

Associating Instructional Leadership of School Heads and Self Efficacy of Teachers: Pivotal Outcomes

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ABSTRACT

This study assessed the status of instructional leadership of school heads and its relationship with teachers' self-efficacy in selected schools within the Tudela District, Camotes, Cebu Province Division for the School Year 2024-2025. The study utilized a descriptive-correlational research design. An adapted and modified questionnaire was employed to gather data and analyze the correlation between instructional leadership and self-efficacy. The school heads were aged 41–50, females, married, master's degree holders, with 6–10 years of experience, and had attended national-level training. The teachers were aged 31–40, female, held a master's degree, had 6–10 years of service, received an outstanding performance rating, and participated in division-level training. Results indicated that school heads demonstrated a high level of instructional leadership in resource provision, instructional support, communication, and supervision. Teachers exhibited a strong sense of self-efficacy in instructional strategies and learner engagement, while classroom management was rated as moderately extensive among teachers and highly extensive among school heads. A significant relationship was found between instructional leadership and teachers' self-efficacy, underscoring the crucial role of effective leadership in fostering teacher confidence and instructional effectiveness. The study concludes that instructional leadership positively influences teachers' self-efficacy. It is recommended that the proposed Instructional Plan be utilized to enhance instructional leadership practices, strengthen teacher development, and improve overall teaching and learning outcomes.

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KEYWORDS: Administration and Supervision, Descriptive – Correlational Design, Instructional Leadership, Self – Efficacy, Resource provision, Instructional Strategies, Instructional Plan, Content Analysis, Content Analysis, City of Mandaue, Cebu.

1. THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Instructional leadership is widely regarded across the globe as a critical influence on improving both teacher confidence and student achievement. According to a meta-analysis conducted by Alanoglu (2022), there is a moderately positive correlation between school principals' instructional leadership and teachers' sense of self-efficacy, emphasizing the broad impact of effective leadership on educators' belief in their capabilities. Key components of instructional leadership include establishing clear objectives, overseeing curriculum implementation,

evaluating lesson plans, and supporting professional development—each playing a vital role in nurturing a productive and supportive educational environment (Hallinger, 2021).

Li et al. (2023) discovered that principals' instructional leadership plays a vital role in enhancing teacher professional development, with teacher self-efficacy acting as a key mediator. This finding underscores how leadership can drive educational improvement by building teacher confidence. Through offering sufficient resources, ongoing

training opportunities, and mentorship, this leadership approach strengthens teachers' belief in their own instructional skills (Robinson et al., 2020). Additionally, it fosters a cooperative and supportive school environment where educators feel encouraged and inspired to adopt innovative teaching strategies (Leithwood & Sun, 2022).

Strong instructional leadership is essential for improving educational systems around the world, according to international organizations like UNESCO and the Organization for Economic Cooperation and Development (OECD) (OECD, 2023). Research shows that nations with established programs for instructional leadership had greater student achievement, higher rates of teacher retention, and better-quality instruction (Bush, 2021). Therefore, knowing how instructional leadership affects teacher self-efficacy is essential to the ongoing development of international educational systems.

In the Philippines, the educational landscape is evolving with reforms aimed at improving teaching quality and student performance. The K-12 curriculum, implemented to enhance students' global competitiveness, requires strong instructional leadership to support teachers in adapting to curriculum changes and new pedagogical approaches (SEAMEO INNOTECH, 2022). Research indicates that Filipino teachers' self-efficacy is crucial for effective instructional strategies and student engagement.

A study by Magno and Lizada (2023) revealed that teachers with higher self-efficacy are more adept at implementing diverse instructional strategies, leading to improved student outcomes. This finding aligns with the national emphasis on enhancing teacher competencies to meet educational standards. Additionally, the implementation of the Basic Education Development Plan (BEDP) 2030 aims to strengthen teacher capacity-building programs, recognizing that effective school leadership contributes significantly to improved teacher performance and motivation (DepEd, 2022).

The Philippines faces challenges such as teacher shortages, resource constraints, and disparities in school leadership quality. Instructional leadership plays a vital role in addressing these issues by fostering professional learning communities, providing continuous support, and ensuring effective instructional supervision. Studies suggest that when school leaders actively engage in instructional leadership, it significantly enhances teachers' self-efficacy and, consequently, student learning outcomes (Garcia & Cruz, 2021).

Policies that emphasize the value of instructional leadership in schools have been put into place by the Philippine Department of Education (DepEd). The duty of school administrators to establish a nurturing atmosphere that fosters teacher development and student success is emphasized in the Philippine Professional Standards for Teachers (PPST) (DepEd, 2017). Furthermore, DepEd Memorandum No. 50, series of 2020, identifies key areas for professional development among teachers and school leaders, with the goal of consistently improving educator competencies to boost student learning outcomes (DepEd, 2020).

Schools encounter difficulties at the local level that call for strong instructional leadership. Romero (2024) showed a strong correlation between teachers' self-efficacy and shared instructional leadership techniques in the Davao Region. This implies that when school administrators work together with teachers, instructors become more confident in their ability to educate, which enhances student performance as a whole.

The researcher selected this topic to explore the critical link between instructional leadership and teacher self-efficacy within the Philippine context. Understanding this relationship is vital for developing strategies that empower teachers, improve teaching methods, which will ultimately lead to better learning results for students. By concentrating on this topic, the study hopes to offer evidence-based perspectives that can guide leadership development initiatives and policy choices, advancing the Philippine educational system.

Theoretical Background

One of the foundations of this study is Transformational Leadership Theory, which was first presented by Burns in 1978 and then by Bass in 1985. This theory highlights how leaders encourage, inspire, and intellectually challenge their followers. In the context of education, instructional leaders who exhibit transformational leadership behaviors—such as providing a shared vision, encouraging professional development, and fostering collaboration—can significantly enhance teachers' self-efficacy (Leithwood & Jantzi, 2006). Research suggests that transformational school leaders who support teachers with professional growth opportunities and constructive feedback increase teachers' confidence in their teaching abilities (Sun & Leithwood, 2020).

Additionally, this is based on Social Cognitive Theory, which highlights how human conduct is influenced by self-efficacy. According to Bandura (1997), self-efficacy is the conviction that one can

achieve specific goals or tasks. Within the educational context, instructional leadership enhances teacher self-efficacy through various means, such as observing skilled peers (vicarious experiences),

receiving encouragement from school leaders (verbal persuasion), and gaining confidence through successful teaching experiences (mastery experiences) (Tschannen-Moran & Hoy, 2001).

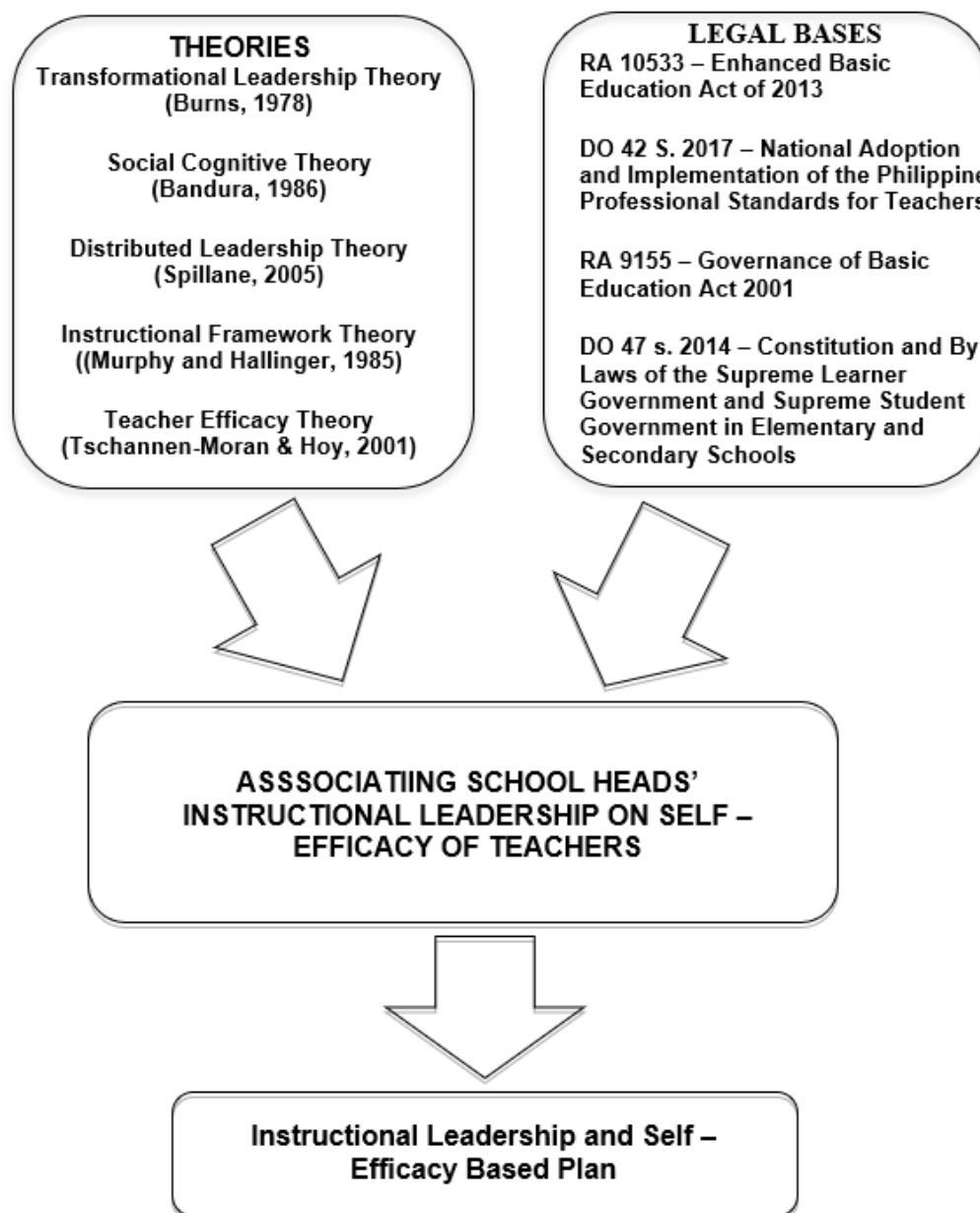


Figure 1 The Theoretical Framework

Principals who provide a supportive instructional environment and professional development opportunities foster higher teacher self-efficacy, leading to better instructional outcomes (Goddard et al., 2021).

