

School Heads' Leadership Roles and Teachers' Efficacy

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ABSTRACT: Behind every successful school there is a strong and supportive team, and this leadership focuses on school heads who not only assist in formulating the parameters and objectives but also help in shaping a teacher's everyday experience. This study investigates the extent of school heads' leadership roles and teachers' efficacy and its significant relationship. It also identifies which of the school heads' leadership roles predict the teachers' efficacy. Descriptive correlational and causal research designs were employed. An adapted questionnaire was conducted to 111 respondents who were selected through random sampling using Slovin's formula. The study utilized Mean, Standard Deviation, Pearson Product Moment Correlation Coefficient, and Multiple Linear Regression for data analysis and interpretation. Results reveal that the overall extent of the school head's leadership roles is Extremely High. The level of teachers' efficacy is also Extremely High. There is a low to moderate correlation between the school heads leadership roles and teachers' efficacy. Among the school heads' leadership roles, support system is the great predictor of teachers' efficacy. It concludes that teachers are well supported by school heads. The study suggests that collaboration and commitment are to be included in the support system the school heads may give to their teachers.

KEYWORDS: leadership roles, school heads, teachers' efficacy

I. INTRODUCTION

Behind every successful school there is a strong and supportive team, and this leadership focuses on school heads who not only assist in formulating the parameters and objectives but also help in shaping a teacher's everyday experience. A school head's style of leadership affects a teacher's self-image in relation to the impact of their work on students from many different perspectives. The effectiveness of teachers in their ability to effectively teach and influence student outcomes is an important part of the classroom thriving. When teachers encourage managers and reinforce with something reliable, they commit to trying new educational strategies, staying motivated and working on their work, even if challenges arise.

More recently, Mendoza and Javier (2024) showed how a particular leadership style affects how teachers think about their work and how well they do. Their research showed how strong leadership is to create a more positive and productive education field. At the same time, school heads look into the real challenges they are looking for each other every day. This research helped clarify the often-hidden barriers that hinder effective leadership. Understanding these challenges is an essential step in creating a better support system for school heads and teachers.

Leithwood et al. (2020) discussed the multi-layered system of causal connections between leadership behaviors and school results. The findings from the research showed that effective leadership is not only having operational systems in place but also cultivating a positive school climate, fostering teacher enthusiasm, and supporting students achieving success. However, there is still limited work that focuses on implementing this specific approach to leadership in the Philippine education system. This absence highlights the need to explore more deeply, considering the ethnographic context, especially the local level of the schools. The lack of research focus shows the difficulty of understanding how leadership could constructively influence a teacher's professional development against the backdrop of school involvement. Closing this gap impacts, perhaps, one's self-fulfillment pursuits and simultaneously aids in building a positive, sound school climate which ultimately improves student performance.

As part of the efforts in bridging the existing research gap, this study focused on the school heads' leadership styles in selected schools within Talakag II District and their influence on teacher effectiveness. This study intended to identify relevant factors in leadership to adequately inform school heads on how to structure support to teachers to enable empowerment. The primary focus of this research was to establish the extent of the relationship between leadership and teacher efficacy, and improve

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upon the formulated theory constructed for the benefit of students, teachers, and the educational system. This was done in order to strengthen teaching practices which were Meant to aid all constituents of the education system. This study critically examines theories on educational leadership for the strategic purpose of advocating quality and effective instruction in varied educational environments.

This research concentrates on two primary theories: the Social Cognitive Theory alongside the Transformational Leadership Theory. Efficacy possesses a crucial role especially in teachers' execution of duties within Social Cognitive Theory. This theory, at its foundation, posits that people gain confidence in their abilities through multiple fulfilling experiences, observing others, and receiving encouragement. Recent studies like that of Tinnell (2024) testify to how greatly effective, supportive, and transformational leadership influences individual and collective teachers' efficacy greatly. His findings supported Bandura's vicarious learning theory where teachers gain confidence due to receiving systematic and effective practice feedback from peers and strong school leaders. It is now clear that when school superintendents foster a constructive and collaborative culture among staff, it enhances teachers' belief in their abilities, which directly influences the level of improvement in learning outcomes.

Social Cognitive Theory serves as an insightful perspective regarding how teacher efficacy operates and why it is important. Relative to education, efficacy pertains to an educator's ability to access and teach a student regardless of the obstacles presented. Teachers with efficacy are noted to be more open to new ideas, create plans and strategies, and experience lower levels of stress and burnout. The benefits of efficacy go beyond the educators, students' motivation, performance, and self-regulation also increase.

