

Educational Leadership and Teachers' Efficacy Among Public Elementary Schools in Misamis Oriental

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Abstract:

Education was one of the important foundations of human development, with school heads and teachers playing vital roles in supporting learners' holistic development. This study aimed to determine the educational leadership of school heads and teachers' efficacy during School Year 2024–2025. Specifically, it examined school heads' assessment of their educational leadership, determined teachers' level of efficacy, examined the significant relationship between educational leadership and teacher efficacy, and developed a school management plan based on the findings.

The study employed a descriptive-correlational research design. The respondents consisted of 64 school heads and 320 public elementary school teachers selected through stratified random sampling from small, medium, and central schools. A researcher-made questionnaire was used for school heads, while a modified questionnaire was administered to teachers. Data were analyzed using mean, standard deviation, frequency, percentage, and Spearman's rank correlation.

The findings showed that school heads assessed their educational leadership at a Very High level, while teachers assessed their efficacy at a Highly Effective level. Organizational Leadership received the highest assessment among the leadership dimensions, while Knowledge of Subject Matter received the highest assessment among teacher efficacy indicators. Significant relationships were found between selected dimensions of educational leadership and teacher efficacy.

Based on the findings, the study concluded that organizational leadership provided an important foundation for effective school functioning, while teachers' professional knowledge supported their instructional practice. An Organizational Leadership–Instructional Capacity Theory (OLICT) was developed based on the findings. The study recommended strengthening leadership development programs, particularly in transformational leadership, sustaining effective organizational practices, and enhancing LAC sessions, peer coaching, and professional development to improve teachers' teaching strategies.

Keywords: educational leadership, teachers' efficacy.

BACKGROUND

Education is a major driver of national development, social transformation, and economic progress. School effectiveness depends largely on the interaction between effective teaching and educational leadership. While teachers directly influence learning, school heads create the organizational conditions that support teacher performance. Thus, educational leadership has evolved beyond administration into a strategic

function that promotes instructional quality, professional growth, organizational improvement, and sustainable school performance.

The growing demands of educational reforms, technology, curriculum innovations, and accountability require school heads to move beyond traditional management and adopt instructional and transformational leadership practices. Schools globally face challenges involving teacher motivation, workload, burnout, diverse learner needs, and pressure to improve achievement. He et al. (2024) emphasized that principals' instructional leadership plays an important role in promoting teachers' professional development and instructional quality.

In the Philippines, curriculum reforms, instructional supervision, digital technology integration, the Philippine Professional Standards for Teachers (PPST), and school-based management have expanded the responsibilities of school heads. These reforms require leaders to strengthen teacher development, instructional excellence, and professional collaboration. However, teachers continue to face increasing workloads, administrative responsibilities, policy changes, and evolving instructional demands that may affect commitment, classroom management, subject matter competence, and teaching strategies. Consequently, educational leadership remains an important school-level factor influencing teacher effectiveness.

Educational leadership includes transformative, innovative, instructional, organizational, and exemplary practices. Transformative leadership promotes shared vision and empowerment; innovative leadership encourages creativity and adaptability; instructional leadership supports curriculum, supervision, and teacher development; organizational leadership aligns systems and resources with instructional goals; and exemplary leadership demonstrates ethical and professional role modeling. Together, these practices create conditions that may enhance teacher effectiveness.

Previous studies support this relationship. He et al. (2024) found that instructional leadership promotes teacher professional development, while Liu and Hallinger (2022) reported that it strengthens professional learning communities through collaboration and supportive organizational climates. Hallinger, S. & Murphy, L. (2023) further found positive effects of instructional leadership on teacher self-efficacy, collective efficacy, organizational commitment, trust, job satisfaction, and professional learning.

Despite these findings, many studies focus on only one or two leadership dimensions and give limited attention to the combined influence of transformative, innovative, instructional, organizational, and exemplary leadership. Research has also focused more on commitment, job satisfaction, or performance appraisal than on the broader dimensions of teacher efficacy, particularly commitment, knowledge of subject matter, management of learning, teaching for independent learning, and teaching strategies.

This research gap, together with the researcher's observations that teacher efficacy is associated with school administrators' leadership styles, provides the basis for the present study. It examines how the five leadership dimensions influence teacher efficacy and aims to provide localized evidence for leadership development, instructional supervision, school improvement planning, and evidence-based educational policies.

Literature and Related Studies

This section presents relevant literature and studies on school heads' educational leadership in terms of transformative, innovative, instructional, organizational, and exemplary leadership, and teachers' efficacy in terms of commitment, knowledge of subject matter, teaching for independent learning, management of learning, and teaching strategies.

