Research Article

Leadership Traits and Administrative Behaviors Fostering Collective Efficacy and Satisfactory Performance among Teachers in Elementary Schools

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ABSTRACT

This study aimed to determine the leadership skills and administrative behaviors fostering collective efficacy and satisfactory performance among teachers in elementary schools of Bay District, Division of Laguna. It employed the descriptive study endeavored as research method and the main technique of the study. As to the profile of school administrators, majority were 36 years old and above, more than half were female, nearly eighty percent were married, a bigger number were Bachelor's Degree with MA units, a little more than one-half occupied Teacher 1 position, and a great majority of them had served 6 to 10 years.

Looking on the aspect of leadership traits the school administrators were highly manifested in all areas such as effective communicators, accountable and responsible, long-term thinkers, self-motivated, confident, people oriented and emotionally stable.

In terms of administrative behaviors, the school administrators were also found much effective in all areas such as caring and supportive, positive thinking, humility. trustworthy and empowerment.

Parallel studies maybe conducted by examining other aspects and nature of variables related to leadership skills and administrative behavior so that further assessments on the reliability and validity of the data in this research could be ascertained. It involved 300 respondents.

In order to validate their assessment from the survey instrument, the analysis and interpretation of the data gathered were facilitated by frequency counts, percentage, mean, standard deviation, Pearson r and mediating variables.

The study found out that there is no significant relationship between the school heads' profile and the leadership traits and collective efficacy and school performance outcome. However, there is a significant relationship between the leadership traits,

administrative behaviors, collective efficacy and performance outcome.

Introduction

Several studies have discovered a link between rising student success and perceptions of collective competence (Eells, 2015). According to the findings of one study, there is a link between CTE and increased student achievement. According to Hattie (2018), when a school staff believes they have.

Collective teacher efficacy is the belief that educators at a particular institution can improve student achievement (CTE). There is evidence that teachers prioritizing their students' needs over those of their families and communities achieve better learning outcomes for their students (Tschannen Moran & Barr, 2004).

CTE is associated with self-efficacy and has its origins in social cognitive theory. Like self-efficacy, there are four fundamental sources of collective efficacy: mastery experience, vicarious experience, social persuasion, and affective states, with mastery experience being the most effective (Goddard, 2014). Collective effectiveness is defined as "an emergent group-level attribute, the product of the interacting dynamics of the group members. It is the group's shared belief in how they can complete the task at hand rather than a synthesis of personal views.

Group effectiveness and student achievement have been linked (Goddard et al., Goddard and colleagues) (2015). The group's ideas also cover various teaching benefits, such as perseverance, job satisfaction, professional commitment, student expectations, and change implementation (Donohoo, 2018).

Bandura defined self-efficacy as "belief in one's ability to organize and carry out the actions required to manage upcoming problems." To put it another way, self-efficacy is a person's belief in their ability to succeed in a given situation. According to Bandura, these beliefs influence how people feel, think, and act (1994).

This study aims to determine how leadership behaviors and attributes can increase the efficacy of instructors in the Division of Laguna to improve student performance in the Elementary. As a result, it is critical to establish a link between teachers' and school administrators' leadership abilities and observed behavior that significantly impacts student academic achievement.

It is critical to understand how self-efficacy, a powerful trait can be to work with leaders who are confident in who they are and how they approach life. People naturally want to trust someone who appears secure in who they are and how they deal with the numerous daily obstacles. Dealing with someone who exudes genuine confidence gives most of us greater assurance that they are also skilled. People are more likely to trust a leader who exhibits high self-efficacy because it makes them feel confident, and people want to work for leaders they can rely on. The goal of the study will determine this.

Objectives of the Study

The study's main objective is to identify Leadership traits and administrative behaviors fostering collective efficacy and satisfactory performance among teachers in elementary schools.

The Leadership traits of school administrators manifested as assessed by the administrators themselves and teachers as to Effective Communicators; accountable and responsible, Long-term Thinkers; Self-Motivated; Confident; People oriented and emotionally Stable.

The study also looked into the perceived level of the administrative behaviors in terms of caring and supportive; positive thinking, humility; Trustworthy; and Empowerment. Also, the extent of the perceived perception of the respondents towards Collective Efficacy in terms of Mastery Experience; Verbal Persuasion; Vicarious Experience; and Affective Factors. The study also looked into the perceived level to

what extent is the level of performance outcomes be measured in terms of SBM principles: leadership and governance; Curriculum and Learning, accountability and Continuous Improvement; and Management of Resource.

Further, the relationship between leadership traits, Collective Efficacy and Performance outcome.