Additionally, the Transformational Leadership Theory which emphasizes the impact of inspiring leadership. Transformational leaders provide guidance through vision and motivation and support their teams. They have healthy relationships with their teams, articulate the organizational vision, and delegate authority. According to Cansoy and Gumus (2022), school administrators with this leadership approach profoundly affect their teachers' commitment, job satisfaction, and professional advancement. When school administrators provided active support to their staff and provided teamwork development opportunities, a culture that allows teachers to excel was created.

This kind of leadership has proven especially effective in promoting innovation and driving positive change in schools. For instance, research conducted in the Philippines and Indonesia (Esogon & Gumban, 2024) indicates that a good number of school leaders possess characteristics of transformational leadership and the results have been quite beneficial: heightened teacher morale, greater commitment, and positive school climate

II. METHODOLOGY

The study's research design employed descriptive correlational and causal research designs, as Wilson (2023) explained, is a quantitative method of research focusing on studying the relationship of two or more variables without manipulation. This method was effective in establishing the degree of correlation between variables without manipulation and made it possible to ascertain how school heads' leadership roles affected teachers' performance in collaboration, commitment, and support system.

Causal design was also applied, as delineated by Bhasin (2023) is a design that describes attempts to investigate and establish a causal relationship between two or more variables. This design goes beyond identifying mere correlations; it systematically establishes how much a change in one variable (the independent variable) will result in a change in another variable (the dependent variable). This design investigated if the leadership roles of school heads directly influence the teaching effectiveness of the educators in District II of Talakag Bukidnon.

In this study, descriptive statistics and correlation analyses were applied to study the association between the leadership roles of school heads and the effectiveness of their teachers. In resolving questions one and two, it computed Mean or average together with standard deviations. In the case of problem 3, the degree to which the relationship between school heads' leadership roles and teachers' efficacy was calculated using the Pearson Product Moment Correlation Coefficient. Regarding problem 4, Multiple Linear Regression analyses were done to evaluate the scope of the predictive influence. This cross-section of station provided the required clarity alongside the depth of understanding necessary for the underlying relationships in the data being analyzed.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of the school heads' leadership role in terms of:

- 1.1 collaboration;
- 1.2 commitment; and
- 1.3 support system?

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Table 1 shows the overall outcomes regarding the school heads' leadership role. It shows that it has a top-most Mean score of 4.25 with SD = 0.53, which was classified as Always and interpreted as Extremely High. The data suggest that school heads also show great participation towards leadership in collaboration, commitment, and support. Their active involvement and reliability in these domains help strengthen school culture and enhance organizational effectiveness. Such leadership is crucial for fostering processes to empower teachers, improve schools, and create an inviting atmosphere for learning.

Abella et al. (2024) emphasized that heads of schools with strong collaborative, committed and supportive skills increase the overall performance of the schools. With the very high exemplary scores on this study there showed leadership practices that contribute to a productive educational environment. In the same way Kilag et al. (2024) pointed out that there are school heads who continuously show collaboration commitment and support and these create a school which is positively high performing. The high scores on leadership in this study correspond to the leadership areas targeted in this study which were found to enhance teacher professionalism and instructional practice. The presence of such strong leadership improves school effectiveness and student performance and outcomes.

Table 1. Overall Extent of School Heads' Leadership Roles

Variable	Mean	SD	Description	Interpretation
Collaboration	4.23	0.53	Always	Extremely High
Commitment	4.24	0.53	Always	Extremely High
Support System	4.28	0.53	Always	Extremely High
Overall Mean	4.25	0.53	Always	Extremely High
Note: 4.21-5.00 Extremely High 3.41 – 4.20 High 2.61 – 3.40 Moderate 1.81 – 2.60 Low 1.00 – 1.80 Extremely Low				

Subsequently, this table, Support System has its highest Mean set to 4.28 while it's SD is 0.53. The category is described as Always and interpreted as Extremely High. This indicates that the school leaders focus on providing their teachers with consistent and reliable support. Their motivation, guidance, and assistance in changing teaching approaches sustain and enhance their work environment. Such a significant degree of support is necessary to maximize teachers' effectiveness and to enhance the overall performance of the school.

Tinnell (2024) corroborated this when he remarked that continuous and robust backing from the school heads enhanced tremendously teacher effectiveness and teacher job satisfaction. The exceptionally high score for support in this research aligns with the leadership roles described by Tinnell, which promote a positive and cooperative school atmosphere. This degree of support ultimately leads to enhanced instructional quality and improved student success.