Transformational

Transformational leadership improves teacher effectiveness by promoting high standards, collaboration, professional development, creativity, and support. Rubion and Blancia (2021) found a significant relationship between transformational leadership and teacher efficacy, particularly through inspiration, individualized consideration, intellectual stimulation, and creativity. Allen, Grigsby, and Peters (2020) likewise found positive effects on teacher development and instructional quality through collaboration, high expectations, and professional development. Leithwood, Sun, and Pollock (2021) reported increased teacher commitment and improved instructional practices, while Tian and Huber (2022) found that supportive and inclusive school climates enhanced teacher efficacy and reduced burnout. Yang, Liu, and Zhang (2023) linked transformational leadership with creativity, autonomy, innovative teaching, and improved student outcomes. Harris and Jones (2024) found that professional development, collaboration, and recognition supported sustained teacher satisfaction and instructional quality. Overall, transformational leadership strengthens teacher efficacy, professional growth, collaboration, and instructional effectiveness.

Innovative

Innovative leadership promotes creativity, new teaching approaches, experimentation, technology integration, and continuous improvement. Ahiadeke, Opoku-Asare, and Kusedzi (2026) found a positive and significant influence of innovative leadership on teacher self-efficacy. Johnson, Li, and Shields (2020) linked collaborative and creative leadership practices with greater teacher engagement and motivation. Anderson and Williams (2021) found that visionary leadership and professional learning opportunities improved instructional quality. Chen and Cheng (2022) reported that supportive and inclusive environments strengthened teacher efficacy and student-centered instruction. Kim, Park, and Lee (2023) found that leadership support, resources, and training improved teachers' use of technology. Nguyen and Pham (2024) associated innovative leadership with teacher satisfaction and instructional quality, while Garcia and Martinez (2024) linked collaborative leadership with student engagement. Rodriguez and Hernandez (2024) further found that autonomy, creativity, and risk-taking enhanced innovative teaching and student achievement. Overall, innovative leadership strengthens teacher efficacy through professional growth, collaboration, creativity, technology use, and instructional innovation.

Instructional

Instructional leadership strengthens teacher efficacy and instructional quality through supervision, feedback, professional development, and collaboration. Hallinger and Murphy (2023) found that instructional guidance and mentoring improve teachers' pedagogical knowledge and competence, while Liu and Hallinger (2022) linked shared goals and professional collaboration with stronger commitment, knowledge, and instructional confidence. Pana (2024) found high instructional leadership and a positive relationship between professional development and leadership in Bukidnon. Hallinger and Wang (2020) reported positive effects on teacher self-efficacy, commitment, professional learning, and instructional improvement. Overall, instructional leadership strengthens commitment, content knowledge, management of learning, teaching strategies, and independent learning.

Organizational

Organizational leadership improves teacher effectiveness through strategic goals, resource management, positive school culture, collaboration, and operational support. Concepcion and Cabansag (2024) found that trust, communication, participation, and positive relationships strengthen teacher confidence, while Spillane and Hopkins (2020) linked clear goals, accountability, and collaboration with teacher effectiveness. Sagragao, Salva, and Ferenal (2025) found a significant relationship between school heads' leadership practices and teacher performance in Valencia City. Day and Sammons (2021) linked professional development with instructional quality, and Yada and Savolainen (2023) connected positive school climate with collective teacher efficacy. Hallinger and Murphy (2023) found that leadership support improves data-informed instruction, while Leithwood and Azah (2024), Harris and Jones (2024), and Robinson, Lloyd, and Rowe (2024) associated organizational leadership with teacher satisfaction, instructional innovation, teaching strategies, and student achievement. Overall, organizational leadership supports **teacher effectiveness, professional growth, collaboration, and continuous improvement**.

Exemplar

Exemplary leadership involves modeling ethical, professional, and instructional standards. Hayward and Ohlson (2023) found that communication, shared purpose, empowerment, and modeling expectations strengthen teacher self-efficacy. Hallinger and Wang (2020) linked ethical and improvement-oriented leadership with professional development and instructional quality. Day and Sammons (2021) found that high standards and commitment to student success improve teaching and engagement. Sebastian, Allensworth, and Huang (2023) associated supportive leadership with teacher belonging, collaboration, and effectiveness. Leithwood and Azah (2024) linked role modeling and reflective practice with improved instructional decisions. Spillane and Hopkins (2020) connected trust-based leadership with job satisfaction and instructional quality, while Harris and Jones (2024) found that collaborative leadership promotes instructional innovation. Overall, exemplary leadership strengthens teacher efficacy, professional growth, instructional quality, and innovation.

