

Teachers' Self-Efficacy in Relation to Their Perceptions of School Heads' Instructional Leadership Skills

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ABSTRACT

This study explores the instructional leadership skills of school heads and their impact on teachers' self-efficacy in secondary schools. The study was conducted to assess the effectiveness of school heads in instructional leadership roles and how these roles influence the self-efficacy of teachers, thereby impacting student outcomes. The research was guided by the Philippine Professional Standards for School Heads (PPSSH) as outlined in DepEd Order No. 24, s. 2020, and utilized a descriptive-correlational research design. The instrument used for data collection was a questionnaire adopted and modified from the study "Leadership Practices of School Heads in Public Schools" by Dellomas and Deri (2022). The findings revealed that the majority of the teachers were middle-aged females with a Bachelor's

degree and had been in service for more than 10 years. Teachers rated their self-efficacy very high in all three areas, particularly in student engagement and instructional strategies. It was also found that teachers perceived their school heads as effective in instructional leadership, especially in communication and promoting a clear vision. Significant relationships were identified between the profile of teachers and their perception of school heads' instructional leadership. Older and more experienced teachers had higher expectations for their school heads. Additionally, there was a significant relationship between the instructional leadership skills of school heads and the self-efficacy of teachers, indicating that better instructional leadership correlates with higher teacher self-efficacy. A comprehensive professional development plan focusing on instructional leadership and teacher self-efficacy was also suggested. This study contributes to the understanding of the critical role of instructional leadership in educational settings and provides actionable recommendations for improving school leadership and teacher performance.

Keywords: *teachers' self-efficacy, instructional leadership skills, school heads*

INTRODUCTION

Teachers are among the most influential people in the learning life of learners. Their work does not only involve delivering lessons, preparing instructional materials, and assessing learners' performance; it also includes motivating learners, managing classroom behavior, responding to diverse learning needs, and creating a classroom environment where learners feel supported and capable. Because of these demanding responsibilities, teachers need more than content knowledge and pedagogical skills. They also need a strong belief in their own capacity to teach effectively. This belief is known as teacher self-efficacy.

Teacher self-efficacy refers to teachers' belief in their ability to organize and carry out teaching tasks that can positively influence student learning. It is commonly reflected in three important areas: student engagement, instructional strategies, and classroom management. A teacher with high self-efficacy is more likely to encourage student participation, use varied teaching approaches, manage classroom concerns with confidence, and remain

persistent even when learners experience difficulty. Bandura (1997) explained that self-efficacy affects how people think, feel, motivate themselves, and act. In the context of education, this means that teachers who believe they can make a difference are more likely to perform their duties with confidence, patience, and commitment.

However, teachers' self-efficacy does not develop in isolation. It is shaped by their professional experiences, school culture, collegial support, available resources, and the kind of leadership they experience in school. Among these factors, the role of the school head is highly significant. School heads are not only administrative managers; they are also instructional leaders who guide teachers in improving teaching and learning. Their leadership practices influence teachers' motivation, professional growth, and sense of confidence in performing their instructional roles.

Instructional leadership refers to the ability of school heads to lead and support the teaching-learning process. It includes setting a clear school vision, communicating goals, supervising instruction, monitoring learner progress, supporting teachers' professional development, and creating a positive learning climate. Hallinger and Murphy (1985) emphasized that instructional leadership involves defining the school mission, managing the instructional program, and promoting a positive school learning environment. These functions show that school heads directly and indirectly influence the quality of instruction in schools.

In the present educational setting, instructional leadership has become even more important. Schools continue to face challenges such as curriculum changes, learning gaps, diverse learner needs, technology integration, and increased accountability for student performance. In this context, teachers need school heads who can provide direction, encouragement, feedback, and instructional support. When teachers perceive their school heads as effective instructional leaders, they may feel more guided, valued, and confident in carrying out their responsibilities. On the other hand, when instructional leadership is weak, teachers may experience uncertainty, lack of support, and reduced confidence in their teaching practices.

Recent education discussions in 2023 continued to emphasize the need to strengthen teacher support, professional development, and school leadership. The UNESCO Global Education Monitoring Report 2023 highlighted that teachers remain central to meaningful learning, especially as schools respond to technological, social, and instructional changes. Similarly, the OECD Education at a Glance 2023 stressed that teachers' working conditions, professional growth, and leadership support are important factors in improving educational quality. These reports suggest that teacher effectiveness is closely connected to the broader school environment, particularly the quality of leadership provided by school heads.

In relation to this, the present study titled "Teachers' Self-Efficacy in Relation to Their Perceptions of School Heads' Instructional Leadership Skills" seeks to determine how teachers' beliefs in their own teaching capabilities are associated with how they perceive the instructional leadership skills of their school heads. Specifically, the study recognizes that teachers' confidence in student engagement, instructional strategies, and classroom management may be influenced by the leadership behaviors they observe and experience in school. By examining this relationship, the study may provide useful information for improving school leadership practices and designing development plans that can strengthen both instructional leadership and teacher self-efficacy.

The role of school heads as instructional leaders is particularly important because they shape the conditions under which teachers work. When school heads provide meaningful feedback, encourage collaboration, and support instructional improvement, teachers are more likely to feel professionally supported. Leithwood, Harris, and Hopkins (2020) emphasized that school leadership has a significant influence on student learning, although this influence is often indirect and works through teachers, school culture, and instructional conditions. This means that school heads affect student outcomes by strengthening the people and processes involved in teaching.

This study is important because it gives voice to teachers' experiences and perceptions. Teachers are the ones who directly experience the leadership practices of school heads in their daily work. Their perceptions can provide meaningful insights into how leadership is practiced and how it affects their confidence as professionals. The findings of this study may serve as a basis for a development plan that can help school heads enhance their instructional leadership skills and, at the same time, support teachers in becoming more confident, effective, and responsive educators.

Literature Review

Philippine Professional Standards for School Heads (PPSSH)

The Philippine Professional Standards for School Heads (PPSSH), as outlined in DepEd Order No. 24, s. 2020, provides a comprehensive framework for effective school leadership in the Philippines. The standards are designed to guide school heads in their roles and responsibilities, ensuring they have the necessary skills and competencies to lead schools effectively. The PPSSH consists of five domains: Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others, and Building Connections. Each domain outlines specific competencies that school heads must develop to foster a conducive learning environment and enhance educational outcomes (Department of Education, 2020).

