Head Teachers' Pedagogical Leadership and Teacher's Self-Efficacy in District Dir Lower

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Abstract
This study explored the relationship between primary school head teachers' pedagogical leadership and teachers' self-efficacy. The study further explored the relationship of the three constructs of pedagogical leadership with three constructs of teachers' self-efficacy. The study used a quantitative approach with descriptive (survey) design. The population of the study consisted of all primary school head teachers and teachers working in 1162 primary schools of district Dir Lower. By using stratified random sampling method, 500 head teachers and 1000 teachers were randomly selected from seven tehsils of district Dir Lower. A highly valid and reliable questionnaire developed by Hallinger (2014) was used to collect data related to pedagogical leadership while an adapted questionnaire developed by Tschannen and Woolfolk (2001) for teachers' self-efficacy were used to collect data from the sampled head teachers and teachers. The result showed a positive moderate significant relationship between pedagogical leadership and teachers' self-efficacy. The study also found a positive significant relationship between the constructs of pedagogical leadership and teachers' self-efficacy. The study recommended that ample chances of growth and development may be provided to primary school heads to enhance their pedagogical leadership qualities and influence the behaviour of teachers through pedagogical leadership qualities to enhance their self-efficacy in students' engagement, adopting appropriate instructional strategies for teaching and managing their classroom effectively to increase students' academic performance.

Keywords: Pedagogical Leadership, Teachers' Self-Efficacy, Head Teachers, Teachers

Introduction

The leadership style of school heads has great influence on the effectiveness of their job in leading different types of events in school. The appropriate and effective leadership practices increase teachers' motivation and work performance which in turn enhance students learning in school. Leaders are considered those individuals who direct different networks of systems and encourage strong communications among organization, groups and communities (Yukl, 2012). Leadership refers to the activities of a leader which influences a group or individuals towards achieving the desired goals of an organization under certain circumstances (Pertiwi & Suryadinata 2019). In the educational organizational context especially in schools, the role of head teachers is vital in fostering the quality of education (Kusumaningrum *et al.,* 2020). Those schools who have effective heads there will be great and efficient teachers. They will work

positively, struggle for growth and development which ultimately impact students' performance (Bafadal, 2016). Pedagogical leadership is described as head teacher practices which ensure that the teachers are effectively delivering the instruction and performing their duties, which are expected from them to increase students' academic performance (Juharyanto, 2017). Numerous studies have found positive relationship between the leadership style of school heads and teacher performance (Elpisah & Hartini, 2019; Mayasari, 2021; Yulyanti & Hasanah, 2021). To encourage effective learning, it is the responsibility of every school head to play his leadership role in providing congenial environment for teaching-learning process. Similarly, the school head may ensure that every teacher has the ability to meet every set of goals to ensure the quality of education. Pedagogical leadership in 21st century may consider the skills and abilities of head teachers to think forward, encourage conducive environment for learning, ensure the availability of proper trained, motivated and supportive teachers as well as a positive atmosphere for learning in school (Suleyman, 2015).

The primary task of pedagogical leadership involves complete attention to teaching learning processes while taking no responsibility for time-consuming administrative work (Brewster & Klump, 2005). Trainees become more motivated by pedagogical leaders to decide through student performance metrics (Stronge et al., 2008). The expectations from pedagogical leaders demand their teachers to demonstrate robust classroom management abilities along with using multiple advanced educational tools to enhance teaching and learning quality. Instructional leaders require teachers to maintain excellent classroom management abilities while prompting them to adopt intelligent educational technologies for enhancing learning quality. Successful school heads plan to build supportive atmospheres to make student learning possible (Hallinger & Hosseingholizadeh, 2020).