This is also connected to the self-efficacy paradigm created by Tschannen-Moran and Woolfolk Hoy (2001), who define teacher efficacy as the conviction that teachers have in their capacity to influence students' learning in a positive way, even in the face of adversity. Their model outlines three main components: efficacy in engaging students, applying instructional strategies, and managing the classroom. These beliefs are influenced by key factors such as successful teaching experiences, learning by observing others, encouragement from peers or leaders, and emotional well-being-elements that align with Bandura’s (1997) Social Cognitive Theory. Strong self-efficacy increases a teacher's propensity to use successful teaching strategies, maintain their composure under pressure, and make a substantial contribution to their students' success. The Teachers’ Sense of Efficacy Scale (TSES), created by Tschannen-Moran and Hoy (2001), is frequently used to evaluate these views.

This is anchored also on Distributed leadership theory posits that leadership responsibilities are shared among multiple individuals in an organization, rather than being confined to a single leader (Spillane, 2005). In the

educational setting, effective instructional leaders distribute leadership roles among teachers, encouraging them to take active roles in decision-making and pedagogical improvement (Harris, 2019). This participatory approach enhances teachers' self-efficacy as they feel more empowered and competent in their professional roles (Smylie et al., 2020).

This was also anchored on Instructional Framework Theory by Murphy and Hallinger (1985) underscores the pivotal role of instructional leadership in fostering effective teaching and improving student achievement. This framework identifies three essential dimensions of leadership that influence school performance. Principals and other school officials must first set clear academic objectives and successfully convey high standards to both instructors and students in order to define the school's mission. A clear mission statement establishes a common vision for success and guarantees alignment in educational priorities. Additionally, administering the educational program includes evaluating lessons, keeping a close eye on student progress, and supervising the curriculum. This component highlights how crucial it is for school administrators to support teachers by offering guidance on instruction and ensuring that teaching strategies align with learning objectives. The ultimate step in developing a positive learning environment is to establish a school environment that encourages academic achievement, high standards, and professional development opportunities for teachers. It also includes protecting instructional time, fostering collaboration, and maintaining accountability among students and staff. By shifting the focus from administrative tasks to a more hands-on approach in shaping teaching and learning, Murphy and Hallinger stress that fostering a culture of ongoing development and academic achievement requires effective instructional leadership. This concept is still very applicable in modern education, supporting the notion that strong school leadership has a major role in influencing both student achievement and the general efficacy of the institution.

In addition to learning theories, the following legal foundations support this study. The first is Republic Act No. 10533 (Enhanced Basic Education Act of 2013), also referred to as the K-12 Law, which requires school administrators to improve teaching strategies and support teachers' professional development in order to implement high-quality education (DepEd, 2013). This law underscores the role of instructional leadership in fostering a competent teaching workforce. It aligns with teacher self-efficacy by ensuring educators receive continuous training and guidance from school leaders, thus improving their confidence and effectiveness in the classroom.

Additionally, this is predicated on DepEd Order No. 42, s. 2017 saw the establishment of the Philippine Professional Standards for Teachers (PPST), which establish competency-based criteria for defining professional development and teacher quality (DepEd, 2017). The framework places a strong emphasis on the part school administrators play in helping teachers reach professional excellence through coaching, mentoring, and guidance. It establishes a clear link between instructional leadership and teacher self-efficacy by requiring principals to create an environment that promotes teacher motivation, instructional excellence, and confidence in their teaching skills (Magno & Silva, 2021).

Additionally, this is based on DepEd Order No. 47, s. The Supreme Student Government (SSG) and the Supreme Pupil Government (SPG) are now recognized as the official student groups in all Philippine public elementary and secondary schools (DepEd, 2014). It standardizes their Constitution and By-Laws, providing clear guidelines on their structure, roles, responsibilities, and election procedures. The SPG and SSG are tasked with promoting leadership, civic engagement, and democratic participation among students (DepEd, 2014). This order supersedes earlier directives, particularly DepEd Order No. 79, s. 2009, to guarantee consistent application in every school. Until the Department of Education formally amends or repeals it, it stays in effect (DepEd, 2014).

Republic Act No. 9155 (Governance of Basic Education Act of 2001), which empowers school heads to serve as instructional leaders and decentralizes educational management, serves as the foundation for this study as well (DepEd, 2001). It provides principals with the authority to develop and implement school improvement plans that directly impact teacher performance and self-efficacy. By giving school heads greater autonomy in decision-making, this law ensures that instructional leadership directly supports teacher confidence, professional development, and teaching effectiveness (Garcia, 2020).

These legal and theoretical underpinnings emphasize how important instructional leadership is in influencing teachers' self-efficacy.

THE PROBLEM

Statement of the Problem

This research assessed the status of school heads' instructional leadership in relation to teachers' self – efficacy of the identified schools of Tudela District, Camotes, Cebu Province Division during the School Year 2024 - 2025, as basis for an Instructional Plan.

Specifically, it answered the following sub-problems:

1. What is the relevant information of the respondents in terms of:
 - 1.1. School heads'
 - 1.1.1. age and gender,
 - 1.1.2. highest educational attainment,
 - 1.1.3. number of years in the service,
 - 1.1.4. professional seminars in instructional leadership;
 - 1.2. teachers'
 - 1.2.1. age and gender,
 - 1.2.2. civil status,
 - 1.2.3. highest educational attainment,
 - 1.2.4. number of years in the service,
 - 1.2.5. performance rating, and
 - 1.2.6. appropriate trainings, seminars, and workshops?
2. As perceived by the respondent groups, what is the level of instructional leadership of the school heads as to:
 - 2.1. resource provision,
 - 2.2. instructional resource shared,
 - 2.3. communication, and
 - 2.4. instructional supervision?
3. As perceived by the respondent groups, what is the level of self – efficacy of the teachers as to:
 - 3.1. instructional strategies,
 - 3.2. classroom management, and
 - 3.3. learner engagement?
4. Is there a significant relationship between the instructional leadership of school heads and self- efficacy of teachers?
5. Based on the findings of the study, what Instructional Leadership and Self – Efficacy Based Plan can be developed?

Statement of Null Hypothesis

Ho1. There is no significant relationship between instructional leadership of the school heads and self – efficacy of the teachers.

Significance of the Study

Because it offers important insights into how school leadership can improve teacher confidence, instructional effectiveness, and overall student achievement, this study on the relationship between instructional leadership and teacher self-efficacy is important for a variety of stakeholders in the education sector. The study's conclusions will influence professional development initiatives, leadership techniques, and educational policies, ultimately creating a more productive teaching and learning environment. The following individuals find this study to be significant in numerous ways:

The Higher – Level Officials of the DepEd. By providing empirical insights into the function of instructional leadership in boosting teacher self-efficacy, this study promotes educational policy and reform. The Philippine Professional Standards for instructors (PPST) are outlined in DepEd Order No. 42, series of 2017, which emphasizes the duty of school administrators to mentor and assist instructors in enhancing their teaching strategies (DepEd, 2017). Furthermore, the importance of school leadership in providing high-quality education is emphasized by Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, and Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001.

School Heads. This study is highly relevant to school leaders, including principals, department heads, and instructional supervisors, as it underscores the importance of strong instructional leadership in shaping teacher effectiveness. Transformational and distributed leadership models suggest that school leaders who provide instructional guidance, set high expectations, and foster a collaborative culture can significantly boost teacher self-efficacy (Leith wood & Sun, 2022). The findings will inform administrators about the most effective leadership strategies that support teacher development, motivation, and instructional innovation, helping them create a positive and productive school climate.

Teachers. Since this study looks at how instructional leadership affects teachers' self-efficacy-their confidence in their capacity to manage classrooms, teach effectively, and enhance student learning outcomes-teachers stand to gain the most from it.

Students. Student learning results are impacted by instructional leadership's effect on teachers' self-efficacy. Research suggests that educators who possess a high level of self-efficacy are more involved, proactive, and dedicated to the achievement of their students (Goddard et al., 2021). Teachers who are confident in their ability to teach embrace student-centered techniques, use varied instruction, and establish a welcoming classroom that meets the needs of a wide range of students. Students gain from better instruction, enhanced academic achievement, and heightened drive to learn as a result.

Future researchers. Future research on instructional leadership, teacher self-efficacy, and school improvement tactics can benefit greatly from this study. It lays the groundwork for future research that looks at related factors including teacher motivation, job satisfaction, and student accomplishment by analyzing the connection between school leadership practices and teacher confidence. This study can be expanded upon by future researchers to compare the effects of leadership in other educational contexts or investigate the long-term benefits of instructional leadership interventions.

RESEARCH METHODOLOGY

This section presents the research methodology, encompassing the chosen method, study framework, research setting, participants, data collection tools, procedures for gathering data, statistical analysis techniques, scoring methods, and key term definitions.

Design

The researcher employed the descriptive quantitative research method to systematically collect and analyze data. This approach was chosen because it allows for an objective and statistical examination of the research variables. To gather essential information, the researcher utilized modified questionnaires, which served as the primary instrument for data collection. These questionnaires were specifically designed to obtain relevant insights from teachers and school heads. To guarantee accuracy and consistency in measuring the variables being studied, the descriptive quantitative approach depends on standardized data collection instruments like questionnaires or surveys. In order to get accurate and trustworthy data that would support the research's overall results and conclusions, the researcher used modified questionnaires.

Flow of the Study

In order to provide a thorough knowledge of the different aspects that may influence instructional leadership and self-efficacy, the input of this study focuses on obtaining pertinent information from both instructors and school heads. The study takes into account a number of professional and demographic characteristics of teachers, such as their age, gender, civil status, highest level of education, years of teaching experience, performance evaluations, and involvement in professional development activities like workshops, seminars, and trainings. The study also looks at school heads' age, gender, greatest level of education, length of time in their current role, and attendance at instructional leadership-related professional seminars.