Teachers' Efficacy

Teachers' efficacy is their confidence and capability to perform professional responsibilities, particularly commitment, subject-matter knowledge, learning management, independent learning, and teaching strategies.

Commitment

Mangila (2022) emphasized that teacher quality depends on preparation, commitment, instructional skills, and supportive learning environments. Reeve (2020) linked teaching effectiveness to teachers' skills, commitment, cognitive ability, and beliefs about learning. Overall, commitment supports effective instruction and learner development.

Knowledge of Subject Matter

Nolasco and Dimarucot (2024) found that principals' subject knowledge supports feedback, teacher development, and instructional improvement. Dalagan Jr. and Dagansan (2023) reported high teacher capability in content knowledge and pedagogy. Jeschke (2021) emphasized applying subject knowledge appropriately in classroom situations. Li and Copur-Gencturk (2024) found that teaching experience and

strong mathematics knowledge develop pedagogical content knowledge. Smith et al. (2022) identified teaching experience and subject-specific self-efficacy as predictors of subject knowledge, while Refugio et al. (2020) found mathematics teachers' content knowledge approaching proficiency. Overall, subject-matter knowledge enables accurate instruction, appropriate strategies, and effective responses to learners.

Teaching for Independent Learning

Teachers play an important role in developing students' self-directed learning. Sins et al. (2024) found that professional development helps teachers explicitly teach self-regulated learning strategies. Er (2021) found that learning-centered leadership improves teacher practices through professional beliefs and professional learning, while Hendawy Al-Mahdy et al. (2024) emphasized leadership, trust, and teacher agency in supporting professional learning. Schweder and Raufelder (2022) found that self-directed learning environments promote positive learning experiences and effective learning strategies. Overall, school heads and teachers support independent learning by providing professional development, learner-centered environments, reflection, self-regulation, and opportunities for student responsibility.

Management of Learning

Effective classroom management through routines, discipline, communication, and interaction supports student outcomes (Sorbeto et al., 2022). Entegro (2022) found that professional development improves teachers' classroom management, instructional strategies, and student engagement. Ramos et al. (2021) reported that digital tools improve classroom organization, engagement, and academic outcomes. Yağcı et al. (2023) found that supportive school-head leadership strengthens teachers' classroom management. Fababier et al. (2026) emphasized that effective resource management creates more efficient teaching and learning environments. Overall, effective management depends on teacher development, supportive leadership, technology, and proper resource allocation.

Teaching Strategies

Effective teaching strategies improve student engagement and achievement. Sins et al. (2024) found that professional development strengthens teachers' use of self-regulated learning strategies, while Schweder and Raufelder (2022) linked self-directed environments with effective learning strategies. Tomlinson and Moon (2021) found that differentiated instruction improves achievement and engagement. Fisher, Frey, and Hattie (2022) reported positive effects of clear instruction, feedback, and reflective practices. Marzano (2023) emphasized evidence-based strategies such as cooperative, direct, and mastery learning. Jensen, McConney, and Price (2023) found that active learning increases engagement. Sahlberg and Berry (2023) linked cooperative learning with social and cognitive development. Sousa and Tomlinson (2024) found that technology integration improves engagement and learning outcomes. Fullan and Quinn (2024) associated continuous professional development with greater instructional competence, while Knight (2024) found that instructional coaching and feedback improve teaching practices and student performance. Overall, effective teaching requires differentiated, evidence-based, active, collaborative, technology-supported, and continuously improved instructional practices.

Objectives of the Study

The main purpose of this study was to determine the school head's educational leadership and teachers' efficacy in the Division of Misamis Oriental for the School Year 2024-2025. Specifically, this aimed to

find out the school head-respondents assessment of their educational leadership; examine the level of teacher-respondents efficacy; determine the significant relationship between the school head-respondents assessment of their educational leadership and teacher-respondents efficacy; and design a school management plan on educational leadership and teachers' efficacy.

Theoretical Framework

This study was anchored on Hallinger and Feng's (2021) Distributed Leadership Theory, which emphasizes that school leadership is shared among principals, teachers, and other stakeholders rather than being the sole responsibility of the school head. It promotes collective responsibility, empowerment, professional collaboration, and continuous development, shifting leadership from a hierarchical to a collaborative approach that can enhance teacher effectiveness and student outcomes.