Pedagogical school leadership by heads stands as a crucial element to attain high-quality instruction with effective learning in educational institutions (Gawlik, 2018). The research indicates that school head pedagogical leadership creates strong links between teachers' conduct specifically targeting their self-efficacy (Ozdemir et al., 2020; Alanoglu, 2021; Karakose et al., 2024). The teachers' self-efficacy serves as a fundamental element to determine their performance outcomes. Teacher self-efficacy at a high level plays a critical role in achieving their teaching assignments and meeting educational targets while handling obstacles (Gunawan et al., 2019). The research examines how pedagogical leadership affects teacher self-efficacy especially in terms of school improvements during recent years (Bellibas, 2014). Teacher self-confidence leads to higher student academic performance according to research by Hallinger (2011) and both Lentz (2019) and Liu et al. (2020). School heads can improve teacher self-efficacy through their pedagogical leadership by concentrating on their duties which help teachers acquire desirable practices and conduct leading to various teaching activities that enhance learning (Bellibas & Liu, 2017). Satisfactory leadership practices in pedagogy directly and indirectly connect to both teacher self-efficacy and work-related contentment according to Liu et al., (2020). Pedagogical leadership serves as a more extensive model than alternative leadership frameworks for increasing teacher self-efficacy. Self-efficacy affects the behaviors, emotional state and work output and learning thinking patterns of individuals (Dewi, 2017). An exceptional educational performance depends heavily on the teacher's self-efficacy status which marks one of the essential elements. Each person develops their own sense of belief regarding their ability to properly execute diverse workplace tasks (Zabidi, 2006). The present study investigates how primary school head teachers implement pedagogical leadership for improving teacher self-efficacy while focusing on this relationship between these two variables.

Literature Review

Pedagogical leadership

The leadership functions linked directly to student learning along with teacher instruction are known as pedagogical leadership (Bush, 2015). The effective leadership model providing education quality enhancement and equity stands as pedagogical leadership according to Zepeda (2014). The model targets advancement by offering backing as well as nurturance to people alongside resource management to support the delivery of school vision. The primary objective of pedagogical leadership centers on developing teaching as a profession to establish better teachers who will foster deep learning opportunities across education facilities (Brauckmann et al., 2016). The fundamental role of pedagogical leadership involves the creation of schools' mission statement alongside curriculum monitoring and positive environmental development at educational institutions (Hallinger, 2005; Hallinger & Murphy, 1985; Hallinger et al., 1983). Under his role as pedagogical leader the school head maintains direct connections with teachers to deliver swift feedback about classroom activities through multiple assessment approaches (Stewart, 2006). Many scholars agree that pedagogical leadership achieves its goals through teachers utilizing various instructional approaches to teach students (Hallinger & Hosseingholizadeh, 2020). The core defining characteristic of pedagogical leadership compares to other leadership models through its emphasis on educational teaching practices (Marks & Printy, 2003). Academic investigations in Malaysia demonstrate that pedagogical leadership plays an essential role for education professionals during their educational development scheme planning (Hui & Singh, 2020).

School heads need pedagogical leadership as a fundamental tool to enable teachers reach their instructional maximum potential (Bafadal et al., 2019). Research by Gumus et al. (2018) demonstrated how pedagogical leadership made up half of all investigative studies concerning leadership models from 1980 to 1995. Among all leadership models Hallinger and Murphy's (1985) model emerged as the most significant because it derived its principles from their established instructional management model. Hallinger and Murphy (1985) stated that pedagogical leadership maintains essential importance because it influences curriculum development and teaching methods for enhancing institutional effectiveness inside educational environments. Pedagogical leadership measurement requires looking into three crucial dimensions including school vision creation with established goals as well as mission statements and resource management specifically for learning activities together with climate development to support teaching learning activities effectively. The features remain absolutely essential for educational institutions that seek effective continuous teaching operations (Burhanuddin et al., 2018).

