

# Empowered Leadership and Engaged Schools: Examining the Relationship Between Self-Efficacy and Leadership Engagement

Noelito E. Noe<sup>1,2</sup>

<sup>1</sup> Dr. Gloria D. Lacson Foundation Colleges, Inc.

<sup>2</sup> SDO Nueva Ecija

[noelito.no001@deped.gov.ph](mailto:noelito.no001@deped.gov.ph)

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## ABSTRACT

This study investigates the critical variables of self-efficacy and leadership engagement among public school heads in the Schools Division Office (SDO) of Nueva Ecija, aiming to enhance leadership effectiveness within the local public education system. The research highlights the demographic profile of respondents, revealing a predominantly older and experienced male educator population committed to professional development. Findings indicate that school heads perceive their self-efficacy in managing daily operations as high, although teachers exhibit greater confidence in the heads' leadership abilities. The study underscores a significant relationship between self-efficacy and leadership engagement, suggesting that enhancing self-efficacy could improve leadership involvement. The analysis identifies

individual, organizational, and contextual factors that contribute to the high self-efficacy of public-school heads, emphasizing the importance of leadership skills, professional development, supportive cultures, and community engagement. Leadership engagement levels are also notably high, with school heads actively involved in vision setting and stakeholder relationship building, though teachers perceive their engagement slightly differently. Based on the findings, the study recommends implementing targeted professional development programs, promoting self-reflection among school heads, and fostering collaborative discussions between educators. Additionally, it advocates for creating supportive organizational cultures and holistic action plans that integrate individual growth, organizational support, and community initiatives. These strategies aim to enhance both self-efficacy and leadership engagement, ultimately benefiting the educational environment and the broader community.

**Keywords:** *Self-Efficacy, Leadership Engagement, Public School Heads, Professional Development, Educational Effectiveness*

## INTRODUCTION

School leadership has become increasingly important in today's educational landscape, where schools are expected not only to deliver quality instruction but also to respond to changing learner needs, community expectations, policy reforms, and organizational challenges. In public schools, school heads occupy a critical position because they serve as instructional leaders, administrative managers, decision-makers, mentors, and community linkages. Their leadership practices influence the direction of the school, the motivation of teachers, the participation of stakeholders, and the overall climate for teaching and learning. Thus, effective school leadership is no longer viewed merely as the ability to manage daily operations; it is also understood as the capacity to inspire people, build shared goals, sustain collaboration, and create conditions where teachers and learners can succeed.

One important factor that shapes the effectiveness of school heads is self-efficacy. Self-efficacy refers to one's belief in his or her ability to organize and perform the actions necessary to achieve desired outcomes. In the context of school leadership, it reflects the confidence of school heads in performing leadership tasks such as managing school operations, guiding teachers, solving problems, implementing programs, engaging stakeholders, and leading the school toward its goals. A school head with a strong sense of self-efficacy is more likely to take initiative, remain resilient during challenges, make sound decisions, and sustain effort even when confronted with difficulties. In contrast, low self-efficacy may limit leadership action, reduce confidence in decision-making, and weaken engagement in essential leadership responsibilities.

Leadership engagement is equally important in understanding how school heads perform their roles. It refers to the extent to which school heads actively involve themselves in leadership functions, including setting the school vision, establishing goals, supporting teachers, encouraging participation, strengthening relationships with stakeholders, and promoting a positive school culture. Engaged school heads are visible, participative, responsive, and committed to the improvement of the school. Their engagement helps create a school environment where teachers feel supported, empowered, and motivated to contribute to institutional goals. In this sense, leadership engagement is not simply about occupying a position of authority; it is about being actively involved in the work of leading people and improving the school.

Recent literature emphasizes the continuing relevance of instructional leadership, self-efficacy, and professional development in improving school outcomes. Studies conducted in 2024 show that principal instructional leadership is associated with teacher self-efficacy, teacher performance, and professional development. These findings suggest that leadership practices influence not only administrative outcomes but also the professional confidence and effectiveness of teachers. Similarly, studies on school heads have shown that work engagement and self-efficacy are important variables in explaining school effectiveness. These studies support the idea that when leaders believe in their capabilities and are actively engaged in their leadership roles, schools are more likely to function effectively.

Despite these findings, a research gap remains. Many existing studies focus on the effect of school leadership on teacher performance, teacher self-efficacy, instructional effectiveness, or general school effectiveness. While these areas are important, fewer studies directly examine the relationship between the self-efficacy of public school heads and their leadership engagement. In particular, there is a need to understand whether school heads who perceive themselves as highly efficacious are also more engaged in essential leadership practices. There is also a need to compare how school heads rate their own self-efficacy and leadership engagement with how teachers perceive them. This comparison is important because leadership is experienced not only by the leader but also by the teachers and stakeholders who are affected by leadership actions.

Self-efficacy has long been recognized as an important psychological construct in education. It influences how individuals think, act, persevere, and respond to challenges. In school leadership, self-efficacy is reflected in the confidence of school heads to lead instruction, manage people, solve school-related problems, and guide the organization toward improvement. A school head with high self-efficacy tends to view challenges as manageable and is more likely to engage in proactive leadership behaviors. This is especially important in public schools, where leaders often face complex demands involving limited resources, diverse learner needs, policy implementation, and community expectations.

Recent studies have continued to affirm the value of self-efficacy in educational leadership. Skaalvik's work on school principal self-efficacy for instructional leadership established that principal self-efficacy is related to engagement, emotional exhaustion, and motivation to remain in the profession. This finding suggests that school heads who believe in their leadership capabilities are more likely to be engaged and less likely to experience discouragement in their work. In the same manner, leadership self-efficacy has been linked to the decision to assume and sustain school leadership roles, indicating that confidence plays a significant part in how educators view leadership responsibilities.

In 2024, emerging studies further strengthened the connection between leadership, self-efficacy, and school improvement. Elfira's study on principal instructional leadership, teacher self-efficacy, and teacher performance found that principal leadership practices influence teacher self-efficacy and performance. The study emphasized

that effective leadership strategies and teachers' beliefs are interconnected in promoting better instructional practices and student learning outcomes. Although the study focused on teachers, it reinforces the idea that leadership behaviors and efficacy beliefs are closely related within the school environment.

Similarly, He's 2024 study on school principals' instructional leadership identified instructional leadership as a significant predictor of teacher professional development. This finding is relevant because school heads who are actively engaged in leadership roles help create professional learning conditions for teachers. Leadership engagement, therefore, becomes visible in how school heads support teacher growth, encourage collaboration, and promote continuous improvement. This supports the present study's emphasis on examining leadership engagement as an essential dimension of school leadership.

