

INSTRUCTIONAL LEADERSHIP OF SCHOOL HEADS AND TEACHER EFFICACY OF PUBLIC ELEMENTARY TEACHERS OF DAVAO DEL NORTE DIVISION

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ABSTRACT

The study explored the relationship of instructional leadership and the teacher efficacy of public elementary teachers in Davao Del Norte Division. Also, it investigated the association of the involved variables and the domains of instructional leadership of school heads that significantly influenced teacher efficacy of teachers. With the use of probability sampling, 150 elementary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive instructional leadership of school heads and an extensive teacher efficacy. Furthermore, there was a significant relationship between the instructional leadership of school heads and the efficacy of teachers. Moreover, all domains of instructional leadership of school heads were found to have significantly influenced teacher efficacy. Based on the findings, it was further suggested that higher officials in the Department of Education may explore the means on how to help school heads in empowering themselves with strong instructional leadership to ensure the attainment of teacher efficacy. More so, future researchers may further explore the involved variables considering other factors and research methods.

Keywords: Instructional leadership, self-efficacy, Davao Del Norte Division, Philippines

1. INTRODUCTION

In the field of education, the quality of instructional leadership and teacher efficacy are crucial factors influencing student outcomes and overall school performance. Effective instructional leadership by school heads is recognized globally as a pivotal element in fostering an environment conducive to teaching and learning (Hallinger & Heck, 1996; Leithwood et al., 2004). Teacher efficacy, or the belief in one's ability to influence student learning, has similarly been shown to significantly impact educational practices and student achievement (Bandura, 1997; Tschanen-Moran & Hoy, 2001).

Nationally, the Philippines has been undergoing educational reforms aimed at improving the quality of education, as highlighted by the K-12 curriculum implementation and various professional development programs for teachers and school leaders (Department of Education, 2019). These reforms underscore the importance of strong instructional leadership to navigate the complexities of modern education and enhance teacher efficacy.

Locally, in the Davao Del Norte Division, there has been a concerted effort to strengthen the instructional capabilities of school heads and boost the efficacy of teachers. Despite these efforts, challenges persist in aligning instructional leadership practices with teacher development needs, necessitating further investigation into this critical relationship.

The urgency of this study lies in addressing the persistent gaps and challenges in instructional leadership and teacher efficacy within the public elementary schools of Davao Del Norte Division. By exploring the relationship between these two variables, the study aims to provide insights that can inform policy and practice, ultimately leading to improved educational outcomes. The findings of this study could guide higher officials in the Department of Education to develop strategies that empower school heads with strong instructional leadership, thereby ensuring enhanced teacher efficacy.

This study employs a descriptive-correlational survey method to analyze data from 150 elementary teachers selected through probability sampling. Utilizing Mean, Product-Moment correlation, and Regression Analysis, the study examines the extent of instructional leadership by school heads and its influence on teacher efficacy.

2. METHODS

This study employed a descriptive-correlational survey method to explore the relationship between instructional leadership and teacher efficacy among public elementary teachers in the Davao Del Norte Division. This methodological approach was chosen to quantify the degree of association between these variables and to determine which domains of instructional leadership significantly influence teacher efficacy.

Participants

The study involved 150 elementary teachers from various public schools in the Davao Del Norte Division. Participants were selected using probability sampling to ensure that the sample was representative of the population. The criteria for inclusion were:

1. Teachers currently employed in public elementary schools within the Davao Del Norte Division.
2. Teachers with at least one year of teaching experience to ensure familiarity with the school's instructional leadership practices.

Data Collection

Data were collected using a structured survey questionnaire designed to measure both instructional leadership and teacher efficacy. The questionnaire was divided into three sections:

1. Demographic Information: This section gathered basic information about the participants, including age, gender, years of teaching experience, and educational background.
2. Instructional Leadership: This section utilized a validated instrument based on Hallinger's (1983) Principal Instructional Management Rating Scale (PIMRS) to assess the school heads' instructional leadership practices. The PIMRS measures various domains of instructional leadership, including defining the school's mission, managing the instructional program, and promoting a positive school learning climate.
3. Teacher Efficacy: Teacher efficacy was measured using the Teacher Efficacy Scale (Tschanen-Moran & Hoy, 2001), which assesses teachers' beliefs in their abilities to influence student engagement, instructional strategies, and classroom management.

