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Abstract

Transformational leadership in education is crucial for creating positive school environments, enhancing teacher performance, and improving student outcomes. A principal's self-efficacy, or their confidence in their ability to lead effectively, plays a vital role in shaping their leadership approach. This conceptual research paper explores the relationship between self-efficacy and transformational leadership in school principals, examining how a strong sense of self-efficacy enables principals to inspire, motivate, and support teachers and students, ultimately driving school improvement. The paper also discusses theoretical perspectives, key leadership dimensions, and implications for professional development in educational leadership.