INPUT PROCESS OUTPUT

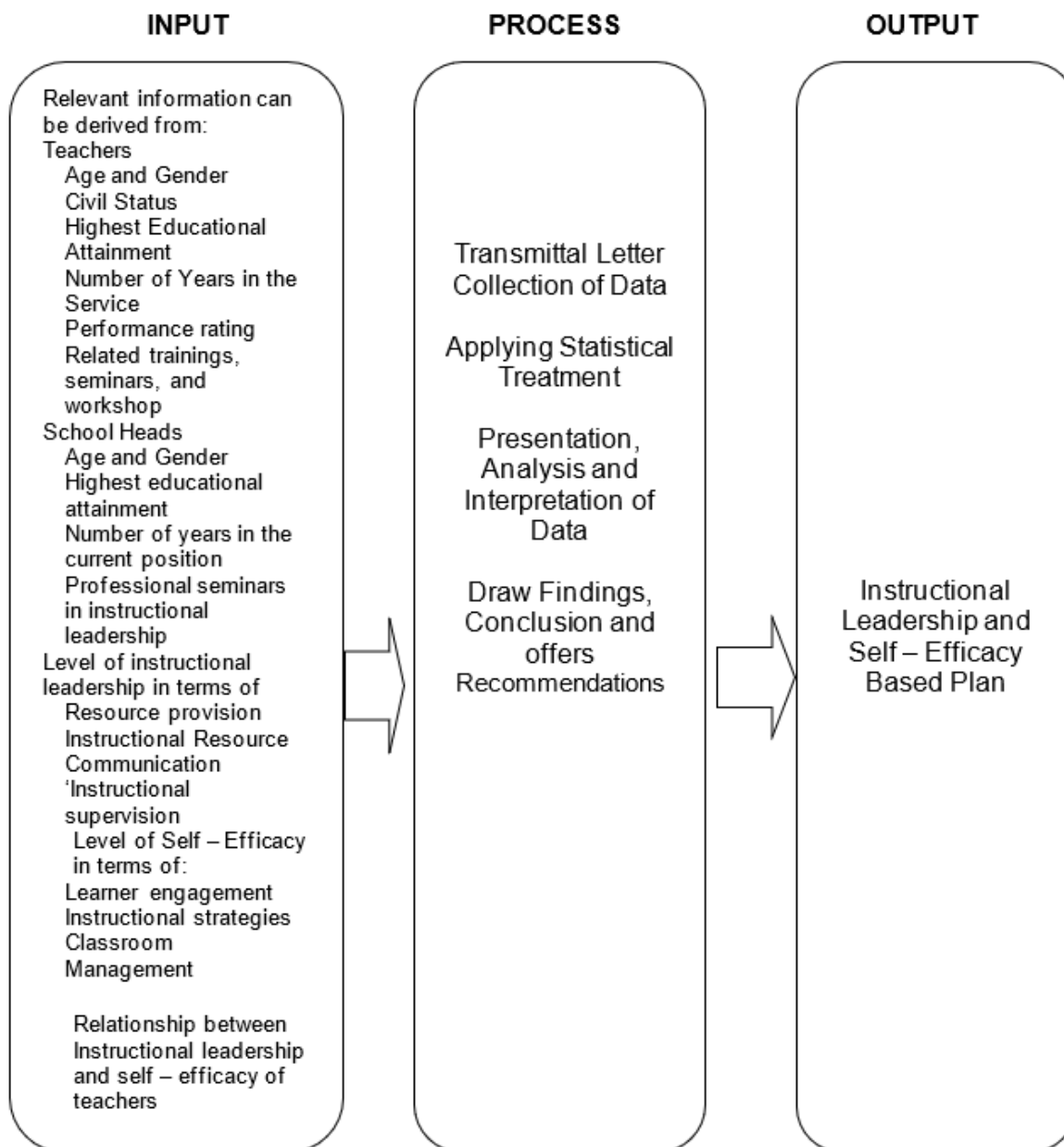


Figure 2

The Flow of the Study

Additionally, this study looks at how much leadership school heads demonstrate in a number of areas, such as their ability to effectively provide resources, their capacity to serve as instructional resources, their communication abilities, and their general presence and influence within the school setting. It also evaluates the degree to which school heads actively support and guide teachers in improving instructional practices. The study also evaluates instructors' self-efficacy by concentrating on three important areas: classroom management, instructional tactics, and learner engagement. These factors are crucial in assessing teachers' confidence in their capacity to promote student learning and apply successful teaching strategies.

The ultimate goal of the study is to ascertain whether there is a meaningful connection between teachers' self-efficacy in the classroom and the instructional leadership of school administrators. By examining these factors, the study aims to offer insightful information on the possible influence of the leadership correlational technique of research effectiveness on instructors' self-assurance and capacity to support students' learning. The descriptive-correlational approach of research was used to produce the study's outcome. The association between self-efficacy and instructional leadership in the context of instruction was determined using this method. As a result, it also establishes the obstacles and difficulties faced by school administrators in carrying out their role as instructional leaders. The study's outcome is the instructional plan, which was created using the research's findings. Figure 2 illustrates the study's progression.

Environment

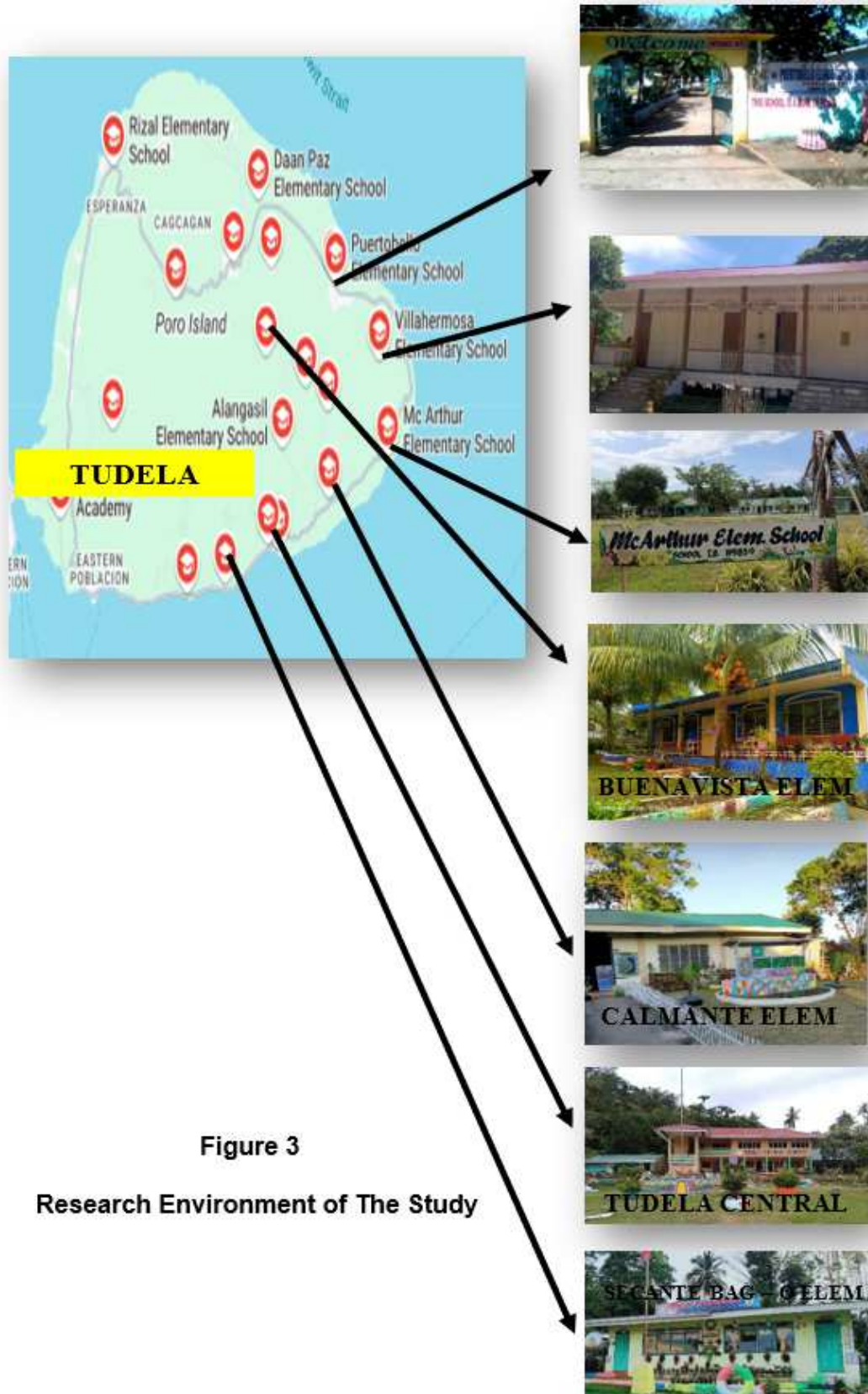


Figure 3
Research Environment of The Study

The Tudela District in Camotes, Cebu Province, encompasses several elementary schools under the Department of Education (DepEd) Cebu Province. These schools include Tudela Central School, Puerto Bello Elementary School, Villahermosa Elementary School, McArthur Elementary School, Buena Vista Elementary School, Calmante Elementary School, and Secante Bag - O Elementary School. Located in the northeastern part of Cebu, the Camotes Islands consist of three main islands and four municipalities: Poro, Tudela, San Francisco, and Pilar. The total population is approximately 89,324 individuals, with children comprising about 40% (37,612) of

the population. Notably, 38.41% of the residents' experience poverty. In a significant milestone, Tudela District became the first in Cebu Province to conduct an Action Research Training Workshop for all educators and school leaders. In order to promote a culture of continuous improvement and evidence-based practices throughout the district, this extensive three-day capacity-building program sought to empower and equip educators with the skills they need to perform action research.

In Tudela District schools offer a Special Program in the Arts (SPA) at the elementary level, providing students with opportunities to develop their artistic talents alongside academic pursuits. The schools are dedicated learning institution committed to delivering quality education and fostering holistic development for its students. The schools focus on promoting character development and academic success by nurturing a growth mindset, encouraging risk-taking, and fostering reflection among students.

The schools in Tudela District are situated in a region rich in natural resources, including diverse mangrove species. Studies have been conducted to assess the composition and diversity of mangrove species in Camotes Island, providing a basis for conservation and protection efforts. These environmental studies offer valuable opportunities for schools to engage in community-based research projects, promoting environmental awareness and stewardship among students.

Tudela District frequently leverage local resources and engage with the community. This collaboration not only enriches the curriculum but also helps students connect their learning to real-world contexts. Furthermore, the district's educational framework is greatly enhanced by the cooperative efforts of teachers, parents, and the local administration. All kids' varied needs are served in a caring and culturally relevant way when these stakeholders collaborate and communicate on a regular basis. By fostering a network of support outside of the classroom, this holistic approach to education acknowledges the significance of family and community involvement in a child's educational journey.

In summary, the research environment in Tudela District is characterized by proactive educational initiatives, a commitment to continuous professional development, and active engagement with the community and environment. The district's schools are dedicated to providing quality education while fostering a culture of research and environmental stewardship.

Respondents

The research respondents in the seven schools of Tudela District, Camotes, Cebu Province, consist of the school heads (one per school) and the teachers. These respondents play a crucial role in educational research, particularly in areas related to school leadership, teaching methodologies, curriculum implementation, and professional development.

Each school is led by a School Head (Principal or Head Teacher) who is responsible for managing school operations, implementing DepEd policies, and ensuring quality education. Their perspectives provide valuable insights into leadership strategies, instructional supervision, teacher performance, and school development programs.