Meanwhile the relationship between administrative behavior to collective efficacy and Performance Outcome.

This study further determined whether the perceived level of administrative behaviors mediates the relationship between leadership traits and collective efficacy and performance outcome.

Methodology

This chapter presents the research design, participants of the study, instrument, data-gathering procedure and data analysis.

Research Design

The researcher used descriptive- correlational design of research with the employment of questionnaire. Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied.

Descriptive method of research is the process of gathering, analyzing, classifying, and tabulating data about the prevailing conditions, practices, beliefs, processes, trends and cause and effect relationship and then adequate and accurate interpretation about such data.

It also includes studies that seek to present facts concerning the status of anything, group of persons, acts, conditions, and any other phenomenon hence, the method is the most appropriate method in the study as it deals with the observance of Leadership Traits and Administrative behavior involving school administrators and teachers as the respondents of the study. (Calderon and Gonzales, 2012), Ventura 2014),

Respondents of the Study

The study was conducted in the District of Bay, Division of Laguna. It involved 14 public elementary schools. The respondents of the study were 286 teachers and 14 administrators.

For ethical considerations, teacher-respondents were informed about the study and its purpose, that their participation is voluntary and that all their data were treated with high confidentiality.

Research Instrument

A researcher-made questionnaire was the main instrument of the study (APPENDIX A.) It consists of five parts, namely:

Part I- Respondents Profile to determine the authenticity of the respondents, requires information from the respondents such as age, length of service, position, gender, Civil status and educational attainment.

Part II- Leadership Traits of school administrators manifested as assessed by the administrators themselves and teachers as to effective communicators, accountable and responsible, long -term thinkers, self-motivated, confident, people oriented and emotionally stable. It indicates the traits of administrator to manage an institution.

Part III- Perceived level of the administrative behaviors such as caring and supportive, Positive thinking, humility, trustworthy and empowerment. This part describes the behaviors that affect the teachers' attitude towards workloads.

Part IV- Perception of the respondents towards Collective Efficacy as follows, mastery Experience, verbal Persuasion, vicarious experience and affective factors.

Part V- the Performance outcome includes the following principles, Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resource. This part determines the outcome of administrators to monitor the progress of school, teachers' performance and students' achievements.

Research Procedure

The researcher asked permission from the DEAN of GSAR in distributing theinstrument to the target respondents. Permission was asked from the DivisionSuperintendent down to the district for the final approval of the study. The

researcher presented the approved communication to the principals of the different schools. The instruments were given personally to the school heads and teachers.

Statistical Treatment

The statistical tools were used to analyze the data are the following; frequency count, percentage, meant-test, Pearson r and Mediating process.

Frequency count and Percentage- were used for descriptive problems. To find the significant difference in the perception of the respondents on leadership traits and administrative behaviors fostering collective efficacy among teachers used at .05 level of significance. Mediating process applied in determining if in combination leadership traits and administrative behaviors significantly related to collective efficacy and the performance outcome.

Results and Discussion

Table 1 *Summary of Perceived Leadership Skills of School Administrator*

Leadership Traits	Mean	SD	Verbal Interpretation
1.1 Effective Communicators	4.08	0.84	Highly Manifested
1.2 Accountability and Responsibility	4.12	0.84	Highly Manifested
1.3 Long Term thinkers	4.10	0.87	Highly Manifested
1.4 Self-motivated	4.10	0.87	Highly Manifested
1.5 Confident	4.10	0.89	Highly Manifested
1.6 People Oriented	4.08	0.88	Highly Manifested
1.7 Emotionally stability	4.06	0.89	Highly Manifested
Overall	4.09	0.85	Highly Manifested

Legend: 4.5– 5.00 Very Highly Manifested (VHM), 3.5 – 4.49 Highly Manifested (HM), 2.5– 3.49 Moderately Manifested (MM), 1.5 – 2.49 Less Manifested (LM), 1.00 – 1.49 Not at all Manifested (NM)

Table 1 presents the summary results on the respondent's perception of leadership skills. Accountability and Responsibility got the highest (mean = 4.12 SD= 0.84) interpretation of highly manifested. According to administrators, accountability should be expected of every employee in schools. He/she insisted to his/her subordinates that school principals should be accountable to more than just their superiors, and that the primary reason for accountability is the need for principals to carry out their duties effectively and in accordance with the law. A supportive environment is created in schools by accountability.