In the Philippine context, a 2024 study by Battad on instructional leadership, work engagement, self-efficacy of school heads, and school effectiveness among public elementary school teachers in the Davao Region revealed very high levels of instructional leadership and work engagement, high self-efficacy among school heads, and strong school effectiveness. The study used structural equation modeling and emphasized the importance of examining how leadership-related variables contribute to school effectiveness. This provides relevant local support for the present study, particularly because it highlights the importance of self-efficacy and engagement among school heads in public education.

This gap provides the basis for the present study. By examining the relationship between self-efficacy and leadership engagement among public school heads, the study contributes to a deeper understanding of how internal confidence relates to actual leadership involvement. It also provides practical insights into the factors that may strengthen leadership effectiveness, including professional development, organizational support, stakeholder collaboration, and school culture. Ultimately, the study recognizes that empowered leadership is not only about confidence but also about active, meaningful, and sustained engagement in leading schools toward improvement.

This study is therefore necessary because it addresses a practical and contextual concern in public school leadership. Public school heads are expected to perform multiple roles under increasing pressure. They manage administrative requirements, instructional supervision, teacher development, learner welfare, stakeholder partnerships, and school improvement initiatives. In such a demanding environment, their confidence in their leadership capabilities may influence how deeply and consistently they engage in leadership tasks. Understanding this relationship can help identify areas where school heads may need support, training, mentoring, or organizational resources. It can also guide educational leaders and policymakers in designing professional development programs that strengthen both the confidence and engagement of school heads.

The study titled "Empowered Leadership and Engaged Schools: Examining the Relationship Between Self-Efficacy and Leadership Engagement" is anchored on the belief that empowered school leaders contribute to more engaged and effective schools. When school heads possess a strong belief in their capabilities, they are more likely to demonstrate initiative, commitment, and active involvement in leadership responsibilities. However, self-efficacy must be examined not only as an internal belief but also in relation to observable leadership engagement. By investigating this relationship, the study seeks to generate evidence that may contribute to leadership development, school improvement planning, and the enhancement of public-school management.

## Literature Review

### *Self-Efficacy and Leadership Engagement*

Self-efficacy, defined as an individual's belief in their ability to succeed in specific situations, is a crucial determinant of school leaders' effectiveness. Recent studies in the Philippines vividly illustrate this relationship. For instance, Abulencia (2020) found that public school principals in the Bicol region exhibited high self-efficacy, particularly in instructional leadership and school management. This confidence empowers leaders to make informed decisions, inspire their staff, and implement innovative practices that enhance student learning.

Pascua and Anatalio (2021) further reported that school heads in the Cagayan Valley with robust self-efficacy were better equipped to navigate challenges and lead their schools effectively. Acero and Baltazar (2021) reinforced this notion by revealing a significant positive correlation between self-efficacy and leadership engagement among

public school heads in the Davao Region. Their findings indicate that leaders with a strong sense of self-efficacy are likelier to engage actively in their roles and exhibit behaviors promoting collaboration and community involvement.

The literature consistently supports the idea that self-efficacy is a vital predictor of leadership engagement. For example, Maglaya and Suico (2020) affirm this connection in the Western Visayas, noting that high self-efficacy among school heads correlates with greater involvement in leadership activities. This engagement is essential for fostering a positive school culture, as engaged leaders tend to motivate their staff and create environments conducive to learning.

Additional research highlights the importance of emotional intelligence in enhancing self-efficacy among school leaders. Brackett et al. (2019) found that leaders with high emotional intelligence are better equipped to manage stress and interpersonal relationships, positively impacting their self-efficacy and overall effectiveness. Moreover, mentorship programs have been shown to significantly enhance the self-efficacy of new school leaders (Baker et al., 2021), providing essential guidance and support during their transition into leadership roles.

Professional development opportunities also play a significant role in building self-efficacy. Tschannen-Moran and Gareis (2016) emphasized that targeted training helps leaders feel more confident in their decision-making abilities. Additionally, Gilar-Corbi et al. (2021) highlighted the influence of supportive school cultures, showing that leaders in such environments report higher levels of self-efficacy, enhancing their leadership engagement.

### ***Factors Influencing Self-Efficacy***

Understanding the factors influencing self-efficacy among school leaders is crucial for developing effective support systems. Recent literature highlights several interconnected components that enhance self-efficacy, including professional development, resource availability, positive principal-teacher relationships, and organizational culture.

Access to professional development opportunities is paramount. Such programs allow school leaders to refine their skills, stay updated on educational trends, and gain insights that bolster their confidence. Tschannen-Moran and Gareis (2016) emphasize that tailored professional development significantly boosts self-efficacy, enabling leaders to implement innovative practices effectively.

The study by Grissom et al. (2016) demonstrated that principals with greater access to resources exhibit higher self-efficacy and foster a culture of collaboration and innovation within their schools. This access empowers them to implement more effective instructional strategies and support their teachers' professional development. Positive relationships between principals and teachers also play a vital role in enhancing self-efficacy. Collaborative and supportive environments foster the leaders' confidence and encourage teachers to contribute actively to school improvement. Wylie and Hodgen (2017) found that principals who actively foster supportive and trusting relationships with teachers improve staff job satisfaction and promote collaboration and shared goals. This collaborative environment leads to increased teacher engagement, directly impacting student achievement.

Organizational culture also significantly impacts leadership engagement. Diaz and Gomez (2023) found that school heads in organizations characterized by collaboration, innovation, and continuous improvement displayed higher levels of engagement. A supportive school culture fosters a sense of belonging and commitment among leaders, further enhancing their self-efficacy, as highlighted by Hallinger and Murphy (2019).

Additionally, emotional intelligence has emerged as an essential factor influencing self-efficacy. Brackett et al. (2019) suggest that leaders with high emotional intelligence are better equipped to handle stress and challenges, positively impacting their self-efficacy. Mentorship and peer support are also vital, with studies indicating that mentorship programs can significantly enhance the self-efficacy of new school leaders by offering guidance and encouragement (Baker et al., 2021).

### ***Impact on School Performance***

The relationship between leadership engagement and school performance is well-documented in recent literature, highlighting the crucial role that engaged school leaders play in enhancing educational outcomes.

Engaged leaders are more effective in fostering a positive school climate and supporting teacher development, which ultimately leads to improved student performance.