The theory is applicable to this study, which examines the relationship between the educational leadership of public elementary school heads and teachers' effectiveness in the Division of Misamis Oriental. The leadership dimensions assessed—transformational, innovative, instructional, organizational, and exemplar—are consistent with distributed leadership. Transformational leadership encourages collaboration and recognizes teachers' contributions, while instructional leadership promotes curriculum review, assessment-based decisions, and reflective teaching, all of which require teacher participation. The highest-rated transformational leadership practice, recognizing and rewarding individual contributions, also relates to teachers' highest-rated dimension, commitment, supporting the role of shared leadership in strengthening motivation and effectiveness.

Distributed leadership also aligns with the Philippine Professional Standards for School Heads (PPSSH) and DepEd Orders No. 024, s. 2020 and No. 192, s. 2016, which emphasize collaboration, inclusive decision-making, mentoring, and continuous professional learning. It supports the teacher effectiveness indicators in this study—commitment, knowledge of subject matter, teaching for independent learning, management of learning, and teaching strategies—by encouraging teacher autonomy, initiative, and participation in school decisions.

Finally, the theory guided the development of the school management plan, promoting teacher leadership, shared vision-building, collaborative committees, and continuous evaluation. Thus, Distributed Leadership Theory provides a practical framework for strengthening school leadership and teacher effectiveness through a sustainable, inclusive, and participatory approach focused on improving teaching quality and student achievement.

Conceptual Framework

This study examined the relationship between school heads' educational leadership and teachers' efficacy in the Division of Misamis Oriental. The framework is grounded in DepEd standards and policies and integrates theoretical and empirical perspectives on educational leadership and teacher development.

Variable 1, school heads' educational leadership, was based on the Philippine Professional Standards for School Heads (PPSSH) under DepEd Order No. 024, s. 2020, comprising transformational, innovative, instructional, organizational, and exemplar leadership. These dimensions represent school heads' roles in inspiring teachers, promoting innovation, guiding instruction, managing resources, and demonstrating ethical and professional leadership. The framework is also supported by DepEd Order No. 192, s. 2016, RA 9155, and RA 10533, which emphasize school leadership, professional development, and improved teacher and learner outcomes.

Variable 2, teachers' efficacy, was based on Aghsalud (2017) and includes commitment, knowledge of subject matter, teaching for independent learning, management of learning, and teaching strategies. These dimensions reflect teachers' dedication, content expertise, ability to promote learner autonomy, classroom management, and use of effective and varied instructional approaches.

The framework is further anchored in Distributed Leadership Theory, which emphasizes collaboration, teacher participation, shared decision-making, autonomy, and professional development. It assumes that leadership practices influence teacher efficacy: transformational leadership strengthens commitment; instructional leadership supports teaching practices; innovative leadership encourages new strategies and technology; organizational leadership provides resources and professional support; and exemplar leadership promotes trust and ethical practice.

Supported by Aghsalud (2017) and OECD (2018), the framework assumes a significant and positive relationship between school heads' educational leadership and teachers' efficacy. Higher leadership levels are expected to correspond with stronger teacher commitment, subject knowledge, independent-learning practices, classroom management, and teaching strategies. The findings will serve as a basis for a school management plan to strengthen leadership and teacher performance.

Figure 1 illustrates the relationship between the two major variables and their respective dimensions.