There are many responsibilities for leaders in the school, including being transparent about MOOE's liquidation, ensuring the safety of the facilities, staff, and students, improving the school, and encouraging stakeholders

Emotionally stability garnered the lowest (mean 4.06 SD=0.89) interpreted as highly manifested. Exhibits the propensity to remain composed under pressure, patient with coworkers, and unruffled around challenges.

Administrator who has emotional stability can handle minor pressures and strains of daily life without being disturbed, apprehensive, nervous, tense, or angry. Even while under brief emotional strain, they are able to remain composed. Alternative leadership styles include gloomy, defensive, and cruel.

To sum up, the skills of school administrators are perceived as highly manifested as shown by the overall (mean of 4. 09, SD=0.85).

Effective administrators have the ability to communicate well, motivate their subordinates, handle and delegate responsibilities, listen to feedback, and have the flexibility to solve problems in an ever-changing workplace. Should establish a steady flow of communication between themselves and their employees, either through an open-door policy or regular conversations with workers. Leaders need to inspire their workers to go the extra mile for their organizations; just paying a fair salary to teachers is typically not enough inspiration (although it is important too). There are a number of ways to motivate workers: may build

subordinates self-esteem through recognition and rewards, or by giving them new responsibilities to increase their investment in the institution. Leaders must learn what motivators work best for their subordinates or members to encourage productivity and passion.

A positive attitude can go a long way in an office. Should be able to laugh at yourself when something doesn't go quite as planned; this helps create a happy and healthy work environment, even during busy, stressful periods. Employees need to be able to feel comfortable coming to their manager or leader with questions and concerns. It is important for us to demonstrate integrity— employees will only trust leaders they respect.

By being open and honest, will encourage the same sort of honesty in an employee. As an administrator, to make a number of decisions that do not have a clear answer, so you need to be able to think outside of the box. Administrator should constantly look for opportunities to deliver useful information to team members about their performance. However, there is a fine line between offering employee's advice and assistance, and micromanaging. By teaching subordinates how to improve their work and make their own decisions, will feel more confident delegating tasks to teachers also is responsible for both the successes and failures. Therefore, administrator willing to accept blame when something does not go correctly. If teachers see their administrator pointing fingers and blaming others, they will lose respect. Accept mistakes and failures, and then devise clear solutions for improvement.

It is important for leaders to follow through with what they agree to do. Should be willing to put in the extra hours to complete an assignment; subordinates will see this commitment and follow example. Mishaps and last-minute changes always occur at work. Leaders need to be flexible, accepting whatever changes come their way. Employees will appreciate ability to accept changes in stride and creatively problem solve.

Leadership acts in connection with many other factors of students' psychological development. In many cases, empirical studies record increased motivation and decreased anxiety in learning in those who demonstrate or develop leadership qualities. Leadership can also manifest itself as a certain activity of a student, which is already characteristic of him/her and must be developed.

Most often, leadership is seen as a quality that is developed in the process of collaborating with other students, interacting with an instructor, and communicating online. The significant role of leadership in shaping future teachers is not in question, and leadership training is the focus of much current research. There is a particular focus on linking teachers' skills to online learning, which has become more relevant in recent years due to the COVID-19.

A teacher's ability to act as a leader, as some studies have documented, can be passed on to students in the form of leadership enhancement and understanding the skills needed for leadership.

Table 2 Summary of Perceived Administrative Behavior of School Administrator

Administrative Behavior	Mean	SD	Verbal Interpretation
2.1 Caring and supportive	4.03	0.85	Much Effective
2.2 Positive thinking	4.04	0.89	Much Effective
2.3 Humility	4.05	0.90	Much Effective
2.4 Trustworthy	4.08	0.87	Much Effective
2.5 Empowerment	4.09	0.87	Much Effective
Overall	4.06	0.86	Much Effective

Legend: 4.5– 5.00 Very Much Effective (VME), 3.5 – 4.49 Much Effective (ME), 2.5– 3.49 Effective(E), 1.5 – 2.49 Moderately Effective (ME), 1.00 – 1.49 Not at all Effective (NE)

The main findings on the respondent's perception of administrative behaviors are shown in Table 2. The indicator "empowerment" got the highest (mean= 4.09 SD=0.87) and an

interpretation of much effective, showing that administrator develops positive relationships with their subordinates. The lowest (mean =4.03 SD=0.85) was "caring and support", and an interpreted as much effective. The overall (mean=4.06 SD =0.86) demonstrate that the administrative behaviors are generally regarded as being much effective.