Teacher Self-Efficacy

Self-efficacy refers to the measure of individual confidence in executing various tasks to accomplish desired results under specific conditions. Phase 1 of Bandura's (1997) research demonstrates that a person builds confidence in their abilities and skills to address challenges and achieve targets in specific environments. Individuals facing academic or professional challenges base their decisions and get guided toward motivation while preparing for action through determination based on how self-efficacious they feel according to Bandura (1997). A proper understanding of Social Cognitive theory needs self-efficacy because it drives career development (Lent and Brown, 2019). People view self-efficacy as their ability to control both their job tasks and workplace environment (Rachmawati, 2022). The level of conviction with which teachers handle their teaching duties constitutes their self-efficacy within the teaching profession. (Yuen et al., 2020). According to Sehgal et al. (2017) the school administration must use teacher collaboration to develop self-efficacy in educators because the resulting performance improvements will enhance lesson delivery and student-teacher interaction and student learning management. Job self-efficacy helps teachers share academic knowledge with

each other as per Runhaar and Sanders (2016) resulting in improved teacher performance. Teacher competence manifests more powerfully when they experience and connect to their conscience (Djigic et al., 2014). Teacher self-efficacy strongly relates to the development of personal growth values within individuals (Barni et al., 2019).

Studies prove that teachers with high self-efficacy create better performance outcomes through quality teaching practices (Finnegan, 2013; Shahzad & Naureen, 2017). This investigation shares information about how teacher self-efficacy impacts teaching quality and total teacher performance. The educational leadership adopted by school principals affects the way their teachers perceive their own capabilities. Research findings indicate that teachers perceive pedagogical leadership favorably since it improves their self-confidence (Xie et al., 2022). Pedagogical leadership representing the development of school teaching methods stands as one of the most efficient factors to enhance teacher performance (Sebastian & Allensworth, 2012). School heads can boost teacher competence by implementing direct oversight in addition to participating in various school-related activities (Duyar et al., 2013). The core intention of this perspective asserts that improving teacher self-efficacy stands as the greatest indirect means for school leaders to benefit student achievement (Ross & Gray, 2006). School heads play a secondary role in influencing student performance after teachers according to Louis et al. (2010). The research established that head teacher pedagogical leadership actions together with classroom management and teaching practices enhance teacher self-efficacy in classroom management and student engagement (Bellibas & Liu, 2017). Research shows that teacher self-efficacy experiences direct and indirect effects from pedagogical leadership through staff member trust in their school heads (Ma & Marion, 2021).

Relationships between Pedagogical Leadership and Teachers' Self-Efficacy

Many studies have investigated the relationship between these principles due to rising teacher and school leader interest (Bel libas & Liu, 2017; Dale et al., 2011; Fackler & Malmberg, 2016; Gallante, 2015; Hallinger et al., 2018; Liu et al., 2020; Musa et al., 2020; Rew, 2013). Research based on this topic elaborated on the interlinking patterns between pedagogical leadership and teacher self-efficacy (Herawait & Tjahjono, 2020). Studies established that teachers' self-efficacy connects positively to pedagogical leadership through factors focusing on student engagement combined with classroom organization and management and instructional learning techniques done in classrooms. The majority of researchers accept a connection exists between what school heads do as pedagogical leaders and teachers' self-efficacy along with their classroom teaching practices (Bellibas & Liu, 2017; Bellibas et al., 2020; Fackler & Malmberg, 2016). Research conducted by Duyar et al. (2013) showed that pedagogical leadership practices modify teacher beliefs about their potential to accomplish specified goals. Other scholar established pedagogical leadership serves as a fundamental component for supporting teachers while enabling their decision-making and offering coaching and peer observation (Kim & Lee, 2019). According to Duman, Suhaimi and Khairuddin (2021) the study demonstrated that school heads' pedagogical management creates substantial effects on teacher attitudes towards 21st century educational changes. School head leadership styles directly impact how teachers perform in their role because of this reason. Some educators demonstrated weak capabilities and lowered self-confidence during certain educational practices such as classroom supervision (Zamri, 2016). The implementation of curriculum requires strong self-efficacy performance from teachers (Khairuddin and Halimah, 2016).

The self-efficacy of teachers develops when head teachers both recognize their worth with ongoing appreciation of their accomplishments. Teachers' self-efficacy ultimately affects the abilities and skills and knowledge quality as well as values and attitudes of their students. Teaching excellence through quality education becomes possible because of teachers who demonstrate high self-efficacy.