Table 1 Distribution of Respondents

School	Respondents	Distribution	
		F	%
Puerto Bello Elem School	Teachers	6	11.32
	School Head	1	1.9
Villahermosa Elem School	Teachers	6	11.32
	School Head	1	1.9
Mc Arthur Elem School	Teachers	6	11.32
	School Head	1	1.9
Buena Vista Elem School	Teachers	6	11.32
	School Head	1	1.9
Calmante Elem School	Teachers	6	11.32
	School Head	1	1.9
Tudela Central School	Teachers	10	18.87
	School Head	1	1.9
Secante Bag – O Elem School	Teachers	6	11.32
	School Head	1	1.9
	TOTAL	53	100

Teachers serve as frontline educators and are essential respondents in research concerning pedagogical effectiveness, classroom management, and student learning outcomes. They were selected through purposive sampling to ensure representation from various grade levels and subject areas.

This research respondent profile focuses on educational leadership and instructional practices, providing a strong foundation for studies aimed at improving teaching and learning in Tudela District, Camotes, Cebu Province. The randomly selected 46 teachers and 7 school heads coming from the selected elementary schools of Tudela District in the school year 2024 – 2025 were the respondents of the study.

Table 1 presents the distribution of the respondents of the study.

Instrument

Two different kinds of instruments were produced and given to the participants by the researcher in order to collect data. The study by Daing and Mustapha (2022) titled * "School Administrators' Instructional Leadership Skills and Teachers' Performance and Efficacy in Senior High Schools in the National Capital Region, Philippines. This instrument was also in line with the Department of Education's National Competency-Based Standards for School Heads (NCBSSH) and was used to assess the instructional leadership abilities of school administrators. The Teacher Sense of Self-Efficacy Scale (TSES), created by Drs. Megan Tschannen-Moran and Anita Woolfolk Hoy, was utilized by the researcher to gauge teachers' self-efficacy. In order to collect relevant data about the research participants, a preliminary checklist was also supplied.

Data Gathering Procedure

After the title was approved by the dean of the graduate school at Cebu Technological University's Main Campus, the research got underway. After that, a formal request was made to the Office of the Schools Division Superintendent to carry out the study. Following approval, the surveys were disseminated in person or via Google Forms, guaranteeing rigorous adherence to safety and health regulations.

In order to make administering the questionnaire easier, the researcher wrote to the school heads to request permission to administer the survey and to indicate the day of retrieval. The respondents received a comprehensive explanation of the survey's contents through social media or in-person conversations before they began answering it. The respondents and their parents were assured of the confidentiality of the information collected, with strict adherence to the Data Privacy Law and other relevant regulations protecting their rights. The collected data were then consolidated, tallied, and analyzed using statistical methods.

Statistical Treatment of Data

This research employed the simple percentage method to address sub-problem number one (1). For sub-problem number two, The Likert scale and weighted mean were used to analyze the collected data with the results presented in tabular form. Meanwhile, data for sub-problem number three were examined through a documentary review. The weighted mean, a key component of descriptive statistics, was instrumental in assessing the consistency of responses.

Simple Percentage Analysis. It pertains to the type of rate used for comparing two or more sets of data. Additionally, percentages are utilized to establish relationships between different data series.

Weighted Mean. This refers to an average where individual values are assigned specific weights to reflect their relative significance. It is calculated by summing the products of the assigned weights and their corresponding number of responses.

T- test. A statistical technique for determining whether the means of two related sets of observations differ significantly is the paired samples t-test. When the same set of subjects is measured under two different situations, such before and after an intervention or at two separate time points, this test is especially helpful. It accounts for the dependency between paired data, ensuring that variations within subjects are considered rather than treating them as independent samples.

Scoring Procedure

Weight	Range	Category	Verbal Description
4	3.26 – 4.00	Greater Extent	This is demonstrated all the time
3	2.51 – 3.25	Moderate Extent	This is demonstrated most of the time
2	1.76 – 2.50	Lesser Extent	This is demonstrated in occasional basis
1	1.00 – 1.75	No Extent	This is not demonstrated at all

DEFINITION OF TERMS

The following terminology and concepts are explained according to their usage in the research setting in order to aid readers in comprehending this study:

Assessment of Learners. This pertains to the academic performance and skills that learners develop as a result of various teaching methodologies implemented by educators. These methodologies may include traditional lectures, interactive discussions, experiential learning, technology-integrated instruction, and differentiated teaching approaches tailored to students' needs. The effectiveness of these strategies directly influences learners' comprehension, retention, and application of knowledge across different subjects. Additionally, learner achievement is shaped by factors such as classroom environment, teacher expertise, student engagement, and assessment techniques. By employing diverse instructional methods, educators aim to enhance learning outcomes, foster critical thinking, and equip students with the necessary competencies for future academic and professional success.

Classroom Management. This refers to the methods, approaches, and procedures educators employ to establish a disciplined, orderly, and comfortable learning environment. To make the most of instructional time, it entails upholding discipline, establishing clear objectives, encouraging student participation, and making sure the classroom runs smoothly.

Communication. the process by which people or groups communicate verbally, nonverbally, in writing, or digitally in order to share information, ideas, thoughts, or feelings. A message is sent, a medium is used for transmission, and a receiver decodes and reacts to the message.

Instructional Resource. These are resources, equipment, and tools that teachers utilize to improve instruction and help students learn. These resources enhance student engagement and comprehension, reinforce topics, and assist in the delivery of lessons.

Instructional Plan. This refers to a structured framework that guides school leaders in overseeing, managing, and enhancing the teaching and learning process within their institution. It serves as a strategic blueprint that aligns instructional goals with school policies, teacher development, curriculum implementation, and student achievement.

Instructional strategies. In order to effectively teach lessons and support student learning, teachers employ a variety of strategies, tactics, and approaches. These tactics aim to improve understanding, memory, and application of knowledge while also involving students and accommodating a variety of learning preferences.

Instructional Supervision. This is the continuous process of directing, assisting, and enhancing instruction in a school. Principals and administrators have a vital duty to make sure that teachers are carrying out the curriculum in an efficient manner and that pupils are receiving a top-notch education. Improving student learning outcomes, teacher effectiveness, and the school's culture of ongoing professional development are the main objectives of instructional supervision.

Learner engagement. These describe the degree of motivation, interest, focus, and active engagement that students show during the learning process. It shows how engaged and committed they are to their studies, which has a direct impact on their comprehension, memory, and general academic performance.

Level of Instructional Leadership. These competencies are aligned with the mandated responsibilities of school heads in the realm of instructional leadership, as outlined in Republic Act (RA) 9155 and DepEd Order No. 32, series of 2010. These legal frameworks define the authority, accountability, and leadership roles of school heads in ensuring quality education.

Level of Teachers' Self – Efficacy. This relates to a teacher's self-assurance in their capacity to carry out their responsibilities and satisfy professional standards. It displays their self-efficacy, or the conviction that they can successfully manage classrooms, impact student learning, and apply instructional practices. A teacher's confidence in their skills is shaped by various factors, including their training, experience, feedback from peers and supervisors, and personal reflections on their teaching practices.

Relevant Information. This pertains to the relevant data describing the demographic characteristics of both teachers and school heads, which provide valuable insights into their professional backgrounds and qualifications. These characteristics include various personal and career-related attributes that can influence teaching effectiveness, leadership capabilities, and overall school performance.

Resource provision. This refers to an individual, organization, or entity that supplies materials, tools, or support to facilitate learning, teaching, or operational processes. In an educational setting, a resource provision ensures that teachers, students, and schools have access to the necessary instructional materials, technological tools, and professional development opportunities to enhance the learning experience.

School Head. This refers to the individual responsible for leading and overseeing the overall operations of a school, encompassing both instructional leadership and administrative management. This individual is essential to maintaining the institution's effectiveness, compliance with educational regulations, and provision of top-notch educational opportunities for students.

2. PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION

The data collected from the respondents—who were primarily educators and school officials—was presented, examined, and interpreted in this chapter. It responded to the study's stated research questions. There were three sections in the chapter. The school heads' age, gender, greatest level of education, and number of years in their current position were all examined in the first segment. It also included pertinent details on the teachers, like their age, gender, civil status, years of employment, education, performance reviews, and the number of workshops, seminars, and training sessions they had attended. The instructional leadership of the school heads was evaluated in the second portion in categories like communication, supervision, resource provision, and instructional resources. Furthermore, it assessed the teachers' self-efficacy in relation to classroom management, instructional tactics, and student involvement. The last portion looked at the relationship between teachers' degrees of self-efficacy and the instructional leadership strategies of school administrators.

RELEVANT INFORMATION

This introductory section collected and examined crucial data to gain meaningful insights into the perspectives, experiences, and needs of school heads and teachers. These insights played a vital role in shaping effective educational policies, programs, and practices. Furthermore, this section provided an overview of the respondents' key demographic and professional characteristics.

School Heads

The pertinent details of school heads are covered in this area, including their age, gender, greatest level of education, length of service, as well as professional seminars in instructional leadership.

Age and Gender of school heads can influence their approach to instructional supervision by shaping their leadership style, decision-making, and interactions with teachers. Experienced school heads, often older, may rely on traditional supervision methods, while younger leaders might adopt innovative, technology-driven approaches. Gender dynamics can also affect instructional supervision. Table 2 presents the distribution of the School Head – respondents in terms of age.

Table 2 Age and Gender Profile of the School Heads

Variable	Frequency n = 7	Percentage	Mean	SD
Age				
51-60 years old	2	28.57	53	2.5
41-50 years old	4	57.14	43	2.3
31-40 years old	1	14.29	31	0
TOTAL	7	100	41	2.24
Gender				
Male	1	14.29	0	0
Female	6	85.71	0	0
TOTAL	7	100	0	0

Table 2 shows that the majority of responders were between the ages of 41 and 50, with four (4) or 57.14 percent of the respondents. It is followed by the group aged 51 – 60 years old, with two (2) respondents or 28.57 percent of the respondents. Through the findings, it was found out that most of the respondents were also in early adulthood. Intellectually, according to Jean Piaget, during early adulthood, individuals continue to develop logical thinking skills. As a school head, they are responsible of the different decisions that need to be made in order for the school to function especially solving problems relating to instructional leadership.

In terms of gender, six (6), or 85.71 percent, of the responses are females, making them the majority. However, one (1), or 14.29 percent, are males. While the general idea that teaching is a female – dominated profession, it is not surprising however that most of the school heads are also dominated by females since all the school heads has experienced being a teacher who was also heavily dominated by females.

Highest Educational Attainment of School Heads. The highest educational attainment of school heads plays a crucial role in shaping their instructional supervision practices. Higher educational qualifications also enhance their ability to implement data-driven decision-making, quality and effectiveness of instructional supervision, directly impacting teacher performance and student learning outcomes. Table 3 showed the highest educational attainment of the school heads.