The exploration of research, demonstrating that administrative behavior attends to the growth of others and helps grow and reinforce relationships that focus on personalization, trust, and caring in addition to producing important outcomes, improving the cultural climate in schools in particular, aims to define the core behaviors of school administrators and explore six positively anchored sets of work (caring and supportive, positive thinking, humble, trustworthy, and empowerment). Administrator is about much more than giving orders, managing employees' time and making schedules, or providing annual performance reviews; it's a task that requires dedication and a wide range of behaviors. Leading others can get messy and complicated, but it's a vital role— and a vital role to get right.

Administrative behavior is an important factor in effective organizations of all kinds. He contends that the behavior of the administrator probably is, or should be, the crucial energizing force in all the cooperative efforts of people. The organizational climate of a school permeates every classroom and, either positively or negatively, influences the teaching-learning situation therein. The recognition of this factor obligates the principal to some action in the development of such a climate. Administrative Behavior has significantly influenced performance, job happiness, and academic success. Schools with good leadership outperform those without. The relationship between leadership and teacher self-efficacy is an important area for research. Leadership styles are described in various ways, including instructional, servant, transformational, communal, and other characteristics.

Administrative behaviors possess by leaders in contemporary studies is defined more as the ability to independently set goals and involve others in the process of achieving common goals or realizing shared values. Administrative behaviors can appear in any field and is given special attention in pedagogy. Within different learning types, occupies an important place as one of the important outcomes of student development that teaching methods strive to. Administrative behavior can act as a significant predictor of graduates gaining a place in the labor market, as well as being a significant career-building factor.

Table 3. Summary of Perceived Collective Efficacy of School Administrator

Collective Efficacy	Mean	SD	Verbal Interpretation
3.1 Mastery Experience	4.07	0.86	Highly Manifested
3.2 Verbal Persuasion	4.08	0.87	Highly Manifested
3.3 Vicarious Experience	4.14	0.83	Highly Manifested
3.4 Affective Factors	4.07	0.87	Highly Manifested
Overall	4.09	0.84	Highly Manifested

Legend: 4.5– 5.00 Very Highly Manifested (VHM), 3.5 – 4.49 Highly Manifested (HM), 2.5– 3.49 Moderately Manifested (MM), 1.5 – 2.49 Less Manifested (LM), 1.00 – 1.49 Not at all Manifested (NM)

Table 3 presents the summary results on the respondent's perception of Collective Efficacy. Vicarious Experience got the highest (mean =4.14 SD=0.83) and interpretation of highly manifested revealing that administrators display a positive attitude to professional development, exhibit deeper implementation of evidence-based instructional strategies, and have a stronger focus on academic pursuits while mastery experience garnered the lowest (mean =4.07 SD=0.86) interpreted as highly manifested. To sum up, the collective efficacy is perceived as highly manifested as shown by the overall (mean =4.09 SD=0.84).

Collective efficacy by the school administrator refers to the shared belief that through their collective action, can influence student outcomes and increase achievement for all

students. Leader efficacy is the number one factor influencing student achievement, three times larger than such factors as socioeconomic status, home environment, and parental involvement and twice that of prior achievement. When collective efficacy exists, administrator, teachers place improvement of student learning at the center, choosing strategic drivers for change, learning collaboratively, and delivering results collectively. Collective efficacy pushes and supports educators to improve their practice in the service of students. However, is more than simply a belief that Administrator can make a difference. Rather, it is the combined belief that it is the administrator that cause the learning, combined with the action of working together, and fed with the evidence that through their actions they are impacting student learning. It is through that leaders reflecting on teaching practice and implementing plans to positively impact student learning that collective efficacy is developed and realized.

Collective efficacy and achievement in education demonstrated that the beliefs teachers hold about the ability of the school as a whole are "strongly and positively associated with student achievement across subject areas and in multiple locations "Regardless of the extent to which the world alters, one thing in education remains mostly the same: Students learn in classrooms, led by one teacher at a time. If the administrator is excellent one, teacher is effective, then the students thrive. If the school head/teacher is less effective, the students may flounder. Even though teachers may talk with their colleagues about their shared students, the vast majority of a administrator's day is spent separated from other teachers. This isolation prevents teachers from the professional learning required to improve their practice. Even more important, if they're struggling to be effective in the classroom, teachers may become frustrated and their morale may plummet. Teaching can be a lonely endeavor.

All school heads want to feel a sense of efficacy in other words, the confidence that they being effective. Developing this confidence occurs more often and more quickly when teachers are part of a team, working together collaboratively and collectively. That is why one powerful key structure in education is the concept of collective teacher efficacy.