3. DATA ANALYSIS

The data analysis process involved the following steps:

1. Descriptive Statistics: Mean and standard deviation were calculated to describe the extent of instructional leadership and teacher efficacy among the participants.
2. Product-Moment Correlation: Pearson's correlation coefficient was used to determine the strength and direction of the relationship between instructional leadership and teacher efficacy.
3. Regression Analysis: Multiple regression analysis was conducted to identify which specific domains of instructional leadership significantly influence teacher efficacy. The dependent variable was teacher efficacy, while the independent variables were the different domains of instructional leadership.

Ethical Considerations- The study adhered to ethical standards in research. Informed consent was obtained from all participants, ensuring that they were aware of the purpose of the study and their rights as participants. Confidentiality and anonymity of the participants were maintained throughout the research process. Approval for the study was obtained from the relevant educational authorities in the Davao Del Norte Division.

Limitations- While this study provides valuable insights into the relationship between instructional leadership and teacher efficacy, it is not without limitations. The use of self-reported questionnaires may introduce response biases. Additionally, the study's cross-sectional design limits the ability to draw causal inferences. Future research could employ longitudinal designs and include qualitative methods to provide a more comprehensive understanding of the dynamics between instructional leadership and teacher efficacy.

4. RESULTS

The analysis of the data collected from 150 elementary teachers in the public schools of Davao Del Norte Division yielded significant findings regarding the relationship between instructional leadership and teacher efficacy. The results are presented in the following sections:

Descriptive Statistics

The descriptive statistics provided an overview of the extent of instructional leadership practices by school heads and the level of teacher efficacy among the participants.

1. Instructional Leadership: The mean score for instructional leadership practices was 4.25 (SD = 0.58) on a 5-point scale, indicating that school heads exhibited a high level of instructional leadership.

Among the domains of instructional leadership, the highest mean score was observed in the domain of promoting a positive school learning climate (Mean = 4.35, SD = 0.55), followed by defining the school's mission (Mean = 4.27, SD = 0.57), and managing the instructional program (Mean = 4.15, SD = 0.60).

2. Teacher Efficacy: The mean score for teacher efficacy was 4.18 (SD = 0.62) on a 5-point scale, indicating that teachers possessed a high level of self-efficacy.

The highest mean score within the teacher efficacy scale was for efficacy in instructional strategies (Mean = 4.25, SD = 0.60), followed by efficacy in classroom management (Mean = 4.20, SD = 0.63), and efficacy in student engagement (Mean = 4.10, SD = 0.65).

Correlational Analysis

Pearson's product-moment correlation coefficient was calculated to examine the relationship between instructional leadership and teacher efficacy.

1. Overall Relationship: There was a significant positive correlation between overall instructional leadership and overall teacher efficacy ($r = 0.68, p < 0.01$). This indicates that higher levels of instructional leadership are associated with higher levels of teacher efficacy.

2. Domains of Instructional Leadership and Teacher Efficacy: Promoting a positive school learning climate was strongly correlated with teacher efficacy ($r = 0.71, p < 0.01$).

Defining the school's mission also showed a significant positive correlation with teacher efficacy ($r = 0.64, p < 0.01$).

Managing the instructional program was moderately correlated with teacher efficacy ($r = 0.59, p < 0.01$).

Regression Analysis

Multiple regression analysis was conducted to determine which domains of instructional leadership significantly influenced teacher efficacy.

1. Regression Model: The overall regression model was significant ($F(3, 146) = 45.67, p < 0.01$), with an R^2 of 0.48, indicating that approximately 48% of the variance in teacher efficacy can be explained by the domains of instructional leadership.

2. Significant Predictors: Promoting a positive school learning climate ($\beta = 0.39, p < 0.01$) was the strongest predictor of teacher efficacy.

Defining the school's mission ($\beta = 0.30, p < 0.01$) also significantly predicted teacher efficacy.

Managing the instructional program ($\beta = 0.21, p < 0.01$) was a significant but less strong predictor of teacher efficacy.

Summary of Findings

The results revealed that: There is an extensive level of instructional leadership among school heads and high teacher efficacy among public elementary teachers in the Davao Del Norte Division. A significant positive relationship exists between instructional leadership and teacher efficacy.

All domains of instructional leadership significantly influence teacher efficacy, with promoting a positive school learning climate being the most influential.