Objective of the Study

1. To determine the relationship of primary school head teachers' pedagogical leadership with teacher's self-efficacy.
2. To determine the relationship of school mission with teachers' efficacy in students' engagement, efficacy in instructional strategies and efficacy in classroom management.
3. To determine the relationship of managing the instructional with teachers' efficacy in students' engagement, efficacy in instructional strategies and efficacy in classroom management.
4. To determine the relationship of developing positive school climate with teachers' efficacy in students' engagement, efficacy in instructional strategies and efficacy in classroom management.

Hypothesis of the Study

$H0_1$: Primary school head teachers' pedagogical leadership has no significant relationship with teacher's self-efficacy.

$H0_2$: School mission has no significant relationship with teachers' efficacy in students' engagement, efficacy in instructional strategies and efficacy in classroom management.

$H0_3$: Managing the instructional time has no significant relationship with teachers' efficacy in students' engagement, efficacy in instructional strategies and efficacy in classroom management.

$H0_4$: Developing positive school climate has no significant relationship with teachers' efficacy in students' engagement, efficacy in instructional strategies and efficacy in classroom management.

Research Methodology

A survey-based descriptive research method was implemented to analyze the pedagogical leadership practices of head teachers linked to teacher's self-efficacy in District Dir Lower's government primary schools. Research design of this type enables scientists to document individual characteristics along with group attributes and situational elements without experiments involving variable adjustments (Curtis et al., 2016). The analysis used descriptive statistics to process both demographic respondent information and calculate mean score values alongside standard deviations that evaluated respondent perceptions. A Pearson's correlation analysis served to examine the relationship between pedagogical leadership and teacher's self-efficacy in the study. The entire population of directorate Dir Lower consisted of head teachers together with teachers in both boys' and girls' primary schools. The seven tehsils in district Dir Lower contain a total of 1162 primary schools for both male and female students. The educational institutions have 748 facilities for male students while women students have 414 places to study. The researcher included 43% schools in each tehsil in the initial sampling stage using area or cluster sampling technique. The researcher selected two teachers together with one head teacher from each selected school through random methods. The research included 500 schools from which 322 constituted government boys' primary schools alongside 178 female primary schools. The research included 500 head teachers together with 1000 teachers as sample respondents. Research determined the behavioral indicators of pedagogical leadership within school heads through measurement. The research instrument utilized Short Form of Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger (2013) which consists of 22 statements measured through a five-point rating scale running from "Always does so" to "Never does so". The list of advantages that supports this research instrument expands considerably. This instrument functions globally as researchers from developed as well as under developed nations have already conducted their studies with it. The instrument demonstrates strong reliability together with excellent validity. The research tool has obtained use within Asian territorial area. The researcher selected this instrument to collect data because of its presence in this research. The measure used to assess teacher self-efficacy was an adapted version of Tschannen and Woolfolk's "Teachers' Sense of Efficacy Scale" long

form. This instrument contained 24 questions rating from "A Great Deal" to "Noting" and was established as highly valid and reliable. The researcher obtained approval from the District Education Authorities and school head teachers to begin survey distribution before visiting the selected educational institutions. Partners were informed about the research purpose as researchers obtained written consent from them while ensuring both voluntary and confidential procedures. The questionnaires received distribution before their collection from all 1500 participants. A process of survey compilation and numerical coding enabled version 21 of SPSS to analyze the data. Statistical processing started with descriptive analysis for examining demographics of the sample population. Leadership abilities received their mean values from the gathered data. A frequency tabulation method and descriptive statistics calculation method including mean score analysis and standard deviation analyses generated findings for every statement. Pearson's correlation analysis evaluated the relationship-based information.