Table 4. Summary of Perceived Performance Outcome of School Administrator

Performance Outcome	Mean	SD	Verbal Interpretation
4.1 Leadership and governance	4.10	0.90	Highly Satisfactory
4.2 Curriculum and Instruction	4.10	0.91	Highly Satisfactory
4.3 Accountability and Continuous Improvement	4.10	0.90	Highly Satisfactory
4.4 Management of Resource	4.08	0.90	Highly Satisfactory
Overall	4.10	0.89	Highly Satisfactory

Legend: 4.5– 5.00 Very Highly Satisfactory (VHS),3.5 – 4.49 Highly Satisfactory (HS), 2.5– 3.49Moderately Satisfactory (MS), 1.5 – 2.49 Low (L), 1.00 – 1.49 Vey Low (VL)

Table presents the summary results on the respondent's perception of performance outcome. Leadership and governance got the highest (mean = 4.10 SD=0.90) and interpretation of highly satisfactory revealing that administrator encourage subordinates to perform in the most effective way but also to attract potential teachers this can be translated into good performance and improve the quality of education delivered to students while management of resource obtained the lowest (mean= 4.08, SD =0.90) interpreted as highly satisfactory. To sum up, the performance outcome is perceived as highly satisfactory as shown by the overall (mean = 4.10 SD=0.89).

The school is responsible for assembling the SBM team to collect artifacts in different areas/ dimensions, certifying the artifacts being collected based on the SBM evaluation tool, keeping the guidelines and criteria to attain the required SBM, and executing the school-based management benchmark.

This connotes that schools, school administrators and teachers reach the high level of SBM

level. Its level of practice was achieved when teachers worked cooperatively to complete all the records and report each indicator per dimension.

School-Based Management (SBM) entices many education school administrators and experts because it produces a variety of positive outcomes, including the improved academic performance of students, increased participation of parents and the community in the education of students/children, and, most importantly, empowerment of local school heads. As a result, the centralized and bureaucratic educational system is dismantled and rebuilt to make room for a decentralized management structure.

School-Based Management is critical in preserving the continuation of education since school heads, teachers, parents, and stakeholders have the power to plan and decide on concerns for the continuity of education at their level. Because school heads,teachers, parents, and stakeholders are heavily involved in school operations, the SBM prepares the way for successfully executing the learning continuity plan. They devised ways to guarantee that schooling was not disrupted during the pandemic.

Table 5. Significant relationship between Leadership Traits and Collective Efficacy

	Collective efficacy			
	Mastery Experience	Verbal Persuasion	Vicarious Experience	Affective Factors
Leadership Traits				
i2.1 Effective Communicators;	.844**	.854**	.840**	.853**
2.2 Accountable and Responsible;	.849**	.849**	.821**	.845**
2.3 Long-term Thinkers;	.841**	.846**	.814**	.841**
2.4 Self-Motivated;	.830**	.837**	.803**	.822**
2.5 Confident;	.833**	.841**	.811**	.835**
2.6 People Oriented; and	.844**	.846**	.814**	.843**
2.7 Emotionally Stable	.837**	.844**	.809**	.842**

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

The correlation between leadership traits and collective efficacy is shown in table 33. Each of the indicators for the level of leadership traits were significantly related to each of the collective efficacy indicators. This indicates that Verbal Persuasion is a strong positive correlation and is statistically associated at the p<0.01 level.

This finding points to the fact that leadership traits of school administrator is significantly related to collective efficacy. In connection leadership traits of an administrators can also have an impact on collective efficacy by establishing expectations for official, consistent, and fruitful teacher cooperation and by fostering a climate of high trust for this collaboration to occur. "Productive" denotes the capacity of instructors' group efforts to contribute to the explanation of outcomes in the classroom.Specifically, the verbal persuasion in collective efficacy has the highest correlation in leadership traits in terms of effective communicators, accountable and responsible, long-term thinkers, self-motivated, confident, people oriented, and emotionally stable. It was perceived by the respondents that the most administrators have convincing power especially to his/her subordinates that they have the capability to perform a task successfully.

To distribute and incorporate the division of labor in his subordinates, the school head must assign some responsibilities, such as being the LIS coordinator, feeding coordinator, canteen manager, Gulayan sa Paaralan Coordinator, LRDMS Coordinator, librarian being the property custodian, etc. Those who are confi-

dent starting conversations and creating professional connections in the job may find it easier to engage with teachers positively and develop meaningful relationships through these duties.