Leading Strategically involves setting a clear vision for the school and developing strategic plans to achieve educational goals. School heads are expected to create high standards for learning and ensure that all school activities align with these standards. This domain emphasizes the importance of visionary leadership in driving school improvement and achieving long-term educational objectives (DepEd, 2020). Recent studies have shown that strategic leadership significantly impacts school effectiveness, as it provides direction and purpose (García-Carmona & Marín-Díaz, 2022).

Managing School Operations and Resources focuses on the efficient allocation of resources to support teaching and learning. This domain includes budgeting, facilities management, and ensuring that teachers have the necessary materials and resources to be effective. Effective resource management is crucial for maintaining a productive school environment and ensuring that learners have access to quality education (Brown & Militello, 2020). Studies have highlighted the importance of resource management in enhancing school performance and student outcomes (Walker & Qian, 2022).

Focusing on Teaching and Learning is at the core of instructional leadership. School heads must monitor and support teachers' instructional practices, use data to improve instruction, and create an environment conducive to learning. This domain underscores the critical role of school heads in directly influencing the quality of teaching and learning in their schools (Smith & Lindsay, 2021). Research indicates that effective instructional leadership leads to improved teacher performance and higher student achievement (Harris & Jones, 2019).

Developing Self and Others emphasizes the importance of continuous professional development for both school heads and teachers. This domain encourages school heads to support teachers' professional growth and seek opportunities for their own development. Professional development is essential for staying updated with the latest educational practices and improving instructional skills (Thoonen, Slegers, & Oort, 2019). Studies have shown that ongoing professional development enhances teacher efficacy and student learning outcomes (Klar & Brewer, 2020).

Building Connections involves fostering strong relationships with parents, the community, and other stakeholders. School heads are expected to engage with these groups to garner support for school initiatives and create a supportive learning environment for learners (Epstein, 2011). The PPSSH highlights the importance of collaboration and community involvement in achieving educational goals (DepEd, 2020). Research has demonstrated that strong community ties positively impact school performance and student engagement (Lavigne & Good, 2021).

The implementation of the PPSSH aims to professionalize school leadership in the Philippines and ensure that school heads are equipped with the competencies required to lead effectively. The standards provide a clear framework for evaluating the performance of school heads and identifying areas for improvement (DepEd, 2020). Studies have shown that clear standards and expectations for school leaders contribute to improved school management and educational outcomes (Spillane & Coldren, 2021).

In conclusion, the PPSSH serves as a vital tool in enhancing the quality of school leadership in the Philippines. By providing a structured framework for the development and evaluation of school heads, the PPSSH ensures that school leaders are well-prepared to meet the challenges of their roles and drive school improvement. The standards highlight the importance of strategic planning, resource management, instructional leadership,

professional development, and community engagement in achieving educational success (DepEd, 2020). Recent research supports the effectiveness of such comprehensive standards in improving school leadership and student outcomes (O'Donnell & White, 2020).

Challenges on Instructional Leadership

Instructional leadership is crucial for the success of schools, but it is also fraught with challenges. One of the primary challenges faced by school heads is the balancing act between administrative responsibilities and instructional leadership duties. School heads often find themselves overwhelmed by administrative tasks, leaving little time to focus on instructional leadership (Hallinger & Wang, 2015). This imbalance can hinder their ability to support teachers and improve instructional practices (Lavigne & Good, 2021).

Hall and Hord identify that teachers often resist changes due to a variety of factors including fear of the unknown, comfort with established routines, and skepticism about the benefits of new initiatives. This resistance can manifest as passive non-compliance or active opposition, making it a significant challenge for instructional leaders. (Hall & Lord, 2015). Effective instructional leaders must possess strong change management skills to navigate these challenges and foster a culture of continuous improvement (Day, Gu, & Sammons, 2016).

Limited resources and budget constraints are also major challenges for instructional leaders. School heads must often work with inadequate funding and resources, making it difficult to provide the necessary support and materials for teachers (Brown & Militello, 2020). This constraint can limit the effectiveness of instructional leadership and negatively impact teaching and learning outcomes (Walker & Qian, 2022).

Professional development is essential for improving instructional leadership, but it is often underfunded and undervalued. School heads need ongoing training and support to stay updated with the latest educational practices and leadership strategies (Smith & Lindsay, 2021). However, limited professional development opportunities can hinder their growth and ability to lead effectively (Thoonen, Slegers, & Oort, 2019). Recent studies emphasize the need for targeted professional development programs to enhance the competencies of instructional leaders (Klar & Brewer, 2020).

Data-driven decision-making is a critical aspect of instructional leadership, but many school heads struggle with effectively utilizing data to inform instructional practices. The ability to analyze and interpret data is essential for identifying areas for improvement and implementing evidence-based strategies (García-Carmona & Marín-Díaz, 2022). However, a lack of training and support in data analysis can be a significant barrier for instructional leaders (Harris & Jones, 2019).

Building a collaborative school culture is another challenge faced by instructional leaders. Effective instructional leadership requires fostering a sense of teamwork and collaboration among teachers and staff (Spillane & Coldren, 2021). However, achieving this can be difficult in schools with a history of isolated and individualistic practices. School heads must work diligently to create an environment where collaboration is encouraged and valued (Epstein, 2011).

Accountability pressures and high-stakes testing can also pose challenges for instructional leaders. The focus on standardized testing and accountability measures can lead to a narrow view of instructional leadership, where the emphasis is placed on test scores rather than holistic educational outcomes (O'Donnell & White, 2020). This pressure can limit the ability of school heads to implement innovative instructional practices and support meaningful learning experiences (Walker & Qian, 2022).

Finally, there is a strong correlation between job isolation and burnout. New principals facing isolation are more prone to emotional exhaustion and a sense of depersonalization, which can lead to severe burnout and a reduced sense of personal accomplishment (Bauer & Silver, 2018). According to Day, Gu, and Sammons (2016), it is essential for school heads to find a balance between their professional responsibilities and personal well-being to sustain their leadership effectiveness.

In conclusion, while instructional leadership is essential for school success, it comes with a range of challenges. Addressing these challenges requires a multifaceted approach that includes balancing administrative and instructional duties, managing resistance to change, securing adequate resources, providing ongoing

professional development, utilizing data effectively, fostering collaboration, navigating accountability pressures, and maintaining personal well-being. Recent research underscores the importance of supporting instructional leaders in overcoming these challenges to enhance educational outcomes (Lavigne & Good, 2021; Carmona & Díaz, 2022).

School Organizations

This academic institution must be established and structured such that its members socialize with one another, increase their economic production, respect one another's differences, and follow the organization's laws and procedures. In terms of social and personal growth, as well as national advancement, a school's exclusive responsibility is quite significant.