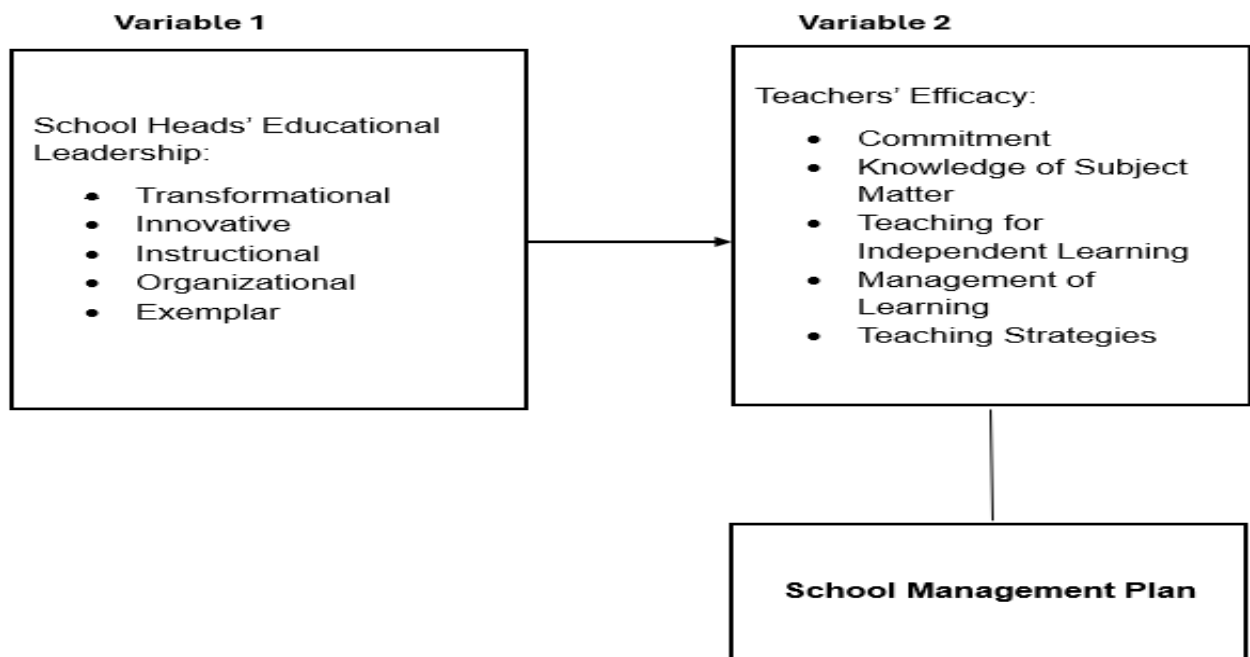


Figure 1. A Schematic Presentation Showing the Interplay between the Variable 1 and Variable 2 of the Study

Statement of the Problem

This study is intended to determine the school head's educational leadership and teachers' efficacy in the Division of Misamis Oriental for the School Year 2024-2025. The result of the study would be the basis for School Management Plan.

Specifically, it answered the following questions:

1. How do the school head-respondents assess their educational leadership in terms of transformational leader, innovative leader, institutional leader, organizational leader, and exemplar leader?

2. What is the level of teacher-respondents' efficacy based on commitment, knowledge of subject matter, teaching for independent learning, management of learning, and teaching strategies?
3. Is there a significant relationship between the school head-respondents' assessment of their educational leadership and teacher respondents' efficacy?
4. Based on the findings of the study, what school management plan on educational leadership and efficacy can be designed?

Hypothesis

Problems 1, 2, and 4 were hypotheses-free. Based on Problem 3, the null hypothesis was tested at 0.05 level of significance:

Ho: There is no significant relationship between the school head-respondents' assessment of their educational leadership and teacher-respondents' efficacy.

Significance of the Study

Considering the school heads' educational leadership and teachers' efficacy among public elementary schools, the researcher believes that the result of the study will be beneficial to the following:

This study would provide the DepEd officials, the different educational leadership and its impact on the teacher's effectiveness. It provides insights on how to address the needs of their teachers to improve their lives and quality of teaching and furthermore, enhancing the school environment, and increasing students' achievement.

This study would help the school heads in promoting independent learning among teachers and assess the effectiveness of their leadership. This will give a chance to reflect and look back in order to improve and avoid making the same mistakes or lapses.

This study would also provide substantial information and wisdom to relate and enhance the relationship between the educational leadership and teachers' effectiveness. This study may help us understand the teachers' feelings about their work in order to establish positive attitudes towards a healthy working environment.

This would help increase students' performance as regards effectiveness of teachers inside and outside the classroom.

Scope and Limitation

The study focused on the school heads educational leadership and teachers' efficacy in the Division of Misamis Oriental for the School Year 2024-2025. The respondents of the study were the sixty-four (64) school heads and three hundred twenty (320) public school teachers coming from small, medium, and central schools in the division of Misamis Oriental.

The variable 1 was limited only to the school heads' educational leadership in terms of transformational, innovative, instructional, organizational, and exemplar. Further the variable 2 was also limited to teachers' efficacy based on commitment, knowledge of subject matter, teaching for independent learning, management of learning, and teaching strategies and then based on the finding of the study, school management plan was design.

METHODOLOGY

This part deals with the methods and procedure used in the study: research design, study setting, research respondents, sampling technique, validity and reliability of instruments, research instruments, scoring system, data gathering procedure, statistical technique use in analyzing the data gathered in the study, and ethical considerations were conducted.

Research Design

This study made use of the descriptive correlational method of research. Descriptive correlational research is a research design used to describe the relationship between two or more variables without establishing a cause-and-effect connection. This type of research is essential in fields where experimental manipulation is not possible or ethical. It allows researchers to observe and measure the variables as they naturally occur and then use statistical methods to identify and describe any associations (Miksza, 2023).