The ability to persuade others is essential because a persuading employee can speed up group discussions by presenting a convincing argument supported by reasoning that results in a timely and appropriate choice. Can finish duties effectively and accomplish school

reports by using your persuasiveness. In stakeholder communication, strong persuasion abilities can be advantageous for things like persuading new stakeholders to join the organization or consistently promoting the institution. A soft skill that can have a significant impact in any duties is persuasion. These abilities are also suitable and expected in some particular situations. Linking an agreement with new stakeholders is one of these possibilities.

Table 6. Significant relationship between Leadership Traits and Performance Outcome

	Performance Outcome			
	Leadership and Governance	Curriculum and Instruction	Accountability and Continuous Improvement	Management of Resource
Leadership Traits				
2.1 Effective Communicators;	.829[**]	.819[**]	.814[**]	.821[**]
2.2 Accountable and Responsible;	.827[**]	.818[**]	.821[**]	.818[**]
2.3 Long-term Thinkers;	.823[**]	.811[**]	.813[**]	.823[**]
2.4 Self-Motivated;	.804[**]	.792[**]	.805[**]	.803[**]
2.5 Confident;	.795[**]	.782[**]	.788[**]	.784[**]
2.6 People Oriented; and	.799[**]	.793[**]	.801[**]	.807[**]
2.7 Emotionally Stable	.789[**]	.788[**]	.787[**]	.792[**]

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

The table shows the result of the correlation between the variables under the leadership traits and performance outcome. Using the Pearson Product Moment Correlation, it shows that there is a strong positive relationship (r=.829, p<.01) between the effective communicators and leadership and governance.

Specifically, the effective communicator has the highest correlation (r=.829) in performance outcome in terms of leadership and governance, curriculum and instruction next is (r=.821) accountable and responsible in performance outcome in terms of accountability and continuous improvement and long-term thinkers (r=.823) in terms of management of resource. It was perceived by the respondents are most effective communicators, accountable and responsible and and long-term thinkers.

This implies that the respondents feel satisfied with the job when school heads communicate with them with respect thus building trust and eventually feel satisfied with their

work. This is in support with the study of Avazotte (2018) defines leadership traits resulting in performance outcome as the ability to achieve and complete the tasks that make up the job description of the employee or the elements of human resources that reflect how the employee or human force performs its work and achieve results that are consistent with these tasks and thus the individual satisfies the requirements of his job.

Having the capacity to identify goals while also assisting others in using their talents to achieve those goals is essential for good leadership. such as the opportunity to speak at a LAC session, deliver the minutes of the faculty meeting, and emcee school events. The administrator is familiar with their staff and is more aware of their strengths than of their flaws. Even if they are aware of their own and others' flaws, great leaders know that their competitive advantage comes in their strengths.

The results of performance are significantly influenced by being responsible and accountable. The attitude of always taking responsibility in the sense of completing a task for a school report, such as tagging the LIS, updating BMI counts in the LIS, tracking the number of students who were transferred in and out, dropping out, etc. The administrators can simply complete the urgent reports that the division office has provided them.

There is a close relationship between these two things, according to studies. relationship between the level of leadership and the achievement of performance outcomes among individuals and institutions because the leader who instills the attitude of collaboration in the minds of his/her employee,more than other leaders, support and involvement in the task results in subordinates feeling appreciated, as this is a result of the two parties' interactions, communication, and acceptance of responsibility.

Making decisions, delegating power, and attending to employees' needs and wants are all factors that boost productivity, have a favorable impact on performance effectiveness, and contribute to the study's findings (Shahbazi 2016).

Table 7. Significant relationship between administrative Behavior and Collective Efficacy

Administrative Behavior	Collective Efficacy				
	Mastery Experience	Verbal persuasion	Vicarious Experience	Affective Factors	Overall Collective Efficacy
Caring and Supportive	.878**	.884**	.839**	.848**	.879**
Positive Thinking	.878**	.884**	.837**	.846**	.878**
Humility	.872**	.890**	.837**	.863**	.883**
Trustworthy	.866**	.876**	.837**	.860**	.877**
Empowered	.877**	.888**	.854**	.869**	.890**
Overall	.890**	.900**	.856**	.873**	.897**

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

It is shown in the table 7 those administrative behaviors such caring and supportive, positive thinking, humility, trustworthy and empowerment has significant correlation as to collective efficacy in terms of Verbal Persuasion.

It shows that each of the components of administrative behaviors have an r value which suggest strong positive connection at p< .001 level. In fact, the performance process offers employees the opportunity to received structured, constructively frame feedback about their work and growth potential.