According to Açkaln (1994), who was referenced by Döş and Savaş (2015), schools are important for society since they are the most functional, concrete, and productive aspect of the educational system. The predetermined goals and expectations of the key stakeholders and the community as a whole will be met if schools only act in the proper way. The administrators must act in accordance with their responsibilities in order for the school's functions to be carried out properly and efficiently. As a result, each administrator must fulfill the requirements of their administrative function in order to fulfill the school's objective.

In the study of Sisman (2018), administrators must put in a lot of effort to promote learners' social, academic, emotional, moral, and artistic growth as well as their teachers' pleasure, efficient use of resources, goal-achievement, and environmental harmony if they want to run an effective school. With this, a school is expected to give pupils the tools they need to learn practically everything and to adopt new behaviors. Therefore, school leaders must possess strong leadership, high expectations for learners, a disciplined learning environment, high expectations for teachers, the conviction that every student can learn, effective classroom management, family involvement, and a well-organized curriculum (Cohen, Manion, & Morrison, 2014; Edmonds, 1979; Mortimore, 1993; Reynolds, 1995).

Reynolds, Sammons, Stoll, Barber, and Hillman (2016) discussed that the qualities of effective schools are professional leadership, common vision and goals, existence of a learning environment, high quality of learning and teaching, high expectations, positive support, monitoring the development of learners, and more. These authors were cited by Zzet Döş and Ahmet Cezmi Savaş (2015) in their study about Secondary school Administrators and Their Roles in the Context of Effective Schools. These are the primary attributes of successful schools, and only the actions of school administration can achieve them.

The Wallace Foundation identified five crucial duties of school administrators as leaders in creating learning environments that are better for teaching and learning. Creating a vision of academic success for all pupils is the first duty. Various studies on school leadership have found this first function to be critically important. A school-wide vision of dedication to high and acceptable standards that is associated with the mission and vision of the country must be identified and established by the school administrators, such as the school principals and school heads.

Making an environment conducive to education comes next. Conscious school administrators must ensure that the learning environment allows for comprehensive learning to be the main emphasis of the learners' everyday experiences. According to Vanderbilt researchers, such "a healthy school environment" is characterized by fundamentals like safety and orderliness as well as less obvious characteristics like a "supportive, responsive" attitude toward the kids and a feeling by teachers that they are a part of a community of professionals focused on effective teaching.

Developing others' leadership is third on the list. According to a leadership theory, school leaders must inspire others to build leadership skills among all members of the group to accomplish the organization's goals. According to research from the universities of Minnesota and Toronto, principals of successful schools are those that foster an environment that is conducive to learning. Furthermore, it showed how greater student performance on math and reading exams is linked to good leadership from all sources, including principals, powerful teachers, staff teams, and others.

The next duty is to enhance instruction. Effective school leaders are tenacious in their efforts to raise achievement while focusing on the caliber of instruction. The researchers from the University of Washington discovered that these school administrators work to define and promote high expectations, combat teacher isolation and fragmented effort, and establish personal connections with both teachers and learners. Additionally, school administrators support teachers' ongoing professional development. They encourage educators to continually learn new research-based techniques to improve the teaching and learning process and to spark debates about instructional tactics among themselves and in teams of educators.

Managing people, data, and procedures is the last step.

"In the grand scheme of things, schools may be little institutions, according to one research report. However, their leadership issues are far but little or straightforward." Effective leaders must utilize the available resources wisely in order to complete the task at hand. They must, in other words, be effective managers.

Effective leaders supported and encouraged their staff members while acknowledging that sometimes teachers don't work out, according to University of Washington studies. Therefore, it is an irrefutable fact that the majority of the academic institution's goals will be difficult to achieve without capable school administrators.

Leadership

Leadership language continues to be a mystery, and everyone wants to understand what it really means. Quite a few leaders in many fields have worked incredibly hard to pinpoint what is truly meant when one uses the term leadership. Various research and studies have committed their time to debating and having lengthy arguments about it.

Different definitions have stated that leadership is about motivating subordinates and demonstrating one's dedication to the organization. Not only must a person be genuinely committed, but they must also be aware of any basic flaws in themselves that limit their capacity for leadership.

Romano (2014) backs up this assertion. She said that the ability to inspire confidence and support among those who are necessary to achieve corporate goals is what it means to be a leader. Furthermore, she stated that leadership is an interpersonal influence directed through communication toward goal attainment; the influential increment over and above mechanical compliance with direction and orders; an act that prompts others to act or respond in a shared direction; and the pivotal dynamic force that stimulates and encourages the organization in the fulfillment of its thrusts and an eagerness to accept responsibility when the results are less than ideal.

The ideal precept that a good leader motivates his followers to inject pride and personal satisfaction into their work is still widely held. By showing their followers how their effort contributes to meaningful goals, outstanding leaders motivate their teams to reach new heights of performance. Morris (2008), on the other hand, was quoted by Daing (2015) as noting that developing a leader needs time, commitment, and patience because leaders do not emerge suddenly or in a vacuum.

An interpersonal influence with the aim of achieving the objectives set by the organization is leadership. The three obvious terms—interpersonal, influence, and goals—must be examined. As a result, a leader must manage a group of individuals as doing so requires interaction with people. A goal is the desired outcome, and influence is the ability to affect other people. Therefore, leadership is the capacity of a person to influence others in the direction of a goal.

However, when stating that one can discover excellent leaders within the school structure, Balena (2013) cited Sammons et al. (2007). They also emphasized that certain study findings and data from school inspections show that management and leadership are essential for any school to succeed. As a result, the importance of leadership in the academic setting has been consistently stressed by school performance and improvement.

Effective school leaders, such as principals, department heads, and other school administrators, are undoubtedly present in educational settings. The fulfillment of a school's goals and objectives depends heavily on the leadership and management styles of the school administrator, according to research findings and data from

school inspections. These studies have focused on the connection between the importance of leadership and the efficiency and advancement of the institution.

From a broad perspective, leadership involves the process of influencing others and the results that result between the leader and his subordinates with the goal of enabling the followers to pursue the corporate goals. This is consistent with the assertion made by Lunenberg and Ornstein (2017) that instructional leadership typically focuses on instructors' actions while they engage in routine tasks that have an impact on learners' development. In most notions of instructional leadership, formal administrative positions—typically those held by building principals and other school administrators—are given authority and sway. A school's needs for instructional leadership cannot be fully met by school administrators. Some people support the idea that teachers can be effective instructional leaders. Others dispute the notion that capable management can be replaced by instructional leadership. The majority of instances of modern instructional leadership models, however, focus on how leadership behaviors affect student achievement and other crucial educational outcomes.