In particular, a descriptive correlational research design was used in this study because the researcher wanted to determine the relationship between the standard of educational leadership of public elementary school heads and the effectiveness of public elementary school teachers in the Division of Misamis Oriental. To attain the objectives set in this study, this research design is considered the most useful.

Research Respondents

The respondents of this study were the sixty-four (64) public elementary school heads and three hundred twenty (320) elementary school teachers from all small, medium, and central schools in the Division of Misamis Oriental for School Year 2023-2024. The school heads answered the questionnaire for educational leadership while the teachers answered the teachers' efficacy questionnaire. Only the school heads and teachers who were permanently employed in the aforesaid division were allowed to participate and to answer the survey questionnaire of this study. These teachers were stationed in central, medium, and small schools. The substitute teachers, contractual workers and those who were employed after the said school year; as well as those teachers and school heads who were assigned in large and mega schools were not included in the study.

Table A**Distribution of Respondents**

Category Code	Code	School Head-Respondents	Teacher-Respondents
1.	1-A	1	3
	1-B	1	3
	1-C	1	3
	1-D.	1	3
	1-E	1	3
	1-F	1	3
	1-G	1	3
	1-H	1	3
	1-I	1	3
	1-J	1	3

	1-K	1	3
	1-L	1	3
	1-M	1	3
	1-N	1	3
	1-O	1	3
	1-P	1	3
	1-Q	1	3
	1-R	1	3
	1-S	1	3
	1-T	1	3
	1-U	1	3
	1-V	1	3
	1-W	1	3
	1-X	1	3
	1-Y	1	3
2.	2-A	1	3
	2-B	1	3
	2-C	1	3
	2-D.	1	3
	2-E	1	3
	2-F	1	3
	2-G	1	3
	2-H	1	3
	2-I	1	3
	2-J	1	3
	2-K	1	3
	2-L	1	3
	2-M	1	3
	2-N	1	3
	2-O	1	3
	2-P	1	3
	2-Q	1	3
	2-R	1	3
	2-S	1	3
	2-T	1	3
3.	3-A	1	3
	3-B	1	3
	3-C	1	3
	3-D.	1	3
	3-E	1	3
	3-F	1	3

	3-G	1	3
	3-H	1	3
	3-I	1	3
	3-J	1	3
	3-K	1	3
	3-L	1	3
	3-M	1	3
	3-N	1	3
	3-O	1	3
	3-P	1	3
	3-Q	1	3
	3-R	1	3
	3-S	1	3
	3-T	1	3
TOTAL		64	320

Sampling Technique

In this study, the respondents were drawn from a diverse set of central, small, and medium school sizes or categories in the entire Division of Misamis Oriental, with a total population of 1,474. The sample size was carefully determined using the ratio of one (1) school head to five (5) teachers (1:5) to capture a representative portion of the overall population; it consisted of three hundred twenty (320) respondents distributed across the various schools. All teachers in each school were given equal opportunity to participate in this study.

To determine the number of school head-respondents which is sixty-four (64), the researcher used universal sampling technique where all school heads in the population were involved. For the teacher-respondents, the researcher used simple random sampling to get the ratio, or one is to five (1:5) meaning, for every one (1) school head, there were five (5) teachers.

Research Instruments

The instrument that was used in gathering the necessary data was a questionnaire composed of two parts. The first part dealt on the school heads educational leadership in terms of transformational, innovative, instructional, organizational, and exemplar based on Philippine Professional Standards for School Heads (PPSSH), as highlighted in DepEd Order No. 024, s. 2020. The questionnaire is a researcher made. The second part inquired on the teachers' efficacy based on commitment, knowledge of subject matter, teaching for independent learning, management of learning, and teaching strategies. This was patterned and modified from the study entitled "Teaching Effectiveness of the Teacher Education Faculty Members in Pangasinan State University Asingan Campus" however the instrument was a researcher made. Each variable has 10 indicators with the options: 4 – At All Times, 3 – Most of the time, 2 – Sometimes, and 1 – Never.

System of Scoring

For the analysis and interpretation of data, the scoring system is presented below;

Part I and Part II. School Heads' Educational Leadership and Teachers' Efficacy

Scale	Range	Description	Interpretation
4	3.26 - 4.00	At All Times	Very High
3	2.51 - 3.25	Most of the Time	High
2	1.76 – 2.50	Sometimes	Low
1	1.00 – 1.75	Never	Very Low

Data Gathering Procedure

The researcher followed the proper protocol by securing a recommendation letter from the Dean of the School of Graduates and Professional

Studies of PHINMA-Cagayan de Oro College.