Findings of the Study

Table 01 *Demographic Information of Primary School Head Teachers and Teachers*

Variables		***Frequency***	***Percentage***
Respondents' designation	Head teachers	500	33.3
	Teachers	1000	66.7
Respondents' gender	Male	966	64.4
	Female	534	35.6
Respondents' age	Greater than 40 years	668	44.6
	Less than 40 years	832	55.4
School's Location	Urban	360	24.0
	Rural	1140	76.0
School Type	Boys	966	64.4
	Girls	534	35.6

Table 01 showed the sample profile of head teachers and teachers of government primary school of District Dir Lower. Out of 1500 respondents there are 500 (33.3%) head teachers and 1000 (66.7%) teachers. From these respondents there are 966 (64.4%) are of male and the remaining 534 (35.6%) are female. Out of 1500 respondents 668 (44.6%) have greater than 40 years of age, while 832 (55.4%) respondents have less than 40 years age. 360 (24.0%) respondents responded the school location as urban, while the other 1140 (76.0%) responded their school location as rural. From these respondents 966 (64.4%) responded school type as boys' school, while the remaining 534 (35.6%) responded school type as girls' school.

Table 02 *Perceptions of primary school head teachers and teachers regarding pedagogical leadership and teacher's self-efficacy*

Variables	***N***	***M***	***SD***
Defining the School Mission	1500	4.05	.793
Managing the Instructional Time	1500	4.03	.834
Developing Positive School Climate	1500	3.98	.811
Efficacy in Students' Engagement	1500	4.22	.640
Efficacy in Instructional Strategies	1500	4.26	.630
Efficacy in Classroom Management	1500	4.30	.617

The table 2 showed the descriptive statistics results about the perceptions of respondents regarding pedagogical leadership and teacher' self-efficacy constructs. The descriptive statistics results revealed that the mean scores for pedagogical leadership constructs about defining school mission (M = 4.05, SD = .793) and managing the instructional time (M = 4.03, SD = .834) which showed maximum above average level of observance, while developing a positive school climate (M = 3.98, SD = .811) which indicated above average level of

observance thus, it shows that all the three constructs of pedagogical leadership were perceived at high level. Similarly, the teacher's self-efficacy constructs about efficacy in students' engagement (M = 4.22, SD =.640), efficacy in instructional time (M = 4.26, SD =.630) and efficacy in classroom management (M = 4.30, SD =.617) were found greater than that of 4.00, which indicated that all constructs of teacher's self-efficacy were perceived at high level.

Table 03 *Relationship between Defining School Mission and Teacher's Self-efficacy Constructs*

Variables	***n***	***r***	***p***
Defining School Mission	1500	.320	.000
Efficacy in Students' Engagement	1500		
Efficacy in Instructional Strategies	1500	.301	.000
Efficacy in Classroom Management	1500	.276	.000

Table 3 presented findings regarding the relationship between school mission definition and various self-efficacy types of teachers. Pearson's co-efficient of correlation established the interconnections between various variables that formed the constructs. The value of co-efficient of correlation ($r = .320$, $p < .000$) showed that defining school mission positively affects the engagement of students in their learning. The correlation coefficient showed that a significant positive relationship ($r = .301$) existed between defining school mission and efficacy in instructional strategies ($p < .000$). The calculated value of co-efficient of correlation ($r = .276$, $p < .000$) demonstrated that a positive association exists between defining school mission and classroom management efficacy.

Table 04 *Relationship between Managing the Instructional Time and Teacher's Self-efficacy Constructs*

Variables	***n***	***r***	***p***
Managing Instructional Time	1500	.346	.000
Efficacy in Students' Engagement	1500		
Efficacy in Instructional Strategies	1500	.312	.000
Efficacy in Classroom Management	1500	.297	.000

The table 4 depicted the results of correlation among managing the instructional time and different constructs of teacher's self-efficacy. The value of co-efficient of correlation ($r = .346$, $p < .000$) depicted that a positive significant relationship was found between managing the instructional time and efficacy in students' engagement. The value of co-efficient of correlation ($r = .312$, $p < .000$) depicted that a positive significant relationship was found between managing the instructional time and efficacy in instructional strategies. The value of co-efficient of correlation ($r = .297$, $p < .000$) depicted that a positive significant relationship was found between managing the instructional time and efficacy in classroom management.