The idea that learning should be prioritized above all else and that everything else should revolve around improving learning is inherent in the idea of instructional leadership. The activities taking place in the classroom must be known by instructional leaders. They are unable to understand some of the issues teachers and learners face in the classroom without this understanding. To comprehend instructor viewpoints and construct a foundation from which to make curricular decisions, instructional leaders must engage closely with learners to develop teaching approaches and methods.

Many educators agree that school administrators should act as instructional leaders rather than as general managers in their institutions. However, few school administrators, such as principals and department heads, as well as district supervisors, actually serve as true instructional leaders in the Philippines. The management of scheduling, reporting, managing relationships with parents and the community, and handling the numerous crises and unique situations that are unavoidable in schools occupy their days. They spend the majority of their time outside of class and even less time discussing instruction with teachers. They may schedule meetings and professional development opportunities for instructors, but they hardly ever offer thought leadership for improving teaching ability (Daing, 2015).

The position of instructional leader aids the school in keeping its attention on the core objective, which is to support the learning of all pupils (Blasen and Phillips, 2018). Only if teaching and learning become the main focus of the school and the main focus of the principal will there be a focus on results, student achievement, and high-level student learning (Blankstein, 2019). Establishing a shared expectation among teachers on student achievement is a crucial duty for principals. That is, principals must improve instructors' perceptions of learners' learning as a whole (DuFour, et al., 2016).

Doyle and Rice (2019) also cite Brewer (2001), who described the "dramatically different role" of the principal as an instructional leader, one that calls for concentrating on instruction, creating a community of learners, sharing decision-making, maintaining the fundamentals, maximizing time, supporting ongoing professional development for all staff members, redirecting resources to support a multifaceted school plan, and fostering an atmosphere of integrity, inquiry, and continuous improvement. Brewer proposes that the function of the instructional leader be enlarged to include a transition from "management," which involves participating in the system of administrative responsibilities, toward "leadership" (working on the system).

School leaders must create and maintain systems and cultures that support both individualized and collaborative learning. In other words, teachers must foster a culture where new ideas and methods are actively embraced into the curriculum. When there are conducive conditions in the school, such as exceptionally strong leadership, teachers are more likely to pursue their group and individual learning (Northouse, 2015). Schools are more likely to be able to utilize both internally and externally generated information when teachers work together to discuss concerns pertaining to student learning. If teachers are included in a situation where meaningful and persistent interaction with researchers occurs in an equitable environment, they may be willing users of research knowledge (Blankstein, et al., 2019).

Sahin (2017) noted that administrators or principals should exhibit instructional leadership abilities that would support the development of the organization's unity of vision and mission and enhance the culture of both growth and education. The results of earlier investigations (Alig-Mielcarek, 2013; Blase ve Blase, 2004; Budhal, 2000; DuPont, 2009; Lord, 2001; Miles, 2002; O'Donnell, 2003) provide support for this recommendation.

According to the National Association of Secondary school Principals (2021), instructional leadership is the process of facilitating learning communities where staff members regularly gather to talk about their work, work together to solve problems, reflect on their roles, and take ownership of learners' learning. In a learning community, instructional leaders prioritize adult learning, establish high standards for performance, foster a culture of lifelong learning for adults, and secure the support of the neighborhood for the success of the school.

According to Lashway (2015), school officials like the principle should have particular skills to carry out their duties as instructional leaders. The specific talents suggested included interpersonal, planning, instructional observation, research, and evaluation abilities.

On the other side, Daing (2015) quoted Downey, et al. (2009) to highlight the idea that instructors need to be given the support, teaching resources, and training they require in order to assist all learners in achieving high performance levels. Teachers specifically need access to curriculum manuals, publications, or specialized training associated with the academic program. Lessons or teaching units that align with curriculum objectives must be available to them. They require instruction in identifying learning gaps using testing findings.

In her study, Balena (2013) quoted Day et al. (2007), who defined instructional leadership as a collaborative effort to improve the caliber of teaching and learning. They came to the conclusion that the main elements of instructional leadership include creating direction, developing people, collaborating, and using data and research as indicators of the efficacy of teaching and learning.

An academic institution's overall performance and the success of improvement programs at a school depend heavily on the instructional leadership of the school administrators. Their main responsibility is to make sure that learning and achievement are promoted for all learners. They can only fulfill this enormous responsibility if they invest time in fostering learning, fostering collaboration, providing support, and aiding in the improvement of the school's curriculum, assessment, and instruction, all of which have a significant impact on the teacher's effectiveness and performance.

Teachers' Performance and Self-Efficacy

The quality of the educational system has a major impact on instructional effectiveness. Teaching and learning are the primary aims of education; all other pursuits are secondary. Both principals and teachers should freely exercise leadership in areas pertaining to instruction. Teachers give the lessons in the classroom, are skilled in curriculum and instruction, and have a thorough understanding of their subject matter. Professional discussions and growth should be on ways to improve instruction, student learning, and effective teaching methods. The creation of a school climate that supports the very best instructional methods is the responsibility of instructional leaders like department heads and school principals. Therefore, they should work together with teachers to improve teaching and learning as their main priority.

The idea that teacher quality is a crucially essential driver of student growth and accomplishment, as well as later life consequences, has recently gained support in the research community (Sanders & Rivers, 1996; Aaronson, Barrow, & Sander, 2007; Rockoff, 2004; Rivkin, Hanushek, & Kain, 2005; Chetty et al., 2011). on how to methodically promote advances in the caliber of the teacher workforce, there is, however, less widespread consensus. Despite the fact that districts and schools spend a lot of money on in-service training and other forms of teacher professional development, the effectiveness of these initiatives is shockingly poorly supported by rigorous research. Furthermore, very little of this professional development is based on thorough evaluations of the abilities and limitations of particular instructors in the classroom. Furthermore, virtually little data on observable teacher characteristics that can reliably predict teacher quality have been produced by decades of empirical research.

On the other hand, the Philippine Department of Education has created and implemented programs that assess teachers' performance and award them accordingly. The Department of Education (DepEd) has provided details

regarding the establishment of a set of guidelines that aims to provide systematic and evidence-based mechanisms, procedures, and criteria for the granting of PBB in the DepEd in DepEd Order No.33, Series of 2014, Guidelines on the Granting of Performance-Based Bonus for the Department of Education Employees and Officials for fiscal Year 2013. The government is working to rationalize, harmonize, streamline, simplify, and unify the efforts of all the agencies in order to realize the commitments in the Philippine Development Plan 2023-2028 and the Administrative Order (AO) No. 25 issued by the President on December 21, 2011, titled Creating an Inter-Agency Task Force on the Harmonization of the National Government Performance, Monitoring, Information, and Reporting Systems.