A letter signed by the researcher asking permission to launch the questionnaire was sent to the Schools Division Superintendent for approval.

After the approval was obtained, the researcher submitted a letter request asking permission from the School Heads to allow the teachers at their respective schools to be part of or become participants of the study. The researcher emphasized voluntary participation and assured the respondents of the confidentiality of the responses. The data gathering process started using the survey questionnaire and administered in person to the respondents. The researcher was the one who retrieved and distributed the questionnaire to the respondents.

Following the survey administration, the in-depth interviews were undertaken. Participants in the interviews were selected from among the survey respondents based on the predetermined criteria of the study and their willingness to participate. The in-depth interview was conducted to obtain richer and more contextualized information that could explain, elaborate on, or provide a deeper understanding of the survey questionnaire results. The interview questions were aligned with the research objectives and the major variables or dimensions examined in the survey questionnaire.

Statistical Treatment of Data

Having collected and recorded the data gathered in the study, the researcher used the following statistical tools:

Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the variables in the study.

Moreover, Spearman's Rank Correlation was utilized to test the significant relationship between the school head respondents' assessment of their educational leadership and teacher respondents' efficacy.

Ethical Considerations

It is crucial to ensure the privacy and anonymity of the teachers who participate in this research. Teachers may be more inclined to participate honestly and openly if they are assured that their identities and personal information will be kept confidential. The following ethical concerns are to be undertaken:

Obtain informed consent from all participating teachers and clearly explained the purpose of the study, the data collection process, and how their information was used. This is to ensure that they have the option to withdraw from study at any time without facing consequences.

Teachers were asked to remove or replace any personally identifiable information (such as names, school names, or contact details) from the data during analysis and reporting. Pseudonyms assignments were done to participants to protect their identities.

The collected data was safeguarded by storing it securely, using encryption where necessary, and limiting access to authorized personnel only. This to ensure that data is not accidentally disclosed to unauthorized parties.

Ethical approval was sought from an institutional review board (IRB) or ethics committee to ensure that the research design and data handling procedures meet ethical standards and guidelines.

RESULTS AND DISCUSSION

This section provides a comprehensive presentation of the data collected during the study, along with detailed analyses and interpretations of the findings. The results are systematically organized to directly address the research questions outlined in the study. The presentation follows the sequence of the statement of the problem, ensuring clarity and alignment between the objectives and the findings.

To enhance the readability and understanding of the data, the results are presented in tabular form. This approach allows for a clear visualization of trends, relationships, and key patterns, making the findings more accessible for interpretation. Each table is accompanied by a corresponding narrative analysis and interpretation to provide context and insights into the implications of the data. This structure ensures that the findings are not only presented but also meaningfully explained, contributing to a comprehensive understanding of the research outcomes.

Results

Problem 1. How do the school head-respondents assess their educational leadership in terms of transformational, innovative, institutional, organizational, and exemplar?

Table 1

Distribution of School Head-Respondents' Assessment of their Educational Leadership in Terms of Transformational

Indicators	Mean	SD	Description
Have a clear and compelling vision for the future and can articulate it in a way that inspires and motivates others.	3.34	0.60	At All Times
Show genuine concern for the needs and development of their followers, providing personalized coaching, mentoring, and support.	3.39	0.56	At All Times
Delegate authority and encourage followers to take ownership of their work, fostering a sense of empowerment and responsibility.	3.46	0.54	At All Times
Demonstrate integrity, ethical behavior, and a commitment to doing what is right, setting a moral example for others to follow.	3.41	0.58	At All Times

Foster a collaborative environment where teamwork is encouraged, and the contributions of all team members are valued and leveraged to achieve common goals	3.42	0.53	At All Times
Foster open communication channels, encouraging feedback, and collaboration across all organizational levels.	3.48	0.50	At All Times
Encourage cross-functional collaboration to leverage diverse skills and perspective for problem solving.	3.51	0.52	At All Times
Consistently recognize and reward individual contributions, reinforcing personal growth, and accountability.	3.64	0.46	At All Times
Cultivate a positive organizational culture that embraces inclusivity, diversity, and mutual respect.	3.40	0.55	At All Times
Provide opportunities for team members to lead initiatives, fostering leadership development.	3.35	0.57	At All Times
Overall	3.44	0.37	At All Times

Legend: 3.26-4.00 *At All Times/ Very High* 1.76-2.50 *Sometimes/Low*
2.51-3.25 *Most of the Time/High* 1.00-1.75 *Never/Very Low*

Table 1 shows that school heads' transformational leadership was rated Very High, with an overall mean of 3.44 (SD=0.37), interpreted as At All Times. This indicates that school heads consistently inspire, motivate, empower teachers, encourage innovation, and promote collaboration toward shared goals. The finding supports Pennell (2023), Allen et al. (2020), and Rubion and Blancia (2021), who linked transformational leadership with teacher effectiveness and efficacy.