The educational attainment of school heads significantly influences their instructional supervision practices. In this study, four respondents, representing 57.14%, hold a master's degree, indicating a strong academic foundation that supports effective leadership. Research suggests that school heads with advanced degrees are better equipped to implement innovative instructional strategies and foster professional development among teachers. For instance, a study by Daigon and Alcopra (2024) revealed that school heads' instructional supervision practices positively correlate with teachers' efficacy, highlighting the impact of leaders' qualifications on teaching effectiveness. Similarly, Pana (2024) found that school heads with higher educational attainment demonstrated excellence in instructional leadership, contributing to improved teacher performance. These findings underscore the importance of advanced studies among school leaders to enhance instructional supervision, ultimately benefiting teacher performance and student learning outcomes.

Table 3 Highest Educational Attainment of the School Heads

Variable	Frequency	Percentage
Highest Educational Attainment		
Doctorate Degree	3	42.86
Masters' Degree	4	57.14
Total	7	100

Number of Years in the Service as School Head. Another important factor to consider in this research is the number of years in the service. The length of service can be used as basis on measuring their knowledge and wisdom as a school head in the school that they are currently connected with. Table 4 shows the number of years in the service.

Table 4 Number of Years in Service of the School Heads

Variable	Frequency	Percentage	Mean	SD
6 – 10 years	7	100	7.2	1.6
TOTAL	7	100	7.2	1.6

As shown in the table, all of the respondents have served as school heads for a period ranging from one to five years, with all seven (7) or 100 percent falling within this timeframe. These individuals are relatively new to their roles as school heads and will require support from their teachers in managing the school effectively. The findings suggest that their limited tenure as school heads means they still need more experience in school administration.

The length of years staying as a school head implies the number of years in managing experience that they will be able to handle different challenges that they may come face to face.

Training, Seminars, and Workshops Attended

This element is quite significant since it advances the school heads' careers. The relevant workshops, seminars, and trainings that the respondents attended are shown in Table 5.

Regarding the proper training, seminars, and workshops, the majority of respondents-four (4), or 57.14 percent have participated in national level seminars. It was followed by two (2) or 28.57 percent of the

Table 5 Training, Seminars, and Workshops Attended of the School Heads

Variable	Frequency	Percentage
Training, seminars, and workshops attended		
International	1	14.29
National	4	57.14
Regional	2	28.57
Total	7	100

respondents who have attended regional level seminars. Respondents who have attended seminars at an international level is one (1) or 14.29 percent of the respondents. It can be implied that most of the school heads

have attended national level seminars in order to have congruency in the implementation of the orders and policies of the department particularly in the management of the school and instructional leadership.

Teachers

When collecting data from teachers as respondents in a research study or survey, it is crucial to examine various aspects of their professional background, experiences, and perspectives. A comprehensive analysis of these factors offers valuable insights into the challenges they face, their professional growth, and their specific needs. Such data is essential for developing successful educational policies, initiatives, and interventions that support educators and improve the caliber of instruction. Key demographic and professional characteristics, such as age, gender, civil status, years of service, years of education, performance ratings, and involvement in training, seminars, and professional development activities, were explicitly evaluated in this section.

Age and Gender can influence a teacher's instructional style, experience, and adaptability; however, they are not the sole determinants of teaching effectiveness. Truly impactful teaching is shaped by a blend of factors, including pedagogical proficiency, in-depth subject knowledge, effective communication skills, empathy, and a strong dedication to student success. Furthermore, an outstanding teacher has the capacity to establish a welcoming classroom, adjust to the various requirements of their students, and improve their methods of instruction through continual professional growth. The distribution of teacher responders by age and gender is reported in Table 6.

Table 2 shows that the majority of respondents (27, or 58.70 percent) were between the ages of 31 and 40. Next in line, with 11 or 23.91 percent of the responses, is the age group of 41 to 50. Conversely, eight (8) responders, or 17.39% of the sample, were between the ages of 21 and 30. It can be implied that Research indicates that teachers in their early to mid-career stages often exhibit a strong capacity for adopting innovative teaching methods and integrating technology into their classrooms, contributing positively to student engagement and learning outcomes. However, the presence of more experienced educators is equally vital, as they bring depth of knowledge and mentorship capabilities that are invaluable for professional development within the educational community.

There are 34 or 73.91 percent of the respondents who were females. It can be implied that this notion is reinforced by the widespread perception that teaching is a female-dominated profession, largely due to the commitment, perseverance, and nurturing qualities often associated with women. Historically, societal norms have positioned teaching as a suitable career for women, as it aligns with traditional caregiving roles and provides opportunities for work-life balance, especially in primary and secondary education. Furthermore, studies suggest that women tend to pursue careers in education due to their strong interpersonal skills, patience, and passion for mentoring and shaping young minds (Smith & Johnson, 2022). The predominance of female teachers is also influenced by structural factors, such as hiring trends, workplace culture, and policies that support women in education more than in other professional fields. However, while teaching remains a highly respected and fulfilling career for women, efforts should be made to encourage greater gender diversity in the profession to provide varied role models for students and ensure a more balanced educational environment (Garcia, 2023).

Table 6 Age and Gender Profile of the Teachers

Variable	Frequency n = 46	Percentage	Mean	SD
Age				
41 to 50 years old	11	23.91	42	2.1
31 to 40 years old	27	58.70	33	1.8
21 to 30 years old	8	17.39	26	1.5
TOTAL	46	100	33	1.7
Gender				
Male	12	26.09	0	0
Female	34	73.91	0	0
TOTAL	46	100	0	0

Civil status plays a crucial role in this study, as it can affect different facets of teachers' professional lives and the broader educational environment. By examining the civil status of educators, valuable insights can be gained into their work-life balance, job satisfaction, and any external responsibilities they may have. Table 7 presents the demographic profile of the teacher respondents according to their civil status, providing a clearer understanding of how this factor might influence their teaching practices and overall experiences.

Table 7 Civil Status of the Teachers

Variable	Frequency	Percentage
Civil Status		
Single	14	30.43
Married	32	69.57
Total	43	100

Most of the respondents are married, with 32 or 69.57%, indicating this civil status. The next largest group consists of single respondents, accounting for 14 or 30.43 percent, with no respondents reporting as widowed. This distribution suggests that a significant portion of the respondents may have family responsibilities outside of their professional duties, which can impact their work-life balance. Married teachers, for instance, might experience different challenges in terms of time management, as they may need to balance their teaching responsibilities with family obligations (Snyder et al., 2023). This could influence their job satisfaction, stress levels, and overall performance. Conversely, single respondents may have more flexibility in their professional and personal lives, potentially affecting their availability for extracurricular activities and professional development opportunities (Martin, 2024). Understanding these dynamics can help in tailoring support systems for teachers based on their civil status, ultimately contributing to a more supportive and effective work environment.

Highest Educational Attainment. An important factor to consider is the highest level of education attained by teachers, as this can vary widely depending on the qualifications required for their specific teaching roles, the framework of the national education system, and their personal career goals. Table 8 presents a comprehensive breakdown of the respondents' educational backgrounds, shedding light on their academic achievements and providing valuable insights into how these may influence their teaching effectiveness and professional practice.

As shown in the table, the majority of respondents have attained a master's degree, accounting for 38 or 82.61 percent. This suggests that many teachers pursue graduate studies to enhance their subject matter expertise, specialize in areas such as curriculum development or educational leadership, or improve their career prospects and earning potential. In some educational systems, a master's degree may be a prerequisite for specific teaching positions or professional advancement. Following this, a smaller proportion of respondents-eight individuals or 17.39 percent-have earned a doctoral degree, this indicates that fewer teachers attain this level of academic achievement, emphasizing the importance of advanced education in the teaching profession. Higher qualifications are crucial, as they contribute to a more knowledgeable and skilled workforce, enhancing the overall quality of education. It can be inferred that the highest level of education achieved by teachers significantly impacts the quality of education and the overall educational environment. By encouraging and supporting teachers in pursuing advanced education and ongoing professional development, schools can foster more effective teaching methods, enrich student learning experiences, and ultimately enhance educational outcomes.

Table 8 Highest Educational Attainment of the Teachers

Variable	Frequency	Percentage
Highest Educational Attainment		
Doctorate Degree	8	17.39
Masters' Degree	38	82.61
Total	46	100

Number of Years in the Service. The amount of time teachers has spent in the education system significantly influences their teaching effectiveness, classroom management abilities, and overall impact on student outcomes. A greater number of years in service typically contributes to the development of professional skills, instructional expertise, and an enhanced ability to adapt to changing educational trends and new teaching methodologies. Experienced teachers often demonstrate increased confidence in their teaching practices and better strategies for handling diverse classroom situations. Table 9 offers a comprehensive breakdown of the respondents' years of service, providing valuable insights into how tenure affects their roles, professional growth, and contributions to the educational community. Understanding these dynamics can help in shaping policies that support both novice and veteran teachers, ultimately fostering a more effective and dynamic teaching environment.

Table 9 Number of Years in Service of the Teachers

Variable	Frequency	Percentage	Mean	SD
11 – 15 years	13	28.26	11	1.4
6 – 10 years	26	56.52	9.3	1.2
1 – 5 years	7	15.22	4.4	0.91
TOTAL	46	100	9.9	1.21

As reflected in the table, most of the respondents have been connected with the school for 6 to 10 years with 26 or 56.52 percent. It is followed by 11 to 15 years with 13 or 28.26 percent, It is followed by 1 to 5 years with seven (7) or 15.22 percent. It can be inferred that teachers consistently refine their skills throughout their careers, showing a strong commitment to continuous professional development and enhancing their instructional practices. The number of years they have served in the profession often reflects their growth, adaptability, and unwavering dedication to improving the quality of education they deliver. Seasoned teachers, with their wealth of knowledge and expertise, are frequently called upon to take on mentorship roles. In doing so, they guide, support, and share effective teaching strategies with newer educators, contributing to a collaborative and supportive learning environment. In addition to strengthening the teaching community as a whole, this mentorship makes the transition easier for new teachers by assisting them in overcoming the difficulties of their early teaching careers. Furthermore, seasoned educators' perspectives on classroom management and teaching methods are priceless, offering a basis for developing a more efficient and unified educational system.

Performance Rating of the Teachers. A performance rating is an assessment of a teacher's effectiveness in their role, typically conducted by peers, school administrators, or other relevant evaluators. This evaluation is essential for ensuring accountability, offering constructive feedback for professional development, and ultimately enhancing student learning outcomes. By identifying strengths and areas for improvement, performance ratings help teachers refine their instructional strategies and contribute to overall educational quality. This study includes an evaluation of teacher performance to assess their effectiveness within the research context. Table 10 presents the performance ratings of the teacher-respondents from the selected research locale, providing valuable insights into their professional competencies and impact in the classroom.