The government's decision to provide performance-based bonuses to all public school teachers is based on the conviction that rewards are related to a variety of performance indicators for teachers. In fact, according to Dee and Wyckoff (2018), efforts to create and implement new programs to evaluate and reward teacher performance have been prompted by discontent with compensation (Johnson & Papay, 2019).

Teachers are firmly convinced that they have the ability to influence learning and accomplishment among pupils, including those who are academically challenged, because of their exposure, training, and foundations. The self-efficacy of the teachers is explained by this idea.

Self-efficacy has received significant attention in educational research, particularly in the study of academic accomplishment, motivation, and self-regulation (Almario, 2016; Artino Jr., 2017).

In the academic setting, such as instructional methods and other classroom methodologies and approaches, the teachers' confidence in their capacity to carry out various responsibilities has a significant impact. Likewise, it was discovered that many student results were closely related to teachers' efficacy perceptions (Artino Jr., 2017; Kirk, 2015).

Practically speaking, pupils learn a lot more effectively from professors who deeply inculcate a strong sense of efficacy than from those who exhibit uncertainty and lack of confidence. According to Towner (2010), teachers who have a strong sense of efficacy spend more class time to academic learning, help struggling learners, and appropriately congratulate learners on their academic achievements. However, those with low self-efficacy spend more time engaging in extracurricular activities, become quickly irritated when learners do poorly, and criticize their pupils for their mistakes.

METHODS

Research Design

The main goal of this study was to examine teachers' self-efficacy and their perceptions of their school heads' instructional leadership skills in the secondary schools of Macabebe District, SDO Pampanga.

In order to correlate the instructional leadership abilities of the school administrators and the teachers' self-efficacy, the study employed descriptive correlational analysis. A descriptive research design, according to Polit & Beck (2011), aims to describe, explain, and understand conditions, practices, structures, distinctions, or relationships that are present, beliefs that are held, processes that are taking place, and trends that are clearly visible. But when looking for relationships between variables, the correlation research is usually employed. The study's methodology is suitable for examining relationships between different factors (Davis, Gamble, Humphries, Mitchell, & Pendergrass, 2011). This study aimed to clarify and explore an in-depth analysis and determine whether there is a significant relationship among the research factors.

Research Locale

The study was conducted in the public secondary schools under Macabebe District, Schools Division Office of Pampanga, during the school year 2024–2025. Cabanatuan City is one of the major educational centers in Nueva Ecija, serving a large number of learners from different social, economic, and cultural backgrounds. As such, its

public secondary schools provide a meaningful setting for examining teachers' self-efficacy and their perceptions of school heads' instructional leadership skills.

The selection of Macabebe District, SDO Pampanga as the research locale was appropriate because public secondary schools in the division are directly involved in the implementation of basic education programs, curriculum reforms, instructional supervision, and school-based management practices. In these schools, teachers work closely with school heads in carrying out teaching and learning activities, making the locale relevant to the purpose of the study. Since the study focused on the relationship between teachers' self-efficacy and their perceptions of instructional leadership, the public secondary schools in the division provided a suitable environment where such leadership practices and teacher experiences could be observed and assessed through the responses of the participants.

Participants and Sampling Technique

The respondents of the study were the public secondary school teachers in the Schools Division Office of Cabanatuan City during the academic year 2023–2024. These teachers were chosen because they are directly engaged in classroom instruction and are in a position to evaluate both their own teaching confidence and their school heads' instructional leadership practices.

As classroom teachers, they experience the day-to-day realities of teaching, including lesson planning, student engagement, classroom management, assessment, and the use of instructional strategies. At the same time, they work under the guidance and supervision of their school heads, who are expected to provide instructional direction, support professional development, monitor teaching performance, and promote a positive learning environment. For this reason, the teachers were considered the most appropriate respondents for the study.

Their responses were valuable in determining how teachers perceive their own level of self-efficacy and how they view the instructional leadership skills of their school heads. Since teachers are directly affected by leadership practices within the school, their perceptions provided important insights into the relationship between school leadership and teacher confidence in performing instructional responsibilities.

The study involved public secondary school teachers from Macabebe District, Schools Division Office of Pampanga as respondents. The researcher used a stratified random sampling technique to ensure that the selected participants represented the population of public secondary school teachers in the division during the academic year 2024–2025.

Research Instrument

The first section of the questionnaire is designed to collect the respondents' sociodemographic data. The information gathered in Part 2 was used to describe the instructional leadership abilities of school administrators. The questionnaire was adopted and modified from the study "Leadership Practices of School Heads in Public Schools" by Dellomas and Deri (2022), which is based on the Philippine Professional Standards for School Heads (PPSSH), developed by the Department of Education under DepEd Order No. 24, s. 2020. This order outlines the competencies required for effective school leadership, specifically in the areas of instructional leadership skills.

The questionnaire assessed the instructional leadership skills of school administrators in four key areas: resource provider, instructional resource, communicator, and visible leader. Each area contains ten items. Respondents could select Always (A), Sometimes (SO), Seldom (S), or Never (N) based on a Likert scale. The affirmative statements were scored as follows: 4 for Always, 3 for Sometimes, 2 for Seldom, and 1 for Never. The researcher conducted interviews with the school administrators to gather additional qualitative data on their instructional leadership abilities.

It also assesses the self-efficacy of teachers in three areas: student engagement, instructional strategies and classroom management. Each area contains five items. Respondents could select Very High (VH), High (H), Moderate (M), Low (L) or Very Low (VL) based on a Likert scale. The affirmative statements were scored as follows: 5 for Very High, 4 for High, 3 for Moderate, 2 for Low, and 1 for Very Low.

Data Gathering

The study's data collection and information were treated with the utmost confidentiality. This was done to avoid annoyed or insulting comments from readers and other participants or respondents in or interested in this study. Once the data were arranged and presented, either in a tabular or textual manner, they were statistically treated based on a .05 level of confidence for the quantitative portions of the study. The researcher followed the guidelines for evaluating the research study. Frequency counts and survey response percentages had been used to qualify and quantify the data. These data had been translated into indices for the teaching-learning process, administrative leadership style, and instructional leadership style, which are the three main areas of the study. The appropriate statistical analysis of the variables was performed at a significance level of .05. The outcomes were then carefully scrutinized and evaluated. Nominal and ordinal scales are used to categorize and quantify the data collected by the instrument. Using a four-point Likert scale, the results were reported, and their importance is evaluated. These data were transformed into new levels of measurements and used for the statistical analysis of the study's variants or variables. Furthermore, using the proper parametric or non-parametric test, the variances were examined at the .05 level of significance. This was done in order to satisfy the requirements of the issues raised by the difficulties, as well as the analysis and interpretation of the solutions and claims made by the hypotheses. The scores or data shown in the list of tables were discussed, statistically assessed, and interpreted to arrive at the desired results and conclusions.