In this table shown a potential relationship between administrative behavior and collective efficacy. As the evidence mounts suggesting that collective efficacy is directly linked to teachers' achievement, learning about determinants of collective efficacy also increases. As administrator better understand their own particular behavioral patterns, they are better able to see how it will affect their organization's collective efficacy levels. Administrator in developing their leadership through training thereby increasing the collective efficacy of their institution.The significance of administrative behavior led to high collective efficacy further suggesting that leadership training is needed to build leader role efficacy to increase efficacy beliefs held by team members.

Table 8 presents the distribution of statistics between the performance outcome and administrative behavior. There were four groups being compared: leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resource. This indicates that Management of Resources indicates a strong positive correlation and is statically associated at the p< 0.001 level.

Table 8. Significant relationship between administrative Behavior and Performance Outcome

Administrative Behavior	Performance Outcome				
	Leadership & Governance	Curriculum & Instruction	Accountability & Continuous Improvement	Management of Resources	Overall Performance Outcome
Caring and Supportive	.801**	.794**	.793**	.802**	.807**
Positive Thinking	.810**	.795**	.801**	.813**	.815**
Humility	.811**	.807**	.808**	.823**	.822**
Trustworthy	.799**	.792**	.788**	.806**	.806**
Empowered	.835**	.828**	.819**	.829**	.838**
Overall	.826**	.817**	.816**	.829**	.832**

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

This finding points to the fact that school administrators' behaviors are not significantly related to performance outcome. In connection, school administrators' behaviors that possess support for teachers' professional development, effective communication with teachers, ensuring teachers' participation in decision-making and making, and being fair, equal, and ethical, informational support related to the professional development of teachers in many areas, such as support in planning, teaching methods and techniques, evaluation etc. Administrator allowing teachers to use their skills and abilities, encouraging them to take the initiative by increasing their motivation and empowering them ensure that educational activities are more efficient and effective and positively affect performance outcome and organizational commitment. Therefore, school administrators' behaviors will positively affect teachers in various ways.

Subordinates who believe that they are supported by their administrator/supervisors contribute to the organization by taking an active role in making and implementing creative and original decisions and developing risk-taking and problem-solving skills.

The school administrators have important responsibilities in ensuring teachers' personal and professional development Rapid changes and developments in the 21st century require innovation and change in education as well. It is believed that support for teachers from school administrators, which provides for innovation and change in schools, not only increases teachers' performance in education, but also has a positive impact on their job satisfaction and subjective well-being by enabling them to develop personally and professionally.

Administrator support refers to meeting the needs of employees to increase their performance levels, the supportive activities that will make employees feel that they are a valuable asset and increase their quality of work life and the positive relationship between administrators and employees. The main elements of this type of support are respect, trust and the administrator's desire and efforts to help employees.

Perceived administrative support is employee beliefs about being cared for and valued for their contributions to the organization by their administrators.

Table 9. Mediating Effect of the Administrative Behavior to the Leadership traits and Collective Efficacy

	Effect	SE	t	P	LLCI	ULCI
LT ⮕ AB	0.9194	0.0254	0.0055	0.0882	0.0882	0.5063
AB ⮕ CE	0.5690	0.0548	10.3928	0.0000	0.4613	0.6768
LT ⮕ AB ⮕ CE	0.5232	0.1044			0.308	0.7109
Direct	0.3492	0.0558	6.2590	0.0000	0.2394	0.4590
Indirect	0.5232	0.1044			0.3080	0.7109

	Effect	SE	t	P	LLCI	ULCI
LT ⮕ AB	0.9194	0.0254	0.0055	0.0882	0.0882	0.5063
AB ⮕ CE	0.5690	0.0548	10.3928	0.0000	0.4613	0.6768
LT ⮕ AB ⮕ CE	0.5232	0.1044			0.308	0.7109
Total	0.8724	0.1602	8.3250	0.0000	0.4253	0.7522

Legend: LT=Leadership Traits, AB= Administrative Behavior, CE=Collective Efficacy, PO= Performance Outcome

The relationship between leadership traits and collective efficacy was investigated, as indicated in table 37, and the mediation role of administrative behavior was found. The direct effect of leadership traits on administrative behavior was significant (β = 0.9194, SE = 0.0254, t = 0.0055, p < 0.001, 95% CI [0.0882, 0.0882]), indicating a positive relationship. The direct effect represents the relationship between leadership traits and collective efficacy. In this analysis, the direct estimate is .3492, with a 95% confidence interval ranging from .2394 to .4590. The t-value is 6.2590, and the associated p-value is .0000. The amount of collective efficacy is therefore implied to be immediately and profoundly impacted by administrative behavior. This study emphasizes how crucial administrative behavior is. Depending on the circumstances at the school, various approaches to leadership might increase the group's effectiveness. According to the demands of the school, this suggests that the administrators can alter their approaches to leadership.