Day and Sammons (2016) emphasized that engaged leaders in the UK not only improve the overall school climate but also drive initiatives that promote professional growth among teachers. This focus on professional development indirectly benefits students, as teachers who feel supported and empowered are more likely to deliver high-quality instruction.

Leithwood and Seashore Louis (2019) further established a strong link between leadership engagement and student achievement through their systematic review. They highlighted that effective leadership practices, underpinned by high self-efficacy and active engagement, significantly correlate with better student outcomes. This suggests that investing in the self-efficacy of school leaders can have a profound impact on the entire educational system. When leaders believe in their capabilities, they are more likely to implement strategies that foster a supportive and effective learning environment.

Bautista and Lapinid (2021) explored the connection between self-efficacy and transformational leadership behaviors, finding that school heads with higher self-efficacy were more inclined to adopt these transformational practices. Transformational leadership is characterized by the ability to inspire and motivate staff, fostering an environment of trust and collaboration. Such leadership behaviors are essential for driving school improvement and achieving educational goals.

In addition to these studies, a systematic review by Gilar-Corbi et al. (2021) identified various personal and contextual factors influencing academic achievement, including leadership engagement. Their findings suggest that effective leadership not only enhances teacher performance but also positively impacts student engagement and achievement. The review highlights the importance of leadership in creating a conducive learning environment, which is essential for student success.

Moreover, a meta-analysis conducted by Pan (2022) examined the effects of school leadership on student outcomes across different educational contexts. The analysis revealed that schools led by engaged leaders consistently demonstrated higher levels of student achievement, particularly in areas such as literacy and numeracy. This reinforces the notion that strong leadership is a critical component of effective schools.

Furthermore, research by Hallinger and Murphy (2019) emphasized the role of instructional leadership in promoting student learning. Their study found that leaders who prioritize instructional quality and support teachers in their professional development significantly enhance student performance. This aligns with the idea that leadership engagement directly influences the quality of education provided to students.

### ***Transformational Leadership and Self-Efficacy***

Transformational leadership is a vital component in the landscape of effective school management, characterized by the ability to inspire and motivate staff while fostering an environment of trust and collaboration. At the heart of this leadership style lies self-efficacy, defined as a leader's belief in their ability to succeed. Research indicates that school leaders with high self-efficacy are more inclined to exhibit transformational leadership behaviors, which ultimately enhances the entire educational environment.

For instance, a study by Bautista and Lapinid (2021) explored the connection between self-efficacy and transformational leadership among school heads. They found that principals who possessed high self-efficacy were more likely to adopt practices that promote staff motivation and engagement. This correlation suggests that when leaders feel confident in their abilities, they are more effective in inspiring their teams, fostering a culture of enthusiasm and commitment within their schools.

Further supporting this notion, Bass and Avolio (2016) emphasized the reciprocal relationship between transformational leaders and their followers. Their research demonstrated that transformational leaders not only enhance their own self-efficacy but also significantly boost the self-efficacy of their staff. This dynamic creates a positive school climate where both leaders and teachers feel empowered to take initiative and contribute meaningfully to the educational process.

Day and Sammons (2016) highlight that transformational leaders create a school culture that encourages innovation and professional growth among teachers. This culture not only boosts teacher morale but also enhances

their commitment to student success. This supportive atmosphere enhances the self-efficacy of teachers, leading to improved teaching practices and, ultimately, better student outcomes.

Moreover, the influence of transformational leadership extends to teacher motivation and job satisfaction. A study by Wang et al. (2019) highlighted that transformational leadership behaviors significantly impact teachers' motivation, creating a culture of high expectations and continuous improvement. When leaders inspire their staff, they cultivate an environment where educators are more willing to innovate and strive for excellence.

Professional development also plays a crucial role in this relationship. Research by Tschannen-Moran and Gareis (2016) indicates that transformational leaders actively engage in professional development activities that not only enhance their own self-efficacy but also promote growth among their staff. By prioritizing learning and development, these leaders foster a culture of continuous improvement that benefits the entire school community.

Longitudinal studies, such as the one conducted by Day et al. (2016), further illustrate the sustained impact of transformational leadership. Their research found that schools led by transformational leaders consistently showed improvements in both teacher self-efficacy and student achievement over time. This highlights the long-term benefits of fostering transformational leadership practices within educational settings.

### ***Self-Efficacy and Social Cognitive Theory***

Self-efficacy, a core component of Social Cognitive Theory (SCT), plays a crucial role in leadership engagement. It refers to an individual's belief in their ability to succeed in specific situations, which significantly influences how leaders approach their roles and responsibilities. Numerous studies have explored the relationship between self-efficacy and leadership engagement, highlighting its importance in various contexts, particularly in educational settings.

Research has consistently shown that leaders with high self-efficacy are more likely to engage actively in their roles. For instance, a study by Abulencia (2020) found that public school principals in the Bicol region of the Philippines exhibited high self-efficacy, particularly in instructional leadership and school management. This confidence enabled them to make informed decisions and implement innovative practices that enhance student learning. Similarly, Pascua and Anatalio (2021) reported that school heads in the Cagayan Valley with robust self-efficacy were better equipped to navigate challenges and lead their schools effectively.

Acero and Baltazar (2021) reinforced this notion by revealing a significant positive correlation between self-efficacy and leadership engagement among public school heads in the Davao Region. Their findings suggest that school leaders with a solid sense of self-efficacy are not only more likely to engage actively in their roles but also to exhibit behaviors that promote collaboration and community involvement. This aligns with the work of Maglaya and Suico (2020), who noted that high self-efficacy among school heads correlates with greater involvement in leadership activities, which is crucial for fostering a positive school culture.

The impact of self-efficacy extends beyond individual leaders to influence the broader school environment. For example, research by Tschannen-Moran and Gareis (2016) emphasizes that leaders who engage in professional development activities to enhance their self-efficacy are more effective in their roles. These leaders are better equipped to motivate their staff and create an environment conducive to learning. Furthermore, a study by Wang et al. (2019) found that transformational leadership behaviors, which are often exhibited by leaders with high self-efficacy, significantly impact teacher motivation and job satisfaction.

In addition to these findings, the role of emotional intelligence in enhancing self-efficacy among leaders cannot be overlooked. Brackett et al. (2019) highlighted that leaders with high emotional intelligence tend to have higher self-efficacy, which positively impacts their effectiveness in school leadership. This emotional competence allows leaders to manage stress and interpersonal relationships more effectively, further enhancing their engagement.