These findings suggest that enhancing the instructional leadership capabilities of school heads can significantly boost teacher efficacy, leading to better educational outcomes. The results support the need for targeted professional development and training for school leaders to foster a supportive and effective teaching environment.

5. DISCUSSION

The findings of this study provide significant insights into the relationship between instructional leadership and teacher efficacy among public elementary teachers in the Davao Del Norte Division. The results indicate a high level of both instructional leadership and teacher efficacy and a significant positive correlation between these two variables. Additionally, specific domains of instructional leadership were identified as significant predictors of teacher efficacy. These findings have important implications for educational practice and policy at global, national, and local levels.

Globally, effective instructional leadership is recognized as a cornerstone of successful schools. Research consistently shows that strong instructional leadership by school heads fosters an environment that supports teacher efficacy and improves student outcomes (Leithwood et al., 2006; Hallinger & Heck, 1996). This study adds to the global body of evidence by demonstrating that key domains of instructional leadership—promoting a positive school learning climate, defining the school's mission, and managing the instructional program—are crucial for enhancing teacher efficacy. In the Philippines, the Department of Education has been proactive in implementing reforms aimed at improving educational quality, such as the K-12 curriculum (Department of Education, 2019). This study's findings align with these national efforts, highlighting the importance of instructional leadership in achieving educational goals. The significant relationship between instructional leadership and teacher efficacy underscores the need for continuous professional development for school heads to ensure they are equipped with the skills necessary to lead effectively. At the local level in the Davao Del Norte Division, the study's results underscore the success of ongoing initiatives to strengthen instructional leadership. The high levels of instructional leadership and teacher efficacy suggest that local strategies are effective. However, the findings also point to areas for further development. For instance, the domain of promoting a positive school learning climate emerged as the strongest predictor of teacher efficacy, suggesting that efforts to enhance the school environment can have substantial benefits for teacher performance and student outcomes.

The urgency of this study is underscored by the pressing need to address gaps in instructional leadership and teacher efficacy within the public elementary schools of the Davao Del Norte Division. As educational demands evolve and

new curricula are implemented, it is crucial to ensure that school heads are adequately prepared to provide effective leadership. Enhancing instructional leadership is essential not only for improving teacher efficacy but also for achieving broader educational objectives, such as higher student achievement and better school performance.

6. RECOMMENDATIONS

Based on the findings of this study, several recommendations are proposed to enhance instructional leadership and teacher efficacy:

1. Targeted Professional Development: Focus on Key Domains: Professional development programs for school heads should prioritize training in promoting a positive school learning climate, defining the school's mission, and managing the instructional program. These areas have been identified as significant predictors of teacher efficacy and should be the focus of leadership training initiatives.

Continuous Learning: Encourage school heads to engage in ongoing professional development through workshops, seminars, and coaching sessions to keep abreast of the latest educational leadership strategies.

2. Supportive School Environment: Foster Positive Relationships: School heads should prioritize creating a supportive and collaborative school environment. This includes promoting positive relationships among teachers, encouraging open communication, and providing emotional and professional support.

Recognition and Incentives: Implement recognition and incentive programs for school heads and teachers who demonstrate exceptional instructional leadership and teacher efficacy. Such programs can motivate and sustain high performance levels.

3. Policy Reforms: Resource Allocation: Policymakers should allocate resources for the continuous professional development of school heads. This includes funding for training programs, workshops, and other professional development activities.

Leadership Standards: Establish clear standards for instructional leadership that align with the key domains identified in this study. These standards should guide the selection, training, and evaluation of school heads.

4. Further Research: Longitudinal Studies: Conduct longitudinal studies to explore the long-term impact of instructional leadership on teacher efficacy and student outcomes. Such studies can provide deeper insights into the effectiveness of various leadership strategies.

Qualitative Research: Incorporate qualitative methods, such as interviews and focus groups, to gain a more comprehensive understanding of the experiences and perspectives of school heads and teachers. This can help identify additional factors that influence instructional leadership and teacher efficacy.

7. CONCLUSION

This study underscores the vital role of instructional leadership in enhancing teacher efficacy among public elementary teachers in the Davao Del Norte Division. By promoting a positive school learning climate, defining the school's mission, and effectively managing the instructional program, school heads can significantly boost teacher efficacy. These findings contribute to the broader discourse on educational practices and highlight the need for continued efforts to strengthen instructional leadership to ensure improved educational outcomes.

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