However, *Collaboration* has the lowest Mean of 4.23 with SD= 0.53, described as Always and interpreted as Extremely High. This suggests that although school heads exhibit very high degrees of collaboration, it is somewhat less prioritized than their roles related to support and commitment. While collaboration is consistently evident, there might be opportunities to enhance teamwork and collective decision-making. Improving collaborative initiatives could result in more efficient problem-solving, higher teacher morale, and increased innovation. Focusing on this area would ultimately encourage a more unified and vibrant school atmosphere.

Kilinc et al. (2022) study, stressed that the cooperation between school heads and teachers creates a sense of collective responsibility and enhances the overall effectiveness of the school. The remarkably high score for collaboration in this research reflects that effective collaborative leadership promotes better communication, trust, and teamwork. Nevertheless, the slightly lower average when compared to support and commitment indicates that there is still potential for improvement in deepening collaboration. As Oco (2022) pointed out, encouraging more frequent and Meaningful collaboration can result in improved problem-solving, greater teacher involvement, and innovative teaching methodologies. Enhancing collaboration initiatives would ultimately lead to a more vibrant and successful educational atmosphere.

Problem 2. What is the level of teachers' efficacy?

Table 2 illustrates how confident teachers are in their perceived Efficacy. It has an Overall Mean of 4.24 with SD = 0.52, described as Always and interpreted as Extremely High. The findings shows that teachers perceived themselves to be effective in their roles. This is indicative of high achievement and suggests that, on average, they believed that they could actively engaged with students, modify their teaching approaches, and control their classrooms effectively. Hence, teachers were instructive. To

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build on this, professional development programs that encouraged collaboration and the use of technology could have further improved their teaching effectiveness and helped students succeed.

As noted by Lazarides and Warner (2020), teachers with heightened efficacy tend to have greater resilience, job satisfaction, and receptiveness to innovation in teaching. They also challenge themselves, engage in better planning, and are able to modify their strategies when they encounter obstacles. Having confidence in one's self also having the ability to effectively manage a classroom with diverse and changing student needs impacts the development of teacher efficacy through mastery experience, vicarious experience, verbal persuasion and somatic and affective states. Teaching behaviors are substantially influenced by efficacy. Teachers with a high efficacy, for example, tend to demonstrate appropriate teaching behaviors and have better results both for themselves and their students. Greater efficacy among teachers correlates with less burnout, higher job satisfaction, and enhanced student motivation, academic adjustment, and achievement.

Table 2. Teachers' Efficacy

	Indicators	Mean	SD	Description	Interpretation
1.	I can effectively engage my learners in learning.	4.21	0.53	Always	Extremely High
2.	I am confident in my ability to deliver lessons that enhance student comprehension.	4.20	0.54	Most of the time	High
3.	I can adapt my teaching methods to meet the diverse needs of my students.	4.26	0.52	Always	Extremely High
4.	I am capable of managing classroom challenges and disruptions effectively.	4.25	0.52	Always	Extremely High
5.	I can use learners' feedback to adjust my teaching strategies when necessary.	4.27	0.51	Always	Extremely High
6.	I can effectively motivate learners to take an active role in their own learning.	4.26	0.51	Always	Extremely High
7.	I can continuously reflect on my practice that leads to improved teaching and learning outcomes.	4.28	0.50	Always	Extremely High
8.	I can effectively differentiate instruction to meet the varying needs of my learners.	4.23	0.53	Always	Extremely High
9.	I am confident in my ability to encourage learners to set and achieve their own academic goals.	4.25	0.51	Always	Extremely High
10.	I can integrate technology into my lessons to enhance their learning experiences	4.19	0.50	Most of the time	High
11.	I can build strong relationships with my learners to foster a positive learning environment.	4.24	0.54	Always	Extremely High
12.	I have confidence in my ability to collaborate with colleagues to improve learners' outcome and best teaching practices.	4.18	0.52	Most of the time	High
	Overall Mean	4.24	0.52	Always	Extremely High
Note:	4.21-5.00 Extremely High 3.41 – 4.20 High 2.61 – 3.40 Moderate 1.81 – 2.60 Low 1.00 – 1.80 Extremely Low				

Moreover, Indicator 7, *I can continuously reflect on my practice, that leads to improved teaching and learning outcomes*, has the highest Mean score of 4.28 with SD=0.50, described as Always and interpreted as Extremely High. It indicates that teachers' strong ability to continuously reflect on their teaching practices to enhance learning outcomes. This also suggested that teachers were highly committed to self-assessment and professional growth. Reflection is fundamental to effective teaching since it enables instructors to discern the most effective methods and what requires refinement.