Table 05 *Relationship between Developing Positive School Climate and Teacher's Self-efficacy Constructs*

Variables	***n***	***r***	***p***
Developing Positive School Climate	1500	.345	.000
Efficacy in Students' Engagement	1500		
Efficacy in Instructional Strategies	1500	.321	.000
Efficacy in Classroom Management	1500	.292	.000

Table 5 illustrated how developing positive school climate related to different constructs of teacher's self-efficacy through correlation analysis. Research findings revealed a strong positive relationship between school-level climate and student engagement performance based on the value of co-efficient of correlation ($r = .345$, $p < .000$). The research demonstrated a

positive significant relationship through the correlation coefficient (r = .321, p < .000) between positive school climate development and effective instructional strategies. The results showed that developing a positive school climate positively affected teacher classroom management efficacy based on the co-efficient of correlation value of r = .292 (p < .000).

Table 06 *Relationship between Primary School Head Teachers' Pedagogical Leadership and Teacher's Self-efficacy*

Variables	***n***	***M***	***SD***	***r***	***p***
Pedagogical Leadership	1500	4.03	.711	.408	.000
Teachers' Self-efficacy	1500	4.27	.543		

The table 6 showed the descriptive statistics and inferential statistics results about pedagogical leadership and teacher' self-efficacy. The descriptive statistics results revealed that the mean scores for pedagogical leadership (M = 4.03, SD = .711) and teacher's self-efficacy (M = 4.27, SD =.543) were found greater than that of 4.00, which indicated that the pedagogical leadership of head teachers and teacher's self-efficacy were both at maximum above average level of observance. The value of co-efficient of correlation (r = .408, p < .000) depicted that a positive significant relationship was found between pedagogical leadership of primary school head teachers and teachers' self-efficacy.

Discussion

This study investigated the relationship between leadership strategies of head teachers and self-efficacy among government primary school teachers in Dir lower district. The main driving factor behind teacher effectiveness exists in pedagogical leadership that fosters both teacher encouragement and develops their teacher capabilities regarding their classroom management and teaching and student participation (Bellibas & Liu, 2017). School leader behaviors create positive effects on teaching learning processes and classroom participation and management systems (Gallante, 2015). The current research found maximum above average observations for all pedagogical leadership constructs based on their collected mean score values. Teacher self-efficacy constructs exhibited high-level observance like the other examined constructs. Jeffri and Hamid (2022) discovered both the 21st-century pedagogical leadership practices and teacher self-efficacy reached very high levels. Cansoy and Parlar (2018) obtained findings demonstrating that teachers saw their school heads showing effective behaviors while teachers evaluated their personal self-efficacy as strong. Teachers view their principals in a positive light regarding their pedagogical leadership according to Abid and Munir (2024). The research findings from these studies demonstrate agreement with this study's outcomes about primary school head teachers' pedagogical leadership and teacher self-efficacy levels being very high.

The present study established positive correlations between pedagogical leadership constructs dedicated to defining school mission and teacher's efficacy regarding student engagement and instructional strategies and classroom management. Research results established that proper time management led to higher teacher effectiveness in student engagement along with their instructional strategies and classroom management. Research results demonstrated a positive significant correlation between creating positive school climate and teacher's ability to engage students and their effectiveness in instructional strategies combined with classroom management. A positive significant relationship appeared between primary school head teachers' pedagogical leadership and teacher's self-efficacy according to the obtained co-efficient of correlation (r = .408, p < .000). The research by Cadungog (2015) demonstrated Davao Region has strong interconnections between pedagogical leadership and teacher's self-efficacy. Basing their results on principal pedagogical leadership and teacher instructional leadership Liu and Huang (2022) identified principal pedagogical leadership to have significant relations with teacher instructional leadership. The research links teacher-self-efficacy and student success to these positive correlations. Both studies generate results which confirm the

outcomes of this present analysis. According to Lentz (2019) the relationship between teachers' views of their principals' pedagogical leadership practices and self-efficacy remained non-significant. Slightly more than a moderate level of relationship connects pedagogical leadership to teachers' self-efficacy according to Alanoglu (2022). Results from these studies do not match the findings of the present investigation because primary school pedagogical leadership exhibits a positive significant association. Leadership and teacher's self-efficacy. Studies have reported that pedagogical leadership maintains a positive direct link with teacher's self-efficacy. (Bellibas & Liu, 2017; Duyar et al., 2013; Gallante, 2015; Hallinger et al., 2018; Lentz, 2019). Education leadership initiatives create higher confidence levels among educators for their instructional practice (Sumiati & Niemted, 2020).