Furthermore, the indirect effect of leadership traits on collective efficacy through the mediating variable administrative behavior was also examined. The indirect effect was found to be significant (β = 0.5232, SE = 0.1044, 95% CI [0.3080, 0.7109]), indicating a mediating effect. In this analysis, the indirect effect estimate is .5232, with a 95% confidence interval ranging from .3080 to .7109. This demonstrates that leadership traits and group performance are significantly influenced by the level of administrative behavior. How good a leader they are will be demonstrated by their capacity to regulate their own level of motivation and conduct. The collaborative efficacy of the teaching-learning process, student outcomes, community participation, and professional growth and development may all be enhanced by their confidence in the use of a range of leadership traits.

A substantial total effect that takes into account both the direct and indirect effects was also found ((β = 0.8724, SE = 0.1602, t = 8.3250, p 0.001, 95% CI [0.4253, 0.7522]). This implies that administrative behavior serves as a partial mediator in the relationship between leadership traits and collective efficacy.

Overall, the findings indicate that administrative behavior partially mediates the relationship between leadership traits and collective efficacy, with both direct and indirect effects being significant.

Table 10 Mediating Effect of the Administrative Behavior to the Leadership traits and Performance Outcome

	Effect	SE	t	p	LLCI	ULCI
LT ⮕ AB	0.9194	0.0254	36.1491	0.0000	0.8694	0.9695
AB ⮕ PO	0.4304	0.0722	5.9645	0.0000	0.2884	0.5724
LT ⮕ AB ⮕ PO	0.3957	0.0991			0.1924	0.5760
Direct	0.4866	0.0735	6.6182	0.0000	0.3419	0.6313
Indirect	0.3957	0.0991			0.1924	0.5760
Total	0.8823	0.1726	11.5237	0.0000	0.5343	1.2073

Legend: LT=Leadership Traits, AB= Administrative Behavior, CE=Collective Efficacy, PO= Performance Outcome

Table 10 shows that leadership traits have a direct effect on Performance outcome (β=0.4866, SE 0.0735, p=0.000). Also, the total effects of leadership traits on performance outcome were statistically (β=0.8823, SE 0.1726, p=0.000) indicating that respondents with higher leadership traits had a higher performance outcome. The data reveals that the relationship between leadership traits and performance outcome is mediated by administrative behaviors (LT ⯈ AB ⯈ PO). This means that administrative behavior partially explains that relationship between leadership traits and performance outcome. This result is consistent with the research conducted by Wafa Mohammed Aldighrir who investigated the mediating role of AB in the relationship between LT and PO.

They discovered that Administrator of education need to be aware of and understand the fact that administrative behaviors and their influence on leadership traits and performance outcome significant factors to achieve organizational goals.

Emphasized the significance of the relationship between An administrator and their subordinates, saying that it is essential to creating a healthy work environment. A leader should be able to modify their leadership skills in order to accomplish the aims and objectives of their organization by possessing specific leadership qualities and performance outcomes. A regular pattern of behavior that characterizes a leader is a leadership skill.

Conclusion and Recommendation
Conclusions
Based on the findings, the following conclusions were drawn:
1. The leadership traits of school administrators such as effective communicators, accountable and responsible, long-term thinkers, self-motivated, confident, people oriented and emotionally stable are perceived as highly manifested.
2. Much Effective is the perceived level of the administrative behaviors in terms of caring and supportive, positive thinking, humility, trustworthy and empowerment.
3. Success among pupils, teachers and administrator as well are predicted by collective efficacy in terms of mastery experience, verbal persuasion, vicarious experience and affective factors.
4. The effectiveness of the School Based Management in terms of the Four principles: Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources was rated highly satisfactory by the respondents.
5. Administrative behavior is significantly related to collective efficacy and performance outcome.
6. Administrative behavior partially mediates the relationship between leadership traits, collective efficacy and performance with both direct and indirect effects being significant.

Recommendations
1. Administrators at schools are free to continue using their best strategies for managing a system that upholds instructors' dedication, engagement, and collaborative responsibility within the institution.
2. The school leaders might foster positive working conditions for the teachers, enabling them to express their ideas and thoughts that might support the success of the school's operations.
3. In order to obtain favorable results on student growth and school advancement, school principals may include internal and external stakeholders in the school's activities.
4. School administrators may put together SBM team leaders to make it simple to collect artifacts for use in assessing academic progress and get support from higher-ups for further school needs.

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