Miesera and Gebhardt (2022) emphasized how self-reflection influences effective teaching practices the most. Their research shows that when educators reflect on their practices, they tend to become more flexible in addressing the needs of all learners. This flexibility leads to improved instructional outcomes. Additionally, reflective teachers are more receptive to feedback,

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embracing a growth mindset that not only enhances their own professional development but also creates a more supportive and dynamic learning environment for their students.

Saimon and Mtenzi (2021) also added that continuous reflection on teaching practices is crucial for professional development and improving classroom effectiveness. Where these are reflective teacher practices to enhance various aspects of teaching, including assessment methods, teacher-student dynamics, pedagogical competence, and technology integration.

Conversely, indicator 12, *I have confidence in my ability to collaborate with colleagues to improve learners' outcome and best teaching practices*, holds the lowest Mean of 4.18 with SD=0.52, described as Most of the Time and interpreted as Highly. Although teachers rated this as highly, this indicated that while many teachers felt confident in their individual skills, they had fewer opportunities or incentives to work together, share knowledge, and engage in teamwork. Strengthening collaboration could have helped teachers support one another and further improve learning outcomes.

Additionally, Guindulan (2024) noted that teacher collaboration and professional development activities improve efficacy and job satisfaction. Efficacy is higher among teachers participating in collaborative professional development activities. Collaboration among Science teachers in Hong Kong has been noted to enhance not only efficacy but also job satisfaction, as well as mediating the effect of collaboration on job satisfaction through efficacy.

As stated by Ortan et al. (2021) efficacy, as well as opportunities for advancement, constructive student conduct, and favorable physical conditions significantly enhance teacher job satisfaction and wellbeing. All these factors lead to a constructive work atmosphere that enhances the engagement and participation of the teachers, students, and parents. A constructive work atmosphere improves the undesirable outcomes of attrition, burnout, and turnover while enhancing job satisfaction, wellbeing, and retention.

Problem 3. Is there a significant relationship between the extent of school heads' leadership role and the level of teachers' efficacy?

Table 3. Test of Correlation Between School Head's Leadership Roles and Teachers' Efficacy

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Collaboration	0.203	0.021	Low Positive Correlation	Reject Ho	Significant
Commitment	0.227	0.018	Low Positive correlation	Reject Ho	Significant
Support System	0.561	0.001	Moderate Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*

Table 3 presents the correlation analysis between school heads' leadership role in terms of collaboration, commitment, and support and teachers' efficacy as shown in table above. In this study, collaboration showed a low positive correlation towards teachers' efficacy ($r = 0.203$, $p = 0.021$) this indicated that as collaboration increased, the teachers' efficacy improved slightly, but the relationship was not particularly strong. Encouraging teamwork is beneficial, but it may not be enough on its own. To see bigger improvements, collaboration should be paired with other supportive strategies.

According to Nevstad et al. (2021), when teachers worked together whether by sharing lesson ideas, discussing what teaching methods worked best, or simply supporting one another they will enhance their abilities even further. This improved self-esteem allowed them to impress upon their students in a more meaningful way through effective lessons, as they could teach with greater coherence and detail. While collaborating, educators have noted an increase in their confidence regarding their professional skills, which directly enhances their effectiveness in the classroom.

Furthermore, commitment indicated a slight positive correlation ($r = 0.227$, $p = 0.018$) influence to teachers' efficacy. This Means that when teachers are more dedicated to their work, studies, or goals, their outcomes improved but only to a small extent. However, like collaboration, commitment alone did not seem to have a strong enough impact to drive major improvements. Although a teacher's commitment to their role is critical, its effect on efficacy seems to be minimal in the absence of proper support or resources. Fostering commitment is important, but it should be integrated into a broader approach which includes continuous professional development, teamwork, and appropriate supportive materials necessary for achieving desired outcomes.

According to Qiu and Lee (2020) when teachers collaborated, they became more aware of their strengths, managed their workload more effectively, and felt less stressed about lesson planning and classroom challenges. With the support of their

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colleagues, they feel more comfortable trying out new teaching methods, exploring different approaches, and growing more confident in their abilities. Collaborative teaching environments help teachers build confidence in their skills, making them more willing to take on new challenges and explore innovative teaching methods.