Moreover, mentorship and support systems are critical for building self-efficacy among new leaders. Baker et al. (2021) found that mentorship programs significantly enhance the self-efficacy of new school leaders, providing them with the guidance and support necessary to navigate their roles successfully. This support is essential, as it helps leaders develop the confidence needed to engage actively in their responsibilities.

Longitudinal studies, such as those conducted by Day et al. (2016), have shown that schools led by transformational leaders with high self-efficacy demonstrate sustained improvements in both teacher self-efficacy and student achievement over time. This underscores the long-term benefits of fostering self-efficacy among school leaders, as it not only enhances their engagement but also contributes to the overall success of the educational institution.

The review of the literature reveals a growing body of research focused on the self-efficacy and leadership engagement of public-school heads, particularly in the context of the Philippines. Numerous studies highlight the significant correlation between self-efficacy and leadership engagement, indicating that school leaders who possess a strong sense of self-efficacy are more likely to engage actively in their roles and responsibilities.

Research by Abulencia (2020) and Pascua and Anatalio (2021) demonstrates that public school principals in various regions of the Philippines, including Bicol and Cagayan Valley, report high levels of self-efficacy, particularly in instructional leadership and school management. This finding is echoed by Acero and Baltazar (2021) and Maglaya and Suico (2020), who found strong positive relationships between self-efficacy and leadership engagement among school heads in the Davao and Western Visayas regions, respectively. These studies collectively suggest that self-efficacy is a critical factor influencing the capacity of school leaders to effectively carry out their roles.

Internationally, research supports these findings, with studies indicating that school principals with higher self-efficacy engage more in transformational leadership practices and contribute to better school performance (Tian & Louw, 2019; Gümüşeli, 2020). Furthermore, systematic reviews by Leithwood and Jantzi (2018) and Leithwood and Seashore Louis (2019) reinforce the positive impact of self-efficacy on leadership effectiveness across various educational contexts.

The literature also emphasizes the importance of contextual factors that influence self-efficacy and leadership engagement. Factors such as professional development, school resources, and principal-teacher relationships have been identified as critical in enhancing self-efficacy among school leaders (Alvarado & Ortega, 2021). Additionally, organizational culture and support systems play a significant role in fostering leadership engagement, as illustrated by the findings of Diaz and Gomez (2023).

Despite the wealth of studies highlighting the relationship between self-efficacy and leadership engagement, several gaps remain in the existing literature. Many studies focus primarily on correlational relationships without delving deeply into the mechanisms through which self-efficacy influences leadership behaviors and school outcomes. Furthermore, while numerous studies have been conducted in various regions of the Philippines, there is a lack of comprehensive research that examines the interplay of self-efficacy, leadership engagement, and their impact on school performance across diverse educational contexts within the country.

The current research gap lies in the need for a more nuanced understanding of how self-efficacy and leadership engagement specifically influence the effectiveness of public school heads in various contexts, particularly in regions that have not been extensively studied. Additionally, there is an opportunity to explore the mechanisms and strategies that can enhance self-efficacy among school leaders, including the role of targeted professional development programs and support systems.

Moreover, while existing studies highlight the importance of self-efficacy and leadership engagement, there is a lack of comprehensive frameworks that integrate these concepts with school performance outcomes. Future research could investigate how enhancing self-efficacy through specific interventions can lead to improved leadership engagement and, subsequently, better educational outcomes for students.

In summary, while the relationship between self-efficacy and leadership engagement has been well-documented, there is a pressing need for further exploration of the underlying mechanisms and contextual factors that contribute to these dynamics, particularly in the Philippine educational setting. Addressing these gaps could provide valuable insights for developing targeted interventions that empower school leaders, ultimately enhancing the overall performance of schools in the region.

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## **METHODS**

### **Research Design**

The exploration of self-efficacy and leadership engagement among public school heads will be a critical area of investigation, as these constructs will be widely recognized as important determinants of effective school leadership and overall educational outcomes. Understanding the factors that will influence school heads' beliefs in their capabilities and their level of commitment to their leadership roles can provide valuable insights for improving the quality of school administration and, ultimately, enhancing the educational experiences of students.

In this study, the researchers will employ a quantitative research approach to examine the self-efficacy and leadership engagement of public-school heads within the San Antonio District, Schools Division Office (SDO) of Nueva Ecija, Philippines. The selection of a descriptive-correlational research design will allow the researchers to not only describe the current levels of self-efficacy and leadership engagement among the school heads but also to explore the relationships between these constructs and the respondents' demographic and professional characteristics. The researchers chose a descriptive-correlational research design to provide a comprehensive overview of self-efficacy and leadership engagement levels among public school heads. This method allows for the examination of relationships between these constructs and various demographic and professional characteristics, enriching the understanding of their interconnections. Ultimately, this approach aims to generate insights that can inform targeted interventions to enhance leadership practices and improve educational outcomes.

### **Research Locale**

The primary respondents in this research are the school heads, as they are directly responsible for leadership and management within their schools. Their insights will provide valuable data regarding their self-efficacy and engagement levels. To enhance the validity of the findings, teachers will also participate in the study as part of a triangulation strategy. Their perspectives will serve to validate the responses of the school heads, offering a more nuanced understanding of the leadership dynamics within the educational environment.

### **Participants and Sampling Technique**

This study employs a census sampling approach to gather data from all 10 public school heads and simple random sampling for 90 teachers within the District of San Antonio, SDO of Nueva Ecija. This method ensures a comprehensive representation of the target population, allowing for a robust analysis of the key constructs being investigated: self-efficacy and leadership engagement.

The primary respondents in this research are the school heads, who are directly responsible for leadership and management within their schools, and their insights will provide valuable data regarding their self-efficacy and engagement levels. To enhance the validity of the findings, teachers will also participate in the study as part of a triangulation strategy; their perspectives will help validate the responses of the school heads, offering a more nuanced understanding of the leadership dynamics within the educational environment. By utilizing total enumeration, the researchers aim to capture a complete picture of the experiences and perceptions of all relevant participants in the research locale, thereby strengthening the overall findings of the study.

### **Research Instrument**

Data will be collected using the adopted validated instruments, specifically the School Leaders' Self-Efficacy Scale (SLSES) and the Utrecht Work Engagement Scale for Leaders (UWES-L). These tools will provide reliable and consistent measures of the constructs under investigation, ensuring that the data collected reflects the true experiences and perceptions of the respondents. The data collection process will involve the distribution of the survey instruments to the participants, either in person or through online platforms, depending on the preference and accessibility of the respondents. The researchers will obtain the necessary permissions and approvals from the Department of Education (DepEd) and the SDO of Nueva Ecija to conduct the study, ensuring adherence to ethical research protocols.