Conclusions

Pedagogical leadership practices are very important and having great influence on the level of self-efficacy of teachers. Thus, it is very crucial for school heads to use proper leadership practices effectively and efficiently in order to enhance the level of teacher's self-efficacy Therefore, it is very critical for every school leader to apply appropriate leadership practices by motivating high work performance. Which ultimately ensure the students success and schools goals accomplishment as well as to ensure the quality of education. The present study investigated the relationship between head teachers' pedagogical leadership and teacher's self-efficacy in District Dir Lower. The findings of this study showed that the pedagogical and teacher's self-efficacy were perceived by respondents at very high level.

It was concluded that a positive significant relationship was found between head teachers' pedagogical leadership and teacher's self-efficacy. Thus, the null hypothesis Ho_1 "primary school head teachers' pedagogical leadership has no significant relationship with teacher's self-efficacy" was rejected and alternate hypothesis was accepted. It was concluded that a positive significant relationship was found among defining the school mission and teacher' self-efficacy constructs. Thus, the null hypothesis Ho_2 "school mission has no significant relationship with teachers' efficacy in students, efficacy in instructional strategies and efficacy in classroom management" was rejected and alternate hypothesis was accepted. It was concluded that a positive significant relationship was found among managing the instructional time and teacher' self-efficacy constructs. Thus, the null hypothesis Ho_3 "managing the instructional time has no significant relationship with teachers' efficacy in students, efficacy in instructional strategies and efficacy in classroom management" was rejected and alternate hypothesis was accepted. It was concluded that a positive significant relationship was found among developing a positive school climate and teacher' self-efficacy constructs. Thus, the null hypothesis Ho_4 "developing positive school climate has no significant relationship with teachers' efficacy in students, efficacy in instructional strategies and efficacy in classroom management" was rejected and alternate hypothesis was accepted.

Recommendations

The present study found that pedagogical leadership plays a vital role in defining the school mission, managing the instructional time and developing a positive school climate from head teachers and teachers' perspectives of government primary schools. Therefore, it is recommended that to improve the pedagogical leadership skills of the primary school head teachers, the may be provided optimal opportunities of trainings to improve their pedagogical leadership skills. This may be possible only if the directorate of professional development consistently arranges professional development trainings and refresher courses on regular basis for primary school head teachers that they may play their role in the provision of quality education. Similarly, the study also found that the head teachers and teachers both positively perceived that they engage the students in different activities in classroom. They use instructional strategies in classroom according to the situation and manage the classroom routines in a proper way. Therefore, it is recommended that the head teachers and teachers of

primary school may develop their self-confidence level in order to adopt different types of circumstances. This may be possible if the high ups arrange different seminars and conferences related to teaching. They need to give more and more opportunities to the head teachers and teachers to express their views in front of audience, which in turn may helpful in gaining high level of self-confidence and may develop their skills and abilities related to different areas of teaching and learning process.

The study also found a positive relationship between the perceived pedagogical leadership and teachers' self- efficacy. Therefore, it is recommended that primary school head teacher may provide more opportunities to their teachers in order to enhance the level of self-efficacy. This may be possible only when during the developmental process of educational policies, the policymakers and practitioners may involve the school heads, which will enable them to advance the necessary skills to put their pedagogical leadership practices to work. Thus, preference may be given to improve the pedagogical leadership behaviors throughout pre-service and in-service trainings. Furthermore, the school heads must have the awareness about the effects of pedagogical leadership practices on teachers' professional development and students' academic performance and to implement such practices in their schools which are in favor of students' learning. Lastly, it is suggested that more studies should be conducted on understanding the role of pedagogical leadership and its effect on students' academic performance and teachers' self-efficacy.

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