Lastly, support system showed a moderate positive correlation towards teachers' efficacy ($r = 0.561$, $p = 0.001$) This showed that when teachers felt truly supported whether through encouragement, professional development, or access to helpful resources they became more effective in the classroom. Having a strong support system gave them the confidence, motivation, and tools they needed to do their best work and make a Meaningful impact on their students. When teachers receive encouragement, recognition, and the necessary resources, they are more effective in their roles, ultimately benefiting their students.

According to Ansong et al. (2023), while having support is important for teachers, their effectiveness in the classroom depends on many factors. A lack of support doesn't automatically Mean they will not succeed, but having encouragement, resources, and professional development can make a big difference in helping them teach more effectively and confidently. Teachers thrive when they feel supported and appreciated in their schools. When they receive encouragement, recognition, and the resources they need, they become more motivated and effective in their teaching. Creating a supportive environment has a far greater impact on their success than relying solely on teamwork or personal dedication.

Problem 4. Which of the independent variables singly or in combination affect the teachers' efficacy?

Table 4. Regression Analysis on School Head's Leadership Roles and Teachers' Efficacy

Variables	UC		SC	t-value	Sig. (P-value)	Decision
	B	SE	B			
Constant	0.3704	0.4061	0.2867	4.3865	0.001	Reject Ho
Collaboration	0.0877	0.0794	0.0882	1.8144	0.361	Accept Ho
Commitment	0.1448	0.0659	0.1869	1.7325	0.128	Accept Ho
Support System	0.4669	0.6739	0.4988	5.3678	0.001	Reject Ho
Model	R	R ²	Adjusted R ²	f-value	Sig. (P-value)	Decision
	0.435	0.408	0.377	8.1248	0.001	Reject Ho

Legend: UC = Unstandardized Coefficients

SC = Standardized Coefficients

Dependent Variable = Teachers' Efficacy

Significant when computed p -value < 0.05 .

Table 4 examined how different aspects of school heads' leadership predict teachers' efficacy in their roles. The results shows a moderate positive relationship ($R = 0.435$) between school heads' leadership role and teachers' efficacy. More importantly, 40.8% of the changes in teachers' efficacy were explained by the leadership factors examined ($R^2 = 0.408$). The overall model was statistically significant ($F = 8.1248$, $p = 0.001$), Meaning that at least one school heads' leadership role has a meaningful impact on teachers' efficacy.

Among the leadership roles, support system from school heads stood out as the most significant ($\beta = 0.4988$, $p = 0.001$). This suggests that when school heads actively support their teachers whether through encouragement, resources, or professional teachers were more likely to feel confident and perform better. In fact, for every 1-point increase in school head support, teachers' efficacy improved by approximately 0.47 points. The t-value (5.3678) reinforced the importance of this support.

On the other hand, collaboration ($p = 0.361$) and commitment ($p = 0.128$) do not significantly affect teachers' efficacy in this study. While collaboration and commitment may have played a role in a school environment, they did not show a direct measurable impact on how confident or effective teachers felt in their roles.

These findings stand out for one reason in particular; teachers definitely benefitted from the direct support of their school heads. Although collaboration and commitment are also key elements that promote a constructive school culture, it was direct intervention that was the most impactful on teachers' efficacy and efficiency. This further validated the assumption that effective leadership goes beyond policies and collaborative efforts. It mainly focuses on how much appreciation and support, guidance, resources, and power teachers are given to perform their duties.

Wullschleger et al. (2022) asserted that teachers feel more self-confident in their duties when they receive constructive feedback and adequate guidance from their school heads. Teachers whose principals regularly monitor class activities and provide

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relevant feedback aimed at fostering further development tend to elevate their instructional delivery and classroom management skills.

Moreover, Woodcock et al. (2022) emphasized that this falls under supportive leadership, where the principals are active in the coaching and teacher development. Teachers who experienced regular coaching, support, and other developmental activities performed better because they were empowered in the first place.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. School heads have been performing to satisfaction.
2. Teachers are able to manage their activities within the classroom.
3. Teachers' efficacy relies on the appropriate performance of functions by school heads in leadership roles.
4. Teachers are well supported by school heads and are effective in their roles.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are put forward:

1. School heads are encouraged to sustain their leadership their performance.
2. Teachers are encouraged to uphold their extreme and high efficacy in teaching.
3. School heads are encouraged to always show support to all teachers since teachers' efficacy is dependent on the support of the school heads.
4. Collaboration and commitment must be given more attention by the school heads, for teachers to perform more efficiently.

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