Data Analysis

The following methods, treatment and statistical tools were used to process, tabulate, and analyze the data gathered:

Cronbach's Alpha. This tool was used to measure the reliability and internal consistency of the instrument for this study.

Percentage. This was used to calculate or compare the proportion of responses that are frequent compared to the total number of responses.

Frequency count. This was used to analyze the data based on how frequent the respondents chose a certain respondent.

Weighted mean. This was used to identify learners' adjustments to modular distance learning. Consequently, a set of Likert scales was utilized to interpret the data.

The Pearson correlation coefficient. Also known as Pearson product-moment correlation coefficient r is a measure to determine the relationship (instead of difference) between two quantitative variables (interval/ratio) and the degree to which the two variables coincide with one another—that is, the extent to which two variables are linearly related: changes in one variable correspond to changes in another variable.

Ethical Consideration

This study will be conducted with careful attention to ethical standards in research, particularly because it involves teachers as human participants. The researcher recognizes that the respondents' views, experiences, and perceptions must be treated with respect, fairness, and confidentiality throughout the entire research process.

Before the conduct of the study, permission will be sought from the appropriate school authorities. The researcher will secure approval from the school head, district office, division office, or other concerned officials, depending on the required protocol of the institution. This is to ensure that the study is properly authorized and aligned with school policies and ethical research procedures.

The participation of the teacher-respondents will be voluntary. They will be informed about the purpose of the study, the nature of their participation, and how the data will be used. The respondents will also be assured that they have the right to decline participation or withdraw from the study at any time without fear of penalty, judgment, or negative consequences. This is important to ensure that no teacher will feel pressured or forced to take part in the research.

Informed consent will be obtained from the respondents before they answer the research instrument. The consent form will explain the objectives of the study, the expected time needed to complete the questionnaire, the confidentiality of their responses, and their rights as participants. By giving their consent, the respondents will show that they understand the study and willingly agree to participate.

Confidentiality and anonymity will be strictly observed. The names of the respondents will not be written or disclosed in the study. Any information gathered will be used only for academic and research purposes. The responses will be presented in summarized form, and no individual teacher or school head will be personally identified in the results, discussion, or recommendations. This will help protect the privacy and dignity of all participants.

The researcher will also ensure that the study will not cause harm to the respondents. Since the research focuses on teachers' self-efficacy and their perceptions of school heads' instructional leadership skills, the respondents may be sharing honest views about their professional experiences. For this reason, the researcher will handle all responses with sensitivity and neutrality. The data will not be used to criticize, evaluate, or negatively label any teacher or school head.

Objectivity will be maintained in the collection, analysis, and interpretation of data. The researcher will avoid manipulating the results or presenting findings in a misleading way. The data will be analyzed honestly and accurately to reflect the actual responses of the participants. The researcher will also acknowledge all sources used in the study to avoid plagiarism and to give proper credit to authors and researchers whose works contributed to the development of the research.

Finally, all gathered data will be kept securely. Printed questionnaires, consent forms, and electronic files will be stored in a safe place accessible only to the researcher. After the study has been completed and the required retention period has passed, the data will be properly disposed of or deleted. Through these ethical measures, the study will uphold the rights, privacy, and welfare of the respondents while ensuring the integrity and credibility of the research.

RESULTS AND DISCUSSION

The age distribution of individuals who participated in the survey. This demographic information is essential for contextualizing the findings and understanding the representation across various age groups.

The distribution of respondents according to age, as shown in the data 185 or 34.13% of the respondents were under the age bracket of 31-40 years old, 158 of them or 29.15% were 41- 50 years old, 109 or 20.11% are 20 to 30 years old, and the remaining 90 or 16.61% were at the age bracket of 51 years old and above.

Based on the data, most of the respondents were from the age ranges of 31 to 40 and 41 to 50 years old. The data implied that most of the respondents were middle-aged. The age of teachers can significantly influence their leadership styles and decision-making abilities. Recent studies highlight that age-related factors play a crucial role in shaping how teachers lead and make decisions in educational settings. Older teachers often bring a wealth of experience and maturity, which can lead to more effective decision-making and leadership that emphasizes stability and long-term goals, Parveen, Quang Bao Tran, Kumar, and Shah (2022). This is because they have likely been in the field for a number of years and have amassed a wealth of knowledge and skills that can be useful for their schools. Furthermore, middle-aged teachers are likely to possess a thorough knowledge of the educational system and to have built a professional network that will be helpful to their school.

On the other hand, younger teachers are more open to new ideas and more ready to take chances than middle-aged teachers, who may be less inclined to be receptive to new teaching techniques or technology (Darling-Hammond, 2017).

463 out of 542 respondents, or 85.42%, were females, and the remaining 79 or 14.58% were males. Looking at the data, the majority of the respondents were females. It can be implied that there were more females than males in the education workplace. In the study of Ling (2018), having female teachers may have a good impact on student

results. It was found that female teachers had higher graduation rates and attendance rates for both male and female learners. Other research has revealed that female teachers place a greater emphasis on student assistance and academic accomplishment (Murphy & Hicks, 2016).

In terms of the highest educational attainment, 349 or 64.39 % of the respondents finished their Bachelor's Degree, 183 or 33.76% have their Master's Degree, and the remaining 10 respondents or 1.85% finished their Doctorate Degree. It implies that the majority of the respondents were not pursuing their post-graduate studies. This can be justified by the fact that the majority of them had just attained a Bachelor's Degree. The limited pursuit of further education could be due to several factors, including the possibility that these individuals are entering the workforce to gain practical experience, financial constraints that deter them from immediately pursuing higher education, or a lack of interest in continuing their academic journey at this stage

According to the study of Simon, Christie, Heck, Graham, and Call (2018), teachers who do not seek post-graduate courses may be disadvantaged in terms of knowledge and abilities. It was discovered that teachers without post-graduate education were less likely to have the knowledge and abilities needed to lead classes effectively, it was revealed that teachers without post-graduate degrees may be less effective at implementing evidence-based policies and enhancing student results.