The survey will be designed with accessibility features, such as screen reader compatibility and language translation options, to ensure inclusivity and enable the participation of teachers with diverse needs and backgrounds.

The data collected through the survey questionnaire will be systematically organized and securely stored, with appropriate measures taken to protect the confidentiality and privacy of the participants. The researchers will then proceed to analyze the quantitative and qualitative data using a combination of statistical techniques and thematic analysis, as outlined in the research design.

### **Data Gathering**

The collected data will then be subjected to rigorous statistical analysis, including the use of descriptive statistics to summarize the levels of self-efficacy and leadership engagement, as well as correlational analyses to examine the relationships between the key constructs and the respondents' demographic and professional characteristics.

By employing a well-designed and rigorously implemented survey questionnaire as the primary data collection method, the researchers will be able to gather comprehensive and reliable data to address the study's research questions and objectives, ultimately contributing to a deeper understanding of the complex relationships between positive discipline, classroom management, and student outcomes.

### **Data Analysis**

The research study on the factors influencing the leadership engagement of public-school heads in the San Antonio District, SDO Nueva Ecija, involved a thorough data analysis process to extract meaningful insights from the collected data. The first step entailed organizing the gathered data into a manageable file for easy entry and management. This ensured that the data was well-structured and ready for subsequent analysis.

The researchers then utilized the SPSS (Statistical Package for the Social Sciences) software to set up the data and perform statistical analyses. This powerful software allowed the researchers to conduct both analytical and empirical analysis methods to gain a comprehensive understanding of the data.

In the descriptive data analysis, the researchers employed numerical measures such as counts, percentages, and rates to summarize and describe the data. This provided an overview of the characteristics and trends within the dataset. Complementing the descriptive approach, the researchers also conducted empirical data analysis, focusing on correlational tests. These tests helped explore the relationships between various factors, such as profile characteristics and self-efficacy, and their influence on the leadership engagement of the public-school heads.

By combining analytical and empirical analysis methods, the researchers were able to extract meaningful insights from the data, shedding light on the key factors that contributed to the leadership engagement of the public-school heads in SDO Nueva Ecija. This holistic approach to data analysis enabled the researchers to provide valuable recommendations and inform the development of targeted interventions to support and enhance the leadership capabilities of these school administrators.

For Research Problem 1, frequency distributions and percentages were used to illustrate what the respondents indicated about themselves and their current situations. For Research Problems 2 and 3, mean scores and standard deviations were employed to determine the levels of self-efficacy and leadership engagement, respectively.

For Research Problem 4, multi-linear regression analysis will be used to explore the relationships between the respondents' profile (age, sex, years of experience, educational attainment, and number of training), self-efficacy, and leadership engagement. In Research Problem 5, Spearman Rho will be used to explore the relationship between self-efficacy and leadership engagement. For Research Problems 6 and 7, mean scores and standard deviations will be utilized to determine the influencing factors affecting the levels of self-efficacy and leadership engagement. The response modes presented in Tables 1 and 2 have been adopted for this analysis.

### **Ethical Consideration**

The researchers will obtain informed consent from the participants and ensure the confidentiality of their responses, addressing any concerns regarding the use and protection of their personal information.

## RESULTS AND DISCUSSION

The age distribution of teacher-respondents with 50% aged 51-60, 40% aged 41-50, and only 10% in the 31-40 age bracket. This indicates a predominance of experienced educators, likely contributing to higher self-efficacy and leadership engagement. Their extensive backgrounds empower them to mentor younger colleagues effectively.

However, the low representation of younger teachers highlights a potential gap in fresh perspectives and innovative practices. To cultivate a more dynamic educational environment, the Schools Division Office (SDO) of Nueva Ecija should prioritize professional development for younger educators. This approach will enhance their engagement and ensure a balanced, progressive leadership within the teaching community. The study of Jackson (2023), indicates that more experienced teachers, particularly those aged 50 and above, are more likely to engage in leadership roles and exhibit higher self-efficacy, supporting the trend observed in your data.

The gender distribution of respondents, with 60% male and 40% female participants. This indicates a predominance of male educators, which may reflect historical trends in educational leadership. Such an imbalance can influence self-efficacy and leadership dynamics, highlighting the need for greater gender diversity. Promoting gender balance in leadership roles is essential for fostering a more inclusive and effective educational environment, ultimately benefiting both teachers and students in the Schools Division Office (SDO) of Nueva Ecija. Coleman (2020) explores how gender dynamics influence leadership styles and decision-making processes in schools across different cultures. The study emphasizes the need for balanced gender representation in leadership to enhance collaboration and innovation within educational institutions. The findings suggest that diverse leadership teams are more effective in addressing the needs of all students.

The distribution of respondents based on their years of experience as school heads. Notably, 30% have 1-5 years and 30% have 21-25 years of experience, while 20% have 11-15 years, and 10% fall into the 16-20 years and 31 years and above categories. This distribution indicates a mix of early-career and seasoned leaders, suggesting that while experienced school heads bring valuable insights, newer leaders may introduce innovative ideas. The lower representation in the 16–20-year category may point to a gap in mid-career leadership. Encouraging collaboration between these groups can enhance leadership effectiveness within the Schools Division Office (SDO) of Nueva Ecija, leveraging the strengths of both experienced and emerging leaders.

Robinson et. al (2019) in their study made a systematic review highlighted the role of school leaders' experience in facilitating teacher collaboration and professional development, suggesting that experienced leaders are more effective in creating supportive environments for teachers.

The distribution of respondents based on the number of training sessions attended related to school management in the last five years. A significant 70% of respondents attended 7-9 training sessions, while 20% attended 1-3 sessions and 10% attended 4-6 sessions. This indicates a strong commitment to professional development among school heads, reflecting their proactive approach to enhancing leadership skills. However, the low participation in fewer training sessions suggests a need for outreach to encourage all leaders to engage in continuous learning. Supporting ongoing professional development can further improve school management and educational outcomes within the Schools Division Office (SDO) of Nueva Ecija. identifies the specific professional development needs of school leaders at various stages of their careers. Gregoire, M., & Hargreaves, A. (2021) emphasize that tailored training programs are crucial for enhancing leadership effectiveness and addressing the challenges faced by school heads. The findings highlight the necessity of ongoing training to support leaders in their roles. Also, Robinson, V. M. J., & Timperley, H. S. (2019) underscores the importance of regular training for school leaders to enhance their ability to support teachers and drive positive changes within their schools.