Table 10 Performance Rating of the Teachers

Variable	Frequency	Percentage	Mean	SD
Outstanding	35	66.04	4.86	0.47
Very Satisfactory	11	20.75	4.43	0.41
TOTAL	46	100	4.67	0.31

In evaluating teacher performance ratings within the research locale, findings indicate that 35 or 66.04 percent of the teachers achieved the outstanding level while the remaining 11 or 20.75 percent received a very satisfactory rating. Implementing effective teacher evaluation systems that meaningfully enhance educational quality. The fact that most teachers achieved an outstanding performance rating highlights their strong commitment to excellence in teaching and professional growth. This suggests that the educators in the study possess high levels of instructional competence, effective classroom management skills, and a dedication to student success. Outstanding ratings may also reflect the effectiveness of ongoing professional development programs, supportive school leadership, and a positive teaching environment that encourages continuous improvement (Johnson & Reyes, 2023).

Furthermore, research suggests that teachers who consistently perform at high levels positively impact student learning outcomes, fostering higher academic achievement and engagement (Smith et al., 2024). Their exemplary performance can also inspire and mentor newer educators, contributing to a collaborative and high-performing educational community. However, it is essential to ensure that these ratings accurately represent teaching effectiveness by maintaining fair and transparent evaluation processes. Schools can further sustain this level of excellence by continuing to provide opportunities for skill enhancement, peer collaboration, and access to updated teaching methodologies.

Training, Seminars, and Workshops Attended of the Teachers. This factor is quite relevant for it contributes to the professional growth of the teachers. Based on the respondents' attendance at the relevant trainings, seminars, and workshops, Table 11 shows which ones they attended.

Table 11 Training, Seminars, and Workshops Attended of the Teachers

Variable	Frequency	Percentage
Training, seminars, and workshops attended		
International	4	8.70
National	7	15.22
Regional	7	15.22
Division	28	60.87
Total	46	100

Most of the respondents have attended division level seminars with 28 or 60.87 percent of them. It was followed by seven (7) or 15.22 percent of the respondents who have attended regional and national seminars/training respectively. Respondents who have attended international comes in next with four (4) or 8.70 percent of the respondents. The Department of Education aims to ensure that every teacher is not only effective but also highly efficient in delivering quality instruction. To achieve this, the department regularly conducts seminars and training programs designed to enhance teachers' instructional skills, equip them with innovative teaching strategies, and strengthen their ability to engage students effectively. These professional development initiatives help educators incorporate diverse motivational techniques and differentiated instructional approaches to cater to various learning styles. By continuously refining their teaching methodologies, teachers can create a more dynamic and student-centered learning environment, ultimately fostering better academic outcomes and a more meaningful educational experience for learners.

LEVEL OF INSTRUCTIONAL LEADERSHIP

This part of the study deals with the level of instructional leadership of the school administrators about the supply of resources, instructional resource, communication, and instructional supervision.

Resource Provision

One factor that can influence the overall performance of a school is the instructional leadership of the school heads, particularly in the area of resource provision. Table 12 presents the skill indicator of resource provision, as perceived by the respondent groups.

As shown in Table 12, the indicator that received the highest weighted mean, as perceived by the teachers, was "Assists in locating alternative teaching materials to offer extra practice with particular skills," with a weighted mean of 3.63, interpreted as "Greater Extent." The results suggest that this practice is consistently demonstrated and should be maintained. The ability to identify and use alternative teaching materials for additional practice of specific skills is highly beneficial for both teachers and students. By incorporating various instructional resources, such as digital tools, hands-on activities, and extra reading materials, educators can boost student engagement and support more effective, personalized learning (Garcia & Thompson, 2023).

At a greater extent, this adaptability allows teachers to address diverse learning needs, ensuring that students who struggle with certain concepts receive targeted support while advanced learners remain challenged. Research suggest that varied teaching materials improve retention, foster critical thinking, and accommodate different learning styles (Smith et al., 2024). Moreover, utilizing alternative resources promotes creativity and innovation among educators, encouraging them to explore new teaching strategies that align with modern educational trends.

Table 12 Resource Provision

Resource provision Shared	Teachers			School Heads		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. Keeps teachers informed about the latest research and practices through presentations or emails.	3.50	0.78	Greater Extent	3.59	0.63	Greater Extent
2. Assists in locating alternative teaching materials to offer extra practice.	3.63	0.23	Greater Extent	3.64	0.45	Greater Extent
3. Stays updated on various changes and resources in education to create opportunities.	3.20	0.56	Moderately Extent	3.50	0.67	Greater Extent

4. Promotes teamwork and collaboration to enhance instruction.	3.50	0.35	Greater Extent	3.50	0.33	Greater Extent
5. Assists teachers in sharing their effective teaching methods and classroom strategies.	3.45	0.67	Greater Extent	3.25	0.78	Moderate Extent
Average Weighted Mean	3.45	0.52	Greater Extent	3.50	0.57	Greater Extent

Legend

3.26 – 4.00 Greater Extent

1.76 – 2.50 Lesser Extent

2.51 – 3.25 Moderate Extent

1.00 – 1.75 No Extent

Instructional Resource Shared. Another factor that can affect the overall performance of the school is the instructional leadership of the school heads in terms of Instructional Resource. Table 13 shows the skills indicator, Instructional Resource, as perceived by the respondent groups.

As reflected in Table 13, Assessing the efficacy of the school's instructional programs and implementing corrective measures in areas that needed them was the indicator that, in the opinion of teachers and school administrators, had the highest weighted mean. Greater Extent is indicated by weighted means of 3.63 and 3.88, respectively.

There are significant ramifications for improving educational quality and student performance when assessing the efficacy of instructional programs and putting remedial measures in place where they are needed. At a greater extent, this process ensures that teaching strategies, curricula, and learning interventions remain relevant, data-driven, and responsive to student needs. By systematically assessing instructional programs, schools can identify strengths and pinpoint gaps that may hinder student learning outcomes (Johnson & Reyes, 2023).

Moreover, applying targeted remedial actions allows educators to address learning deficiencies in a timely and strategic manner, reducing achievement gaps and improving overall academic success. Research indicates that schools that continuously evaluate their instructional approaches and adapt based on student performance data tend to foster higher levels of engagement and mastery among learners (Smith et al., 2024).

Table 13 Instructional Resource Shared

Instructional Resource Shared	Teachers			School Heads		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. conducts or participates in workshops, committees and conferences designed to promote the intellectual, social and physical welfare of students.	3.05	0.37	Moderately Extent	3.60	0.45	Greater Extent
2. evaluates the effectiveness of instructional programs of the school and applying remedial actions in areas requiring remediation.	3.63	0.45	Greater Extent	3.88	0.33	Greater Extent
3. Encourages professional development among colleagues to enhance instructional practices.	3.25	0.37	Moderately Extent	3.50	0.34	Greater Extent
4. Collaborates with colleagues to gather, analyze, and share data regarding the quality of professional development and its impact on teaching and student learning.	3.50	0.29	Greater Extent	3.20	0.21	Moderately Extent
Average Weighted Mean	3.36	0.37	Greater Extent	3.55	0.33	Greater Extent

Additionally, this practice promotes a culture of continuous improvement within schools, encouraging collaboration among administrators, teachers, and stakeholders to develop innovative and effective solutions. It also helps optimize the allocation of resources, ensuring that interventions are directed toward the most pressing areas of need. Ultimately, this process contributes to a more student-centered learning environment, where instructional programs are refined to better support diverse learning abilities and ensure equitable access to quality education.

Communication. Another factor that can affect the overall performance of the school is the instructional leadership of the school heads in terms of communication. Table 14 shows the skills indicator, Communication, as perceived by the respondent groups.

As can be observed in Table 14, the indicator with the highest weighted mean, 3.65, which is interpreted as greater extent, was "creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations." There are broad ramifications for professional development, teamwork, and general school improvement when an environment of trust and critical reflection is fostered to engage colleagues in difficult and meaningful talks. At a greater extent, this approach encourages open dialogue among educators, allowing them to critically analyze teaching practices, share innovative ideas, and address challenges constructively (Brown & Peterson, 2023).

Table 14 Communication

Communication	Teachers			School Heads		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
models effective skills Demonstrates effective skills in listening, presenting ideas, leading discussions, and identifying and addressing the needs of oneself and others	3.29	0.41	Moderately Extent	3.45	0.35	Greater Extent
Provides constructive feedback to colleagues to enhance teaching practices and improve student outcomes.	3.55	0.36	Greater Extent	3.52	0.36	Greater Extent
Holds meetings to address instructional concerns within the school. Organizes information and ideas to be discussed during meetings.	3.25	0.24	Moderately Extent	3.54	0.37	Greater Extent
organizes information and ideas to be discuss during meetings.	3.50	0.41	Greater Extent	3.20	0.29	Moderately Extent
Fosters an environment of trust and critical reflection to encourage colleagues to engage in challenging discussions.	3.65	0.42	Greater Extent	3.62	0.43	Greater Extent
Average Weighted Mean	3.45	0.37	Greater Extent	3.47	0.36	Greater Extent

By building trust within the school community, teachers feel more comfortable expressing their thoughts, seeking feedback, and engaging in reflective discussions that lead to instructional improvements. Research suggests that when educators actively participate in critical conversations, they become more open to professional learning, embrace diverse perspectives, and collaboratively develop strategies to enhance student achievement (Smith et al., 2024).

Moreover, a culture of trust and reflection supports continuous professional development, as it empowers teachers to identify areas for growth and take proactive steps to refine their teaching methods. This environment also fosters stronger relationships among colleagues, leading to a more cohesive and supportive school culture. Schools that prioritize trust-based discussions and reflective practices tend to experience increased teacher morale, enhanced teamwork, and greater overall effectiveness in addressing educational challenges.

Ultimately, creating a space for open and critical conversations strengthens the teaching profession, promotes a culture of lifelong learning, and leads to meaningful improvements in both instructional quality and student outcomes.

Instructional Supervision. Another factor that can affect the overall performance of the school is the instructional leadership of the school heads in terms of instructional supervision. Table 15 shows the skills indicator, Instructional Supervision, as perceived by the respondent groups.

Table 15 Instructional Supervision

Instructional Supervision	Teachers			School Heads		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. Prepare and implement an instructional supervisory plan	3.32	0.34	Moderately Extent	3.50	0.28	Greater Extent
2. Conduct Instructional Supervision using appropriate strategy	3.55	0.29	Greater Extent	3.21	0.45	Moderately Extent
3. Assess lesson plans along with classroom and learning management	3.25	0.41	Moderately Extent	3.62	0.21	Greater Extent
4. Supply in a warm and timely manner, precise and specific feedback to teachers	2.46	0.24	Lesser Extent	3.50	0.46	Greater Extent
5. Supply a specialist type of technical assistance and instructional support to teachers	3.65	0.27	Greater Extent	3.50	0.35	Greater Extent
Average Weighted Mean	3.25	0.31	Moderate Extent	3.46	0.35	Greater Extent

As reflected in Table 15, With a weighted mean of 3.65, indicating Greater Extent, the indicator that instructors felt had the greatest weighted mean was provide expert technical assistance and instructional support to teachers. The results suggested that offering specific technical assistance and instructional support to teachers has significant implications for both educators and student learning outcomes. At a greater extent, this targeted support enhances teachers' professional competencies, equipping them with the necessary skills, strategies, and resources to improve instructional delivery and adapt to diverse student needs (Garcia & Thompson, 2023).