The profile of the respondents in terms of years of service. Based on the data, the largest group, consisting of 270 respondents or 49.75%, have been in service for 11 years or more. This significant portion indicates a strong presence of seasoned professionals with substantial experience in their chosen field. A high percentage of long-serving individuals indicates a stable workforce and may reflect positively on employee retention and job satisfaction within the organization or sector. On the other hand, 150 or 27.64% stayed in service for 5 years and below. This number of relatively new employees highlights ongoing recruitment and possibly growth within the organization. It also points to the potential for fresh perspectives and new ideas being introduced into the workplace. The remaining 122 respondents, accounting for 22.61%, have been in service for 6 to 10 years. This middle group represents a balance between new and seasoned employees, likely possessing a mix of both established knowledge and recent skills.

Given this, Ingersoll (2001) emphasized that teachers who have been in their positions for a longer period of time may have a higher degree of knowledge and expertise. Experienced school teachers have probably dealt with a wide range of circumstances and have acquired a lot of information and abilities that may be helpful to their schools. They could be better able to handle challenging circumstances, make wise choices, and raise their school's general performance.

In terms of being a resource provider, the respondents perceived that item 1, "He/She updates teachers about the current research and practices through presentations or e-mails" and item 8, "He/She ensures that teachers have materials necessary for the successful execution of their jobs," received the highest weighted mean of 3.76, which was verbally described as "always." On the other hand, item 4, "He/She fosters team building and collaboration to improve instruction," acquired the lowest weighted mean of 3.64 but still has a verbal description of "always." The data also presented that the school head's instructional leadership skills in terms of resource provider acquired an overall weighted mean of 3.71, that had been verbally described as "always."

The results show that the respondents perceived that their school heads constantly inform teachers about the most recent research and practices through presentations or emails, assist teachers in finding alternative teaching materials to give them more practice with specific skills, keep themselves informed of the many changes and resources in education to give teachers opportunities to develop innovative lessons, and encourage teamwork and collaboration to improve instruction. Additionally, they ensured that teachers have the tools they need to do their jobs effectively, frequently use a variety of communication and dissemination skills to share information and resources, including school-based training to help improve the performance of teachers, and inspect instructional equipment. These duties are in addition to recommending, ordering, or authorizing the purchase of instructional materials, supplies, equipment, and visual aids designed to meet student educational needs.

According to the study of Harris, Day, and Hopkins (2014), certain qualities and skills are associated with effective school leadership in terms of being a good provider to the school. Effective school leaders are those who

can effectively allocate resources and manage finances, create a positive school culture and climate, and build strong relationships with stakeholders. Moreover, it was discovered that effective school leaders are those who can provide teachers and learners with the resources and support they need, establish clear priorities and goals, and foster a culture of accountability and continuous improvement.

In terms of instructional resources, the respondent perceived that item 2 “He/She evaluates the effectiveness of instructional programs of the school and applies remedial actions in areas requiring remediation,” acquired the highest weighted mean of 3.75, which was verbally described as “Always.” On the other hand, item 7, “He/She observes work of teaching staff to evaluate performance and recommend changes that could strengthen teaching skills,” got the lowest weighted mean of 3.68 with a verbal description of “Always.”

Moreover, the respondents perceived their school heads’ instructional leadership skills in terms of instructional resources with an overall weighted mean of 3.72, which was verbally described as “always.”

The results depicted that the respondents perceived that their school heads observe the work of the teaching staff to evaluate performance and recommend changes that could strengthen teaching skills, they evaluate the effectiveness of the school's instructional programs, and apply corrective actions in areas that require correction. In addition, they facilitate professional learning among teachers for the improvement of instruction, and work with them to collect, analyze, and disseminate data related to the quality of instruction. Additionally, they organize or host conferences and training sessions for teachers on topics like new classroom procedures, instructional tools, and equipment. They assist teachers with managing and organizing their classrooms, interpreting test results to assess each student's abilities and performance, and sharing their knowledge and expertise with them.

As highlighted in the study of Lin, Liang, and Tsai (2017), having access to quality instructional resources is crucial for learners' academic success and learning; for instance, learners who have access to excellent teaching resources and materials perform better academically. Moreover, if the teachers have access to top-notch instructional resources are better equipped to adopt successful teaching strategies and enhance student results.

In terms of being a communicator, the respondents perceived their school heads as described by item 1, “He/She models effective skills in listening, presenting ideas, leading discussions, clarifying and identifying the needs of self and others in order to advance shared goals and professional learning,” had the highest weighted mean of 3.80 with a verbal description of “Always.” On the other hand, item 2, “He/She provides constructive feedback to colleagues to strengthen teaching practice and improve student learning,” got the lowest weighted mean of 3.67, which was verbally described as “Always.”

Moreover, the variable “communicator” perceived an overall weighted mean of 3.73 with a verbal description of “always.”

According to this, respondents observed that their school heads always demonstrate effective skills in listening, presenting ideas, leading discussions, clarifying and identifying the needs of self and others in order to advance shared goals and professional learning; they provide constructive feedback to colleagues to strengthen teaching practice and improve student learning, they organize information and ideas to be discussed during meetings, and they foster a climate of trust and critical thinking. Furthermore, they consistently motivate teachers to collaborate to promote changes in instructional practices to improve student learning, lead formal and informal group discussions, serve as team leaders to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs, and demonstrate collegiality with teachers, non-teaching staff, and parents.

According to Dimmock, Walker, and Murphy (2011), excellent communication skills are vital for school heads in efficiently leading and managing the school. In this regard, school leaders with great communication skills may foster a positive school culture, establish clear goals and expectations, and develop strong relationships with teachers, staff, and other stakeholders. Moreover, it was discovered that effective school leaders are those who can effectively communicate with teachers and other staff, set clear expectations and goals, and foster a culture of trust and collaboration inside the school.

The Instructional Leadership Skills of the School Head in terms of Visible Leader. Looking at the data, it was found that item 3, “He/She attends meetings with the principal to share and discuss matters related to instructional

concerns,” got the highest weighted mean of 3.87, with a verbal description of “always.” On the other hand, item 2 “He/She arrives punctually to work, programs and meetings,” item 5 “He/She provides accessibility with teachers to discuss matters affecting curriculum and instruction,” and item 9 “He/She acknowledges the quality of output in teachers’ and pupils’ activities such as convocations, organizational meetings, and others” all got the lowest weighted mean of 3.75.