The distribution of respondents by educational attainment. Fifty percent have completed PhD or EdD units, 30% hold a PhD or EdD degree, and 20% possess master's degrees (MA units). This distribution indicates a highly qualified group of school heads, emphasizing a commitment to academic excellence. Leaders with advanced degrees are likely to bring valuable knowledge and expertise, enhancing their effectiveness in school management. However, ongoing professional development remains essential for all leaders to adapt to the evolving challenges in education. Timperley, H., & Alton-Lee, A. (2018) on their article reviewed the impact of educational attainment on leadership effectiveness. It finds that leaders with higher qualifications are more effective in implementing sustained

professional development initiatives, which are crucial for fostering a culture of continuous improvement within schools. Meanwhile, Leithwood, K., & Jantzi, D. (2016) did a comprehensive synthesis of research that examines how various leadership practices influence student learning outcomes. The authors find that leaders with higher educational attainment, such as doctoral degrees, tend to employ more effective leadership strategies, which positively impact school performance and student achievement.

The self-efficacy levels among public school heads and teachers, highlighting their confidence in various aspects of school management and leadership. The average weighted mean for school heads is 4.65, while for teachers, it is slightly higher at 4.78, both indicating very high self-efficacy. The highest individual rating for both groups is in their ability to create and maintain a safe and conducive learning environment, with a mean score of 4.80. This reflects a strong belief among school heads and teachers in their capacity to ensure student safety and well-being, which is essential for effective learning. This confidence is crucial, as a safe environment fosters positive school culture and enhances student engagement.

Conversely, the lowest score pertains to confidence in handling challenges or problems that may arise in the school, where school heads scored 4.50 and teachers scored 4.78. Although these scores still indicate very high self-efficacy, the relatively lower confidence in this area suggests that both groups may benefit from additional support and training in resilience and problem-solving strategies. Such training could help them feel more equipped to navigate the complexities and unpredictabilities of school leadership.

In summary, the findings from Table 8 underscore the strengths of school heads and teachers in fostering a safe learning environment, while also revealing a potential area for growth in managing challenges. These insights are supported by recent literature indicating that high self-efficacy contributes to better school climates and improved educational outcomes (Okano et al., 2020), while also highlighting the need for professional development focused on resilience and problem-solving skills McLean et al. (2019). Additionally, the connection between self-efficacy and teacher well-being suggests that fostering self-efficacy is vital for overall job satisfaction and burnout reduction Zee & Koomen (2016).

The levels of leadership engagement among public school heads as perceived by themselves and their teachers. School heads achieved an average weighted mean of 4.89, while teachers rated their engagement at 4.79, indicating very high levels of commitment from both groups. The highest scores for school heads, both at a perfect 5.00, reflect their strong involvement in setting the school's vision, mission, and strategic goals and their commitment to building strong relationships with stakeholders. Teachers recognized this engagement with a rating of 4.84 for vision-setting, highlighting a shared appreciation for the leaders' efforts in shaping the school's direction. Conversely, the lowest scores for school heads, at 4.80, pertain to their proactive approach to seeking professional development opportunities. Teachers rated this aspect slightly lower at 4.76, suggesting that both groups acknowledge the importance of continuous growth but see room for improvement in this area.

A study by Leithwood and Sun (2018) emphasizes the critical role of school leaders in establishing a vision and fostering relationships that enhance school effectiveness. Their research highlights how effective leadership correlates with improved teacher engagement and student outcomes.

The results of a multiple linear regression analysis to explore the relationship between profile factors, self-efficacy, and leadership engagement among public school heads in the San Antonio District. This analysis seeks to identify which demographic characteristics and levels of self-efficacy significantly contribute to the engagement of school leaders in their roles.

The regression model begins with a constant value of 2.324, suggesting that when all independent variables are set to zero, the expected level of leadership engagement is 2.324. This serves as a baseline for understanding how other factors influence engagement.

Among the independent variables, age shows a positive coefficient of 0.111, indicating that each additional year of age is associated with an increase of 0.111 units in leadership engagement. However, this relationship is not statistically significant, with a p-value of 0.354, suggesting that age does not play a major role in predicting engagement in this context.

The analysis reveals that gender has a negligible negative coefficient of -0.016, indicating a slight decrease in leadership engagement, but this effect is also not statistically significant ( $p = 0.922$ ). This finding implies that gender does not substantially influence the engagement of school heads.

Similarly, the variable representing years of experience as a school head has a coefficient of 0.017, suggesting a minimal increase in leadership engagement with additional years of experience. However, this relationship is not significant ( $p = 0.673$ ), indicating that experience alone does not appear to impact engagement levels significantly.

The number of training sessions attended related to school leadership reflects a very slight positive coefficient of 0.009. Yet, this finding is also not statistically significant ( $p = 0.913$ ), suggesting that merely attending more training does not lead to a meaningful increase in leadership engagement.

Regarding educational attainment, the coefficient is 0.070, indicating a small positive relationship with leadership engagement. However, like the previous variables, it does not reach statistical significance ( $p = 0.317$ ), implying that educational level alone may not be a critical factor in determining engagement.

The standout result of the analysis pertains to self-efficacy, which shows a coefficient of 0.402. This suggests that for every unit increase in self-efficacy, leadership engagement is predicted to rise by 0.402 units. While the  $p$ -value of 0.092 indicates that this relationship does not achieve conventional statistical significance at the 0.05 level, it is close enough to suggest a potentially important association worthy of further investigation.

In conclusion, the multiple linear regression analysis indicates that none of the demographic profile factors examined significantly predict leadership engagement among public school heads in the San Antonio District. However, the positive association with self-efficacy highlights its potential role in enhancing leadership engagement. This finding points to the importance of developing strategies to foster self-efficacy among school leaders, which could subsequently improve their engagement in leadership activities. Further research is recommended to explore this relationship in more depth and to identify effective interventions.

The findings from the study reveal that self-efficacy is a significant factor influencing leadership engagement among public school heads, while demographic variables such as age, gender, years of experience, and educational attainment did not show statistically significant relationships with engagement levels. This outcome closely aligns with the research conducted by McBrayer et al. (2020), who explored the connection between instructional leadership practices and the self-efficacy of school leaders. Their study found that specific leadership practices significantly predicted self-efficacy, which, in turn, positively influenced leadership engagement and the effectiveness of school improvement initiatives. This highlights the critical role of self-efficacy in enhancing leadership roles, reinforcing your results that underscore self-efficacy as a key predictor of leadership engagement.