Specialist technical assistance ensures that teachers receive expert guidance on curriculum implementation, assessment techniques, and the integration of technology into the classroom. Research indicates that schools that prioritize structured instructional support experience improved teacher effectiveness, higher student engagement, and stronger academic performance (Smith et al., 2024). Additionally, access to ongoing mentorship and coaching enables educators to refine their teaching practices, address instructional challenges, and stay updated on emerging educational trends.

Additionally, technological support creates a cooperative learning atmosphere where educators are encouraged to try out new teaching strategies and improve their pedagogical techniques. Schools foster a culture of continuous improvement by offering ongoing support through peer coaching, professional development programs, and instructional leadership, which eventually helps teachers and students. Higher levels of instructional quality and student achievement are promoted by making sure educators receive specialized support, which also helps to create a more responsive and effective educational system.

Summary of Instructional Leadership. The table presents an overview of instructional leadership, highlighting key areas such as resource provision, instructional support, communication, and supervision. It demonstrates how important it is for school administrators to mentor teachers, enhance teaching methods, and promote a culture of lifelong learning. The data provides insights into the effectiveness of school leaders in enhancing teaching quality and student outcomes through strategic leadership and support.

Table 16 Summary of Instructional Leadership

Instructional Leadership Indicator	Teachers			Students		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Resource provision	3.45	0.52	Greater Extent	3.50	0.57	Greater Extent
Instructional Resource	3.36	0.37	Greater Extent	3.55	0.33	Greater Extent
Communication	3.45	0.37	Greater Extent	3.47	0.36	Greater Extent
Instructional Supervision	3.25	0.31	Moderate Extent	3.46	0.35	Greater Extent
Average Weighted Mean	3.38	0.39	Greater Extent	3.50	0.40	Greater Extent

In all of the indicators in instructional leadership, resource provision has the greatest weighted mean. It can be implied that the role of a school head as a Resource provision has significant implications for enhancing instructional quality and overall school effectiveness. More significantly, teachers' capacity to provide high-quality education is directly impacted by their access to necessary resources, technology, and professional development opportunities (Garcia & Thompson, 2023). Adequate resources not only support innovative teaching strategies but also help address diverse student learning needs, promoting a more inclusive and effective educational environment.

Additionally, school administrators that actively promote resource allocation foster a supportive and trusting environment that inspires teachers to reach their full teaching potential (Smith et al., 2024). Better teacher performance, higher student engagement, and greater academic achievement are all experienced by schools that place a high priority on resource supply. Long-term educational progress is promoted by investing in teaching resources, technological integration, and chances for ongoing learning. This guarantees that both teachers and students gain from a well-equipped and stimulating learning environment.

Level of Self – Efficacy Among Respondent Groups

This section addresses the degree of self-efficacy in relation to classroom management, instructional practices, and learner engagement. **Instructional Strategies.** One factor that can affect the teachers' ability to respond to difficult situations in teaching the learners is in terms of instructional strategies. Table 17 shows the competency indicator, Instructional strategies, as perceived by the respondent groups.

According to Table 17, the teachers' capacity to offer a different explanation, such as when pupils are puzzled, was the indicator they evaluated best on. This indicates that the practice is often practiced, as evidenced by the weighted mean of 3.55, which is read as Greater Extent. Teachers must provide a variety of examples to help learners better understand the lesson when they are having trouble understanding a concept. Conversely, the indicator that received the lowest weighted mean, as perceived by the teachers, was the extent to which a teacher can employ a variety of assessment strategies, with a mean score of 3.21, interpreted as moderate extent.

Table 17 Instructional Strategies

INSTRUCTIONAL STRATEGIES	Teachers			School Heads		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. To what degree can you write good questions for your learners?	3.34	0.34	Greater Extent	3.65	0.24	Greater Extent
2. To what degree can you use a varied strategy of assessment?	3.21	0.31	Moderately Extent	3.46	0.36	Greater Extent
3. To what degree can you give an alternative explanation or example when learners are confused?	3.55	0.45	Greater Extent	3.50	0.41	Greater Extent
4. How good are you in implementing varied strategies in your classroom?	3.54	0.28	Greater Extent	3.37	0.35	Greater Extent
Average Weighted Mean	3.44	0.35	Greater Extent	3.49	0.34	Greater Extent

The results suggest that while the use of varied assessment strategies is demonstrated frequently, there is still room for improvement. To satisfy the varied needs of students with multiple intelligences and different learning styles, teachers must use a variety of evaluation techniques.

The computed average weighted mean for the indicators under implementing instructional strategies was 3.42, which is interpreted as "Greater Extent" based on the teachers' perceptions. This indicates that the indicators in this category have been effectively implemented and clearly demonstrated.

As shown in the table, the indicator rated highest by school heads was the ability to craft well-constructed questions for students, receiving a weighted mean of 3.62, interpreted as "Greater Extent." This implies that the practice is consistently demonstrated and should continue to be emphasized. Well-formulated questions are crucial for reinforcing lesson content and encouraging student thinking.

However, school heads evaluated the ability to use different tactics in the classroom as the lowest indication, with a weighted mean of 3.37, which is still considered Greater Extent. This implies that the ability is frequently displayed. To improve the teaching-learning process, teachers must be able to introduce novel ideas and be adaptable to a variety of learning scenarios.

The overall average weighted mean for the instructional strategies indicators, as perceived by the school heads, was 3.50, also interpreted as Greater Extent. This indicates that the key elements under instructional strategies have been successfully addressed.

Classroom Management. One aspect that reflects how effectively a teacher manages their classroom is classroom management. Table 18 presents the competency indicator for classroom management as perceived by the respondent groups. According to the data, the indicator that received the highest weighted mean from the teachers was the extent to which they can engage learners to adhere to class regulations, with a weighted average of 3.42 understood as Greater Extent. A crucial element in assessing a teacher's effectiveness in managing their class is classroom management. Table 18 presents the competency indicator for classroom management, reflecting the perceptions of both teachers and school leaders.

Table 18 Classroom Management

CLASSROOM MANAGEMENT	Teachers			School Heads		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. To what extent can you control disruptive behavior in the classroom?	2.48	0.35	Lesser Extent	3.19	0.25	Moderately Extent
2. To what extent can you get the learners follow classroom rules?	3.42	0.23	Greater Extent	3.38	0.23	Greater Extent
3. To what extent can you calm a learner who is disruptive or noisy?	3.22	0.39	Moderately Extent	3.24	0.34	Moderately Extent
4. To what extent can you establish a classroom management system with each group of learners?	3.34	0.27	Greater Extent	3.45	0.21	Greater Extent
Average Weighted Mean	3.12	0.31	Moderately Extent	3.32	0.26	Greater Extent

The teachers' responses indicated that the most highly rated indicator was their ability to engage learners, which received a weighted mean of 3.63 and is interpreted as "Greater Extent." This implies that it is shown consistently and ought to be upheld continuously. To maintain order and ensure effective instruction, it is crucial to set clear classroom rules.

Conversely, the lowest-rated indicator among teachers was their ability to manage disruptive behavior in the classroom, which had a weighted mean of 2.48, interpreted as "Lesser Extent." This indicates that such behavior is only occasionally managed effectively, highlighting the need for improvement in this area. Addressing disruptive behavior is indeed challenging, particularly when the teaching strategies in use fail to engage the learner or stimulate interest in school tasks.

The overall average weighted mean for classroom management under self-efficacy, based on teacher responses, was 3.12, interpreted as "Moderate Extent." This suggests that while most classroom management indicators are generally practiced, there remains room for growth in enhancing classroom control and learner engagement.

School heads rated the ability to create a customized classroom management system for each group of learners as the top indicator, with a weighted mean of 3.45, which is interpreted as "Greater Extent." This underscores the necessity of clearly conveying classroom rules and their significance in promoting an organized learning environment.

The lowest-rated indicator, according to school heads, was the ability to control disruptive behavior, with a weighted mean of 3.19, classified as Moderate Extent. Although relatively lower, it still indicates that the skill is often demonstrated. Employing differentiated instruction can help address behavioral issues by engaging learners in meaningful and motivating tasks.

The overall average weighted mean for classroom management, as perceived by school heads, was 3.32, also interpreted as Greater Extent. This suggests that the key elements of classroom management are being addressed effectively, although continuous improvement is still encouraged.

Learner Engagement. One element that can significantly influence a teacher's effectiveness in delivering instruction is learner engagement. Table 19 presents the competency indicator for learner engagement, as assessed by the respondent groups.

According to Table 19, the ability to implement alternative strategies in the classroom received the highest weighted mean based on teachers' perceptions, scoring 3.48 and interpreted as "Greater Extent." This indicates that these strategies are regularly implemented and ought to be maintained. Teachers need to use a variety of approaches that foster interest and motivation in the subject to maintain students' active involvement during lessons.

Conversely, the indicator with the lowest weighted mean, as perceived by the teachers, was the extent to which they can help learners believe in their ability to succeed in school tasks, which received a mean score of 3.32, still interpreted as Greater Extent.

Table 19 Learner Engagement

LEARNER ENGAGEMENT	Teachers			School Heads		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. To what extent can you motivate learners who show low interest in schoolwork?	3.36	0.32	Greater Extent	3.55	0.34	Greater Extent
2. To what extent can you do to get learners to believe they can do well in schoolwork?	3.32	0.27	Greater Extent	3.50	0.26	Greater Extent
3. To what extent can you do to help your learners value learning?	3.40	0.41	Greater Extent	3.52	0.39	Greater Extent
4. To what extent can you implement alternative strategies in your classroom?	3.48	0.32	Greater Extent	3.40	0.27	Greater Extent
Average Weighted Mean	3.39	0.33	Greater Extent	3.49	0.31	Greater Extent

The results suggest that the indicators are consistently practiced and clearly evident. Encouraging students to engage with schoolwork is crucial in enhancing their academic performance. Based on the computed average weighted mean for the indicators under the category of Communication, a score of 3.39 was recorded, which falls under the interpretation of Greater Extent according to the teachers. This indicates that the communication-related competencies have been achieved and are effectively demonstrated.