The data presented that the variable “Visible Leader” acquired an average weighted mean of 3.80, verbally described as “always.” Based on the result, respondents perceived that their school heads always participate in in-service activities related to her duties, that they arrive on time to work, programs, and meetings, that they attend meetings with the principal to share and discuss matters related to instructional concerns, they participate in joint parent-teacher meetings as agreed upon with the classroom/subject teacher, and that they provide accessibility with teachers to discuss matters affecting curriculum and instruction. Furthermore, they always attend and/or participate in any activity organized by the pupils or teachers, provide positive feedback to teachers regarding their behavior and performance, mediates and interacts in a parent conference when appropriate, especially if it involves a complaint about teachers, recognizes the quality of output in teachers’ and student’s activities such as convocations, organizational meetings, and others, and finally, they make themselves available for meetings.

A study published by Leithwood, Harris, and Strauss (2019) found that visible leaders in schools, such as principals and assistant principals, have an important impact on defining school culture and climate. The study discovered that when school leaders are visible and actively involved in the day-to-day activities of the school, teacher morale and student achievement improve. Furthermore, when leaders are visible and approachable, it can lead to enhanced trust and communication between employees and administration, which can lead to higher school performance.

The teachers’ assessment of their self-efficacy in terms of student engagement. As presented in the data, question 1, “Do you facilitate your learners’ value learning?” got the highest weighted mean of 4.77, which can be verbally described as “very high.” On the other hand, question 2, “Do you inspire learners who show low interest in school work?” got the lowest weighted mean of 4.68, but still with a verbal description of “very high.”

Looking at this, the respondents perceived student engagement with an average weighted mean of 4.71, which was verbally described as “very high.” This meant that teachers helped their learners appreciate learning, inspired learners who showed little interest in schoolwork, helped them think critically, and encouraged student resourcefulness; they were also able to connect with the most challenging learners.

In the study of Pekrun, Elliot, and Maier (2018), they discovered that excellent student engagement is critical for the well-being of students in school. According to the study, better teacher-student connections are associated with higher motivation, self-esteem, and academic accomplishment for learners. The authors also point out that these interactions can guard against stress and bad mental health effects.

In terms of instructional strategies, question 3, “Do you reply to difficult questions from your learners?” got the highest weighted mean of 4.68 and was verbally described as “very high.” In contrast, question 1, “Do you use a variety of evaluation strategies?” acquired the lowest weighted mean of 4.58, but still with a verbal description of “very high.”

Based on all the responses, instructional strategies acquired an overall weighted mean of 4.63 that was verbally described as “very high.” In this regard, it was discovered that teachers were very efficient in the use of a variety of evaluation strategies, the creation of good questions for the learners, the answering of various questions from the learners, the fitting of lessons based on the learning capacities of the learners, and the provision of appropriate challenges for quick learners.

Hong and Chiu (2017) stated that teachers’ instructional practices can have a considerable influence on student learning results. Furthermore, some strategies, such as direct instruction, inquiry-based learning, and problem-based learning, were beneficial in raising student accomplishment. The authors also point out that using technology in the classroom can improve the effectiveness of these strategies.

In terms of classroom management, question 2 “do you encourage learners to follow classroom rules?” got the highest weighted mean of 4.77 with a verbal description of “very high.” On the other hand, question 4 “do you respond to defiant learners?” got the lowest weighted mean of 4.61 but still verbally described as “very high.”

According to all the responses, classroom management had an overall weighted mean of 4.70, verbally described as “very high.” According to the results, the respondents are efficient in controlling disruptive behavior in the classroom, motivating learners to obey classroom rules, developing classroom management with each group of learners, dealing with recalcitrant kids, and creating routines to keep activities moving smoothly.

According to studies, teachers with effective classroom management abilities have more favorably influenced classrooms in terms of student academic success. Moreover, learners in classes with efficient management enjoy higher academic accomplishment, have

better attendance, and have fewer behavioral difficulties (Wong and Wong, 2018) Furthermore, classrooms with successful management have a more pleasant environment, which is linked to increased student involvement and motivation (Emmer and Sabornie, 2015). These findings showed that good classroom management is an important part of teaching that can have a major impact on student achievement.

The result of the correlation analysis between the profile of the respondents and the perceived instructional leadership skills of their school Heads. Based on the data, the age and years in service are significantly related to their assessment of the instructional leadership skills of their school heads. The older and more experienced in service the respondent is, the higher is his/her assessment of the instructional leadership of their school heads.

The result was similar to the study of Reeves, Darling-Hammond, and Adamson (2016), which discovered that older and more experienced teachers have more favorable perceptions of their school heads' instructional leadership than younger and less experienced teachers. According to the study, older and more experienced teachers may have a better awareness of the complexity of school leadership and are more inclined to recognize their school leaders' efforts. Moreover, more experienced teachers may have a bigger stake in their school's performance and be more likely to value their school leaders' instructional leadership.

The correlative analysis on the relationship between instructional leadership skills of school heads as perceived by teachers and teachers' assessment of self-efficacy. Based on the results, there is a highly significant relationship between the instructional leadership skills of school heads as perceived by teachers and the teachers' self-assessment of their own efficacy. This means that these two variables have strong connections and are linked with each other. The increase in the teacher's self-efficacy is highly significantly related to the quality of the instructional leadership of the school heads. If the school heads have good instructional leadership, the teachers' efficacy will increase; on the other hand, poor instructional leadership of school heads will result in low self-efficacy of teachers.

According to Hallinger and Wang (2015), teachers who have greater levels of self-efficacy are more likely to see their school leaders as instructional leaders and to have more favorable opinions of their school leaders' instructional leadership. This shows that teachers who trust in their own talents are more likely to regard their school leaders as successful instructional leaders and to have higher expectations of their school leaders' instructional leadership. These findings have consequences for school leaders because they imply that increasing teachers' self-efficacy can lead to more positive perceptions of the leaders' instructional leadership, which can lead to higher student accomplishment.

CONCLUSION

The majority of the respondents were middle-aged female teachers who held a bachelor's degree and had been in the service for more than 10 years, while only a few had pursued postgraduate studies. The teachers perceived their school heads as effective in instructional leadership, particularly in terms of communication and promoting a clear vision for the school. Moreover, the teachers rated their self-efficacy as very high across the three areas of student engagement, instructional strategies, and classroom management. The findings also revealed a

significant relationship between teachers' age and years of service and their perceptions of school heads' instructional leadership, indicating that older and more experienced teachers tended to have higher expectations of their school heads. Furthermore, a highly significant relationship was found between the instructional leadership of school heads and teachers' self-efficacy, suggesting that stronger instructional leadership is associated with higher levels of teacher self-efficacy.

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