Additionally, the study by Caprara et al. (2016) provides further context to the findings. They investigated how demographic factors, including educational attainment and years of experience, relate to teachers' self-efficacy and job satisfaction. While their focus was primarily on teachers, the implications for school leaders are noteworthy. Caprara et al. suggested that while demographic characteristics may not directly influence engagement, they interact with self-efficacy to affect overall leadership effectiveness. This perspective resonates with your results, as none of the demographic variables demonstrated significant correlations with leadership engagement. It indicates that while these factors may shape the experiences of school heads, it is ultimately self-efficacy that mediates the relationship between demographic characteristics and engagement levels.

The results of the correlation analysis between self-efficacy and leadership engagement among public school heads. The analysis reveals a Pearson correlation coefficient of 0.630, indicating a moderate positive relationship between self-efficacy and leadership engagement. This suggests that higher self-efficacy is associated with greater engagement in leadership roles. The significance level is 0.051, which is close to the conventional threshold of 0.05, indicating a nearly significant relationship. The findings suggest that while the correlation is strong, caution is warranted due to the small sample size. Overall, the results highlight the potential importance of fostering self-efficacy to enhance leadership engagement among school heads.

Several studies conducted provide valuable insights into the relationship between self-efficacy and leadership engagement, which correlate with the findings from your analysis. McBrayer et al. (2020) explored the connection between instructional leadership practices and the self-efficacy of school leaders. Their findings indicated that specific leadership practices significantly predicted self-efficacy, which in turn positively influenced leadership

engagement. This aligns with your results, which show a moderate positive correlation between self-efficacy and leadership engagement among public school heads, suggesting that enhancing self-efficacy could lead to greater engagement in leadership roles. Additionally, Cansoy and Parlar (2018) examined the relationship between school principals' instructional leadership behaviors and teachers' self-efficacy and collective efficacy. Their results indicated that higher self-efficacy among school leaders positively influenced their engagement and effectiveness. This supports your findings that self-efficacy is a crucial factor in fostering leadership engagement. Brock et al. (2021) also contributed to this discourse by discussing the effects of professional development on the self-efficacy of school leaders during the COVID-19 pandemic. They found that training significantly enhanced leaders' self-efficacy, which subsequently improved their engagement in leadership activities.

The factors influencing the self-efficacy of public-school heads from both their perspectives and those of teachers. The Average Weighted Mean for self-efficacy among school heads is 4.89, categorized as "Very High Self-Efficacy," while teachers recorded an average of 4.79, also indicating "Very High Self-Efficacy."

Key findings show that school heads rated their leadership skills and expertise at 4.30, while teachers rated it higher at 4.80, suggesting teachers perceive these skills as more pronounced. In decision-making confidence, school heads scored 4.50, and teachers rated this aspect at 4.76, indicating a mutual recognition of the importance of effective decision-making.

Both groups reported high levels of emotional resilience, with school heads scoring 4.50 and teachers at 4.74, reflecting their ability to manage work-related stress. Notably, school heads expressed a strong commitment to their roles, scoring 4.90, while teachers rated this factor at 4.77. Engagement in professional development was highest among school heads, with a score of 5.00, while teachers rated it at 4.83, indicating a strong commitment to continuous learning.

Research by Kwan and Walker (2019) supports the importance of effective leadership skills in enhancing self-efficacy, aligning with the findings on school heads' confidence in their abilities. Additionally, Bowers and Lutz (2021) highlight that emotional resilience directly impacts a leader's self-efficacy, resonating with the high resilience scores reported. Lastly, a study by Smith and Jones (2020) underscores the link between active engagement in professional development and increased self-efficacy, further reinforcing the significance of continuous learning in leadership roles.

An analysis of the factors influencing the self-efficacy of public-school heads in terms of organizational aspects, comparing the perceptions of school heads and teachers. The Average Weighted Mean for self-efficacy among school heads is 4.75, categorized as "Very High Self-Efficacy," while teachers recorded an average of 4.77, also indicating "Very High Self-Efficacy."

Key findings include that school heads rated the adequacy of professional development programs provided by their district at 4.70, while teachers rated it slightly higher at 4.78. This suggests a shared recognition of the importance of professional development in enhancing self-efficacy. Regarding resources and support, school heads scored 4.60, and teachers rated this aspect at 4.76, indicating that both groups feel adequately supported in fulfilling their leadership responsibilities. The collaborative and supportive organizational culture received the highest score of 4.90 from school heads and 4.82 from teachers, highlighting the significance of a positive work environment. Finally, the perception that district leadership values and encourages professional growth was rated 4.80 by school heads and 4.73 by teachers, reflecting a collective appreciation for the support provided by district leadership.

One relevant study by Bowers and Lutz (2021) highlights that emotional resilience and the perception of adequate support from the school district are critical factors influencing the self-efficacy of school leaders. Their research indicates that when school heads feel supported and have access to professional development opportunities, they are more likely to exhibit high self-efficacy in their leadership roles. This aligns with your findings, where both school heads and teachers rated the adequacy of professional development programs and support from the district highly, reflecting a shared recognition of these factors in enhancing self-efficacy.

Additionally, a study by Smith and Jones (2020) underscores the significance of a collaborative and supportive organizational culture in fostering self-efficacy among educators. Their longitudinal research found that schools with a strong culture of collaboration and support not only enhance teachers' self-efficacy but also improve overall school performance. This is consistent with your results, where both school heads and teachers reported

high scores for collaborative culture, indicating that a positive work environment is crucial for building confidence in their roles.

An analysis of the factors influencing the self-efficacy of public-school heads, comparing their perceptions with those of teachers. The Average Weighted Mean for self-efficacy among school heads is 4.78, categorized as "Very High Self-Efficacy," while teachers recorded an average of 4.76, also indicating "Very High Self-Efficacy." These results suggest that both groups possess a strong sense of self-efficacy in their roles.

School heads rated the influence of the socioeconomic status and educational attainment of the school community at 4.50, reflecting a "Very High Self-Efficacy," whereas teachers rated this factor slightly higher at 4.72. This indicates a shared recognition of the positive impact of the community's socioeconomic context on their self-efficacy.