According to the table, school heads recognized the ability to motivate learners with low interest in their schoolwork as the highest-rated indicator, receiving a weighted mean of 3.55, interpreted as Greater Extent. This underscores the fact that such motivational efforts are often put into action and ought to be upheld consistently. Maintaining learner engagement demands a significant amount of effort, especially when teaching approaches are not diverse. To cultivate students' interest in academic tasks, it is vital to establish a stimulating and joyful learning environment.

Conversely, from the viewpoint of school heads, the indicator that had the lowest weighted mean was the capability to apply alternative teaching strategies; this received a score of 3.40, which is still classified as being

in the Greater Extent range. Although this is the lowest, it indicates that it is still frequently shown. It is vital to maintain students' motivation and involvement by employing a variety of pedagogical methods.

The average weighted mean for all indicators under Learner Engagement was 3.49, also interpreted as Greater Extent by the school heads. This indicates that the aspects related to engaging learners have been adequately addressed and effectively implemented.

Summary on the Level of Self - Efficacy. The table provides a summary of self-efficacy, focusing on essential domains such as instructional strategies, classroom management, and learner engagement. It illustrates how teachers view their ability to support student learning, respond to challenges, and sustain a positive and efficient learning environment. A high degree of teacher self-efficacy indicates enhanced resilience, more effective teaching practices, and a deeper dedication to student achievement, all of which play a vital role in boosting school performance and educational outcomes. Table 20 presents the consolidated data on the level of Self-Efficacy.

Table 20 Summary on the Level of Self - Efficacy

Summary on the Level of Self - Efficacy	Teachers			School Heads		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Instructional Strategies	3.44	0.35	Greater Extent	3.49	0.34	Greater Extent
Classroom Management	3.12	0.31	Greater Extent	3.32	0.26	Greater Extent
Learner Engagement	3.34	0.33	Greater Extent	3.49	0.31	Greater Extent
Average Weighted Mean	3.29	0.31	Greater Extent	3.44	0.30	Greater Extent

As reflected in the table, instructional strategies have the highest weighted mean of all the indicators of self – efficacy. This implied that the effective use of instructional strategies has far-reaching implications for both teaching quality and student learning outcomes. At a greater extent, well-planned instructional strategies enable teachers to differentiate instruction, accommodate diverse learning styles, and foster critical thinking among students (Garcia & Thompson, 2023). When educators implement research-based strategies, they enhance student engagement, motivation, and comprehension, leading to improved academic performance and long-term retention of knowledge.

Moreover, teaching methods are essential for closing learning gaps: they offer focused support to students who have difficulty while also encouraging those who excel to realize their complete capabilities. According to Smith et al. (2024), schools that prioritize the ongoing enhancement of teaching methods via professional growth and teamwork foster a vibrant and adaptable learning environment. Teachers being well-equipped with effective instructional strategies fosters a more adaptable, student-centered approach and ultimately bolsters the educational system as a whole.

SIGNIFICANT RELATIONSHIP

This section discusses the significant relationship.

Table 21 shows if a significant relationship exists between the school heads' instructional leadership and teachers' self-efficacy.

Table 21 Instructional Leadership and Self - Efficacy

	Computed r-value	Critical p-value	Decision on Ho	Interpretation
Instructional Leadership and Self - Efficacy	0.41328	0.046549	Reject Ho	Significant

@ 0.05 level of significance

The relationship between instructional leadership and self-efficacy was tested, yielding a correlation based on a computed p-value of 0.046549 at the 0.05 level of significance. This indicates that the self-efficacy of teachers was significantly influenced by instructional leadership.

The important link between the instructional leadership of school heads and teachers' self-efficacy carries deep implications for the quality of education and student success. To a greater extent, robust instructional leadership cultivates an atmosphere in which teachers feel supported, appreciated, and empowered to improve their teaching methods, thereby increasing their confidence and effectiveness in the classroom (Garcia & Thompson, 2023).

Furthermore, studies indicate that schools led by proactive instructional leaders tend to have higher teacher retention rates, enhanced collaboration among educators, and better student outcomes (Smith et al., 2024). Teachers who have faith in their capacity to manage classrooms, involve students, and employ successful teaching methods foster a more constructive and effective learning atmosphere. This connection highlights how crucial leadership training is for school principals, stressing the necessity of strategic mentorship, decisions grounded in data, and continual assistance to maintain elevated teacher self-efficacy levels. Investing in instructional leadership development not only enhances teacher confidence and competence but also strengthens the overall school culture, ensuring continuous growth and innovation in teaching and learning. Schools that prioritize strong instructional leadership practices are better positioned to achieve long-term educational success.

3. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the study, along with its key findings, conclusions, and recommendations. The summary offers a brief recapitulation of the primary research issue and its subordinate issues. The findings are derived from the analysis of collected data, serving as the basis for the study's conclusions. The conclusions, in turn, reflect the interpretations drawn from the findings, offering insights into the study's implications. Lastly, the recommendations are thoughtfully formulated based on the gathered data, aiming to address identified gaps and enhance future practices.

SUMMARY

This research assessed the relationship between the instructional leadership status of school principals and teachers' self-efficacy in selected schools within the Tudela District, Camotes, Cebu Province Division during the 2024-2025 academic year, providing a foundation for creating an Instructional Plan. The investigation concentrated on various crucial domains, including teacher-related aspects such as age, gender, civil status, highest level of education achieved, years of service, performance evaluation results, and involvement in professional development activities like trainings, seminars, and workshops. Additionally, it took into account factors related to school leadership such as age, gender, highest level of education achieved, tenure in the current role, and participation in professional seminars on instructional leadership.

Moreover, the research evaluated school leaders' instructional leadership across four essential dimensions: resource provision, instructional resources, communication, and instructional supervision. Additionally, it investigated teachers' self-efficacy levels across three domains: instructional strategies, learner engagement, and classroom management. Moreover, the study examined the connection between instructional leadership and teachers' self-efficacy to understand how leadership practices affect educators' confidence and effectiveness.

A descriptive-correlational research design was utilized, employing an adapted and modified questionnaire as the main data collection tool to gather pertinent information and analyze the relationships between the identified variables.

FINDINGS

The following were the main findings.

The school heads were predominantly females aged 41 to 50, married, with at least a master's degree, having 6 to 10 years of service, and who participated in national-level training. Conversely, most teachers fall within the 31–40 age bracket, are female, possess a master's degree, have 6 to 10 years of service, hold an outstanding performance rating, and have participated in division-level training.

The degree of instructional leadership among respondent groups regarding resource provision, instructional resources, communication, and instructional supervision was understood to be at a greater extent. Self-efficacy levels regarding instructional strategies and learner engagement were assessed as being significant among the groups of respondents. Regarding classroom management, teacher respondents view it as moderate, whereas school head respondents see it as greater. The teachers' self-efficacy is significantly related to instructional leadership.

CONCLUSION

The study's findings indicate a significant relationship between the school heads' instructional leadership status and the teachers' self-efficacy.

RECOMMENDATION

It is suggested that the Instructional Plan be employed, based on the conclusions drawn from the study's findings.

4. OUTPUT OF THE STUDY

INSTRUCTIONAL PLAN

RATIONALE

Any educational institution's success is greatly influenced by instructional leadership. School leaders are crucial in influencing the teaching and learning atmosphere, making certain that instructional methods correspond with educational objectives and the needs of students. This instructional plan has been developed in response to the need for educators' professional capabilities to be enhanced, instructional strategies improved, and a culture of ongoing collaboration and learning cultivated. This plan seeks to empower teachers and enhance student outcomes through structured guidance, resource allocation, and effective supervision. An instructional leadership framework that is clearly defined guarantees that school leaders actively assist and direct teachers in their professional development, which results in a more effective and vibrant educational system.

OBJECTIVES

A framework, The Instructional Plan, provide suggestions for modifying or altering certain elements to align more closely with a specific context, objective, or intent. Its flexibility ensures that it can be applied in various situations, maintaining its relevance and effectiveness across different environments and is defined as follows:

Enhance Instructional Leadership – Strengthen the ability of school heads to provide guidance, supervision, and support to teachers in implementing effective

teaching strategies.

Improve Teaching Practices – Foster professional growth among teachers through structured mentorship, coaching, and training programs.

Ensure Effective Resource Allocation – Provide necessary instructional materials, tools, and technology to improve the teaching and educational process.

PLAN OF IMPLEMENTATION

The implementation of the instructional plan will be carried out through a structured timeline, beginning with an orientation session for school heads and teachers to ensure a clear understanding of the objectives and strategies. Professional development activities, including workshops, mentorship programs, and peer coaching, will be conducted regularly to enhance teaching practices and instructional leadership. School heads will provide ongoing support through resource provision, classroom observations, and constructive feedback to improve instructional effectiveness. A monitoring and evaluation system will be established to assess the impact of the plan using teacher feedback, student performance data, and instructional quality assessments. Adjustments and refinements will be made as needed to ensure continuous improvement and sustainability of the instructional leadership framework.

INSTRUCTIONAL LEADERSHIP AND SELF – EFFICACY BASED PLAN

Area of Concern	Objectives	Strategies	Description	Budget	Budget Source	Time Frame	Implementors	Evaluative Measures	Remarks
Low teacher self-efficacy	Enhance teacher confidence in classroom management and instructional strategies	Conduct workshops on classroom management and differentiated instruction	Teachers will attend monthly seminars with hands-on activities and peer mentoring	₱20,000	MOOE / External grants	June–August 2025	School Head, Master Teachers	Pre/post workshop surveys; observation checklist	Include teachers from all grade levels
Inconsistent student engagement	Improve student-centered teaching	Peer observations and lesson	Teachers will collaborate to	₱5,000	School Funds	Monthly (SY 2025-2026)	Department Heads, Subject Leaders	Student engagement surveys;	Continuous implementation

ent	practices	study groups	observe and provide feedback on engaging teaching strategies					peer observati on logs	
Lack of instructional leadership support	Strengthen leadership visibility and support in instructional activities	Instructional rounds by school leaders	School leaders will regularly visit classes and offer constructive feedback	₱3,000	School Leadership Fund	Bi-weekly visits	School Principal, Assistant Principals	Frequency of rounds; teacher feedback	Encourage positive tone
Limited professional development	Provide opportunities for teacher growth	Host in-service trainings and online webinars	Offer PD aligned with current trends (e.g., digital tools, inclusive education)	₱25,000	Division/NGO Support	Quarterly	LAC Coordinators, External Speakers	Training feedback forms; teacher performance reviews	Include CPD credit offerings
Weak data use in instruction	Build teacher skills in using assessment data	Data-driven instruction training	Teachers will analyze student performance data to adjust teaching strategies	₱8,000	MOOE	July–October 2025	School Assessment Coordinator, Teachers	Sample lesson plans using data; student progress tracking	Integrate into LAC sessions

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