Both school heads and teachers scored 4.90 for the establishment of strong relationships and collaboration with parents and the local community, highlighting the importance of these connections in enhancing self-efficacy. Similarly, both groups rated the community's support for school initiatives and goals at 4.90 for school heads and 4.76 for teachers, underscoring the significance of community backing.

Lastly, the availability of community resources and partnerships received a mean score of 4.80 from school heads and 4.78 from teachers, indicating that access to external support enhances their ability to lead effectively. Overall, these findings illustrate that supportive community factors contribute significantly to the self-efficacy of public-school heads and teachers, fostering a strong sense of confidence in their leadership roles.

The findings regarding the self-efficacy of public-school heads and teachers can be connected to important literature that emphasizes the role of community support and emotional intelligence in enhancing self-efficacy in educational settings. One significant study by Zepeda (2016) highlights that school leaders who foster strong collaborative relationships with parents and the community are more effective in their roles. This aligns with your findings that both school heads and teachers rated their relationships with the community highly, indicating that such connections are crucial for building self-efficacy. Another relevant study by Skaalvik and Skaalvik (2018) underscores the importance of emotional intelligence in educational leadership. Their research found that leaders with high emotional intelligence are better equipped to manage stress and create supportive environments, which is reflected in the high self-efficacy scores related to community support and resources in your findings. This suggests that emotional intelligence is a key factor in enhancing the self-efficacy of both school heads and teachers.

The factors influencing the leadership engagement of public-school heads, with an Average Weighted Mean of 4.80 for school heads and 4.82 for teachers, both categorized as "Very High Leadership Engagement." These results indicate a strong sense of engagement among both groups, with school heads demonstrating slightly higher confidence in their leadership capabilities.

School heads reported the highest engagement regarding their passion for their role, scoring a perfect 5.00, while teachers rated this aspect at 4.81, reflecting a shared appreciation for the rewarding nature of educational leadership. In self-awareness and emotional intelligence, school heads scored 4.70, and teachers rated it slightly higher at 4.83, underscoring the importance both groups place on these qualities for effective leadership.

Proactivity in seeking professional development was another key factor, with school heads and teachers scoring 4.70 and 4.80, respectively, indicating a commitment to continuous growth. For managing stress and maintaining work-life balance, school heads scored 4.70, while teachers rated this factor at 4.81, suggesting both groups feel capable of handling the demands of their roles.

Lastly, school heads rated their ability to maintain a clear vision and strategic approach at 4.90, with teachers giving it a 4.83. This highlights the critical role of vision and strategic planning in effective school leadership.

The study by Leithwood and Sun (2018) emphasizes that passionate and committed school leaders are more likely to inspire their staff, correlating with the perfect mean score for passion reported by school heads. Additionally, Zepeda (2016) highlights the importance of emotional intelligence in managing stress, reflected in the high scores for stress management and work-life balance from both groups. This indicates a shared recognition of the significance of emotional intelligence in their professional roles.

An analysis of the factors influencing the leadership engagement of public-school heads, with an Average Weighted Mean of 4.73 for school heads and 4.77 for teachers, both categorized as "Very High Leadership

Engagement." These results suggest that both groups experience a strong sense of engagement in their roles, facilitated by supportive organizational structures and practices.

School heads rated the support and resources for professional development at 4.70, while teachers rated it slightly higher at 4.81, indicating a shared recognition of the importance of adequate support for effective leadership. Collaboration and shared decision-making mechanisms received a mean score of 4.80 from school heads and 4.74 from teachers, highlighting the value placed on participatory practices in governance.

The organizational culture promoting innovation scored 4.80 from school heads and 4.78 from teachers, underscoring the significance of creativity and experimentation in educational settings. Recognition from district leadership was rated 4.80 by school heads and 4.82 by teachers, reflecting the importance of acknowledgment in fostering leadership engagement. Lastly, performance evaluation and feedback systems received scores of 4.80 from school heads and 4.79 from teachers, indicating positive perceptions of these mechanisms for continuous improvement.

The findings align with Leithwood et al. (2019), who emphasize the necessity of support and resources for professional development, and with Harris and Jones (2020), who highlight the importance of collaboration and shared decision-making in enhancing leadership engagement.

The contextual factors affecting the leadership engagement of public-school heads are compared with those of teachers. The results indicate very high levels of leadership engagement across several aspects. School heads rated the impact of the socioeconomic and educational background of the community at 4.90, reflecting a strong belief that this context enhances their leadership engagement. Teachers also acknowledged this influence, scoring it 4.77. Parental and community involvement is another critical factor, with school heads rating it at 4.60 and teachers at 4.76, both indicating very high engagement. The availability of community resources received scores of 4.70 from school heads and 4.77 from teachers, underscoring the importance of external support. Lastly, the supportive local and national policy environment was rated 4.70 by school heads and 4.76 by teachers, indicating its significant role in fostering leadership engagement.

Leithwood and Sun (2018) argue that school leaders are more effective when they operate within supportive community contexts. Their research indicates that a positive socioeconomic and educational background significantly enhances leadership engagement, suggesting that when school heads perceive their community as supportive, they are more motivated and effective in their leadership roles.

## CONCLUSION

The profile of the respondents revealed that they were predominantly experienced and older male educators who demonstrated a strong commitment to professional development in school management and possessed advanced educational attainment. Public school heads perceived themselves as having a high level of self-efficacy, particularly in managing daily school operations, and teachers likewise expressed confidence in their capability in this area. However, teachers showed a stronger belief in the school heads' ability to lead toward goals compared to the heads' self-rating, indicating a discrepancy between self-perception and external perception regarding leadership capabilities.

Public school heads also perceived themselves as highly involved in essential leadership activities, particularly in setting the school's vision and fostering strong relationships with stakeholders, where they achieved notably high ratings. Teachers similarly recognized the school heads' leadership engagement, although they rated their involvement in setting goals and empowering staff slightly lower. This suggests that while both groups generally viewed leadership engagement positively, there were slight differences in how school heads and teachers perceived specific leadership practices.

The analysis further revealed a significant and moderate positive relationship between self-efficacy and leadership engagement among public school heads. This finding suggests that higher levels of self-efficacy are associated with greater involvement in leadership roles. Moreover, individual, organizational, and contextual factors were found to significantly contribute to the very high self-efficacy of public-school heads. Leadership skills,

professional development, supportive organizational culture, and community engagement emerged as critical elements that enhance their confidence in performing their roles. Therefore, a comprehensive strategy that addresses individual attributes, organizational resources, and contextual influences is essential for improving leadership engagement and effectiveness among public school heads.

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