The highest-rated indicator was "Consistently recognize and reward individual contributions" with a mean of 3.64 (SD=0.46), showing that recognition strengthens teacher motivation, engagement, and professional growth. This is supported by Onavwie et al. (2023) and Tian and Huber (2022).

The lowest-rated indicator was "Have a clear and compelling vision for the future" with a mean of 3.34 (SD=0.60), although still Very High. This suggests that articulating a clear future direction may be an area for further development. As noted by Bakker (2023) and Yang, Liu, and Zhang (2023), strong vision and transformational leadership promote teacher performance, innovation, autonomy, and improved learning outcomes.

Table 2- Distribution of School Head-Respondents' Assessment of their Educational Leadership in Terms of Innovative

Indicator	Mean	SD	Description
Willing to take calculated risks and embrace uncertainty as a necessary part of innovation and growth, fostering a culture where failure is seen as a learning opportunity.	3.35	0.64	At All Times
Effectively leverage available resources and find innovative solutions to overcome constraints and challenges, often thinking outside the box.	3.33	0.72	At All Times

Inspire and motivate others to pursue innovation, demonstrating passion and enthusiasm for continuous improvement and development.	3.41	0.76	At Times	All
Communicate clearly and persuasively, ensuring that their vision, ideas, and goals are understood and embraced by others in the organization.	3.36	0.69	At Times	All
Actively seek out and implement emerging technologies to enhance organizational efficiency.	3.50	0.60	At Times	All
Establish innovation hubs or think tanks where team members can brainstorm and experiment with new ideas.	3.61	0.48	At Times	All
Use data driven approaches to identify areas for improvement and potential innovative solutions.	3.66	0.47	At Times	All
Facilitate partnerships with external innovators, startups, or research institutions to bring in fresh ideas.	3.52	0.60	At Times	All
Regularly conduct innovation-focused training sessions to build employees' creative and problem-solving skills.	3.55	0.55	At Times	All
Advocate for the creation of an open innovation platform where employees and stakeholders can submit ideas.	3.64	0.51	At Times	All
Overall	3.49	0.39	At Times	All

Legend: 3.26-4.00 *At All Times/ Very High* 1.76-2.50 *Sometimes/Low*
2.51-3.25 *Most of the Time/High* 1.00-1.75 *Never/Very Low*

Table 2 shows that school heads' innovative leadership was rated Very High, with an overall mean of 3.49 (SD=0.39), interpreted as At All Times. This indicates that school heads are forward-thinking, open to change, and committed to innovation, technology use, creative strategies, and continuous improvement. This supports Ahiadeke, Opoku-Asare, and Kusedzi (2026), who found that innovative leadership strengthens teacher self-efficacy, and Akyürek and Karabay (2022), who emphasized leadership's role in promoting innovation.

The highest-rated indicator was "Use data-driven approaches to identify areas for improvement and potential innovative solutions" with a mean of 3.66 (SD=0.47), interpreted as Very High. This suggests that school heads effectively use data and technological tools to identify gaps, guide decisions, and provide interventions. The finding is supported by Kim, Park, and Lee (2023), Chen and Cheng (2022), Rodriguez and Hernandez (2024), and Uzon (2024), who highlighted the value of data-informed leadership in improving instructional decisions, teacher efficacy, and learning outcomes.

The lowest-rated indicator was "Effectively leverage available resources and find innovative solutions to overcome constraints and challenges" with a mean of 3.33 (SD=0.72), although still Very High. This indicates a possible area for strengthening, particularly in creatively maximizing limited resources. Garcia and Martinez (2024), Anderson and Williams (2021), and Rodriguez and Hernandez (2024) emphasized that resourcefulness, experimentation, and creative risk-taking can enhance collaboration, instructional innovation, and school performance.

Table 3- Distribution of School Head-Respondents' Assessment of their Educational Leadership in Terms of Instructional

Indicator	Mean	SD	Description	
Prioritize student learning outcomes and consistently work to improve academic performance and growth.	3.45	0.55	At	All Times
Possess deep knowledge of curriculum content and effective instructional practices, ensuring that the curriculum is relevant, rigorous, and aligned with standards.	3.67	0.50	At	All Times
Promote a collaborative school culture where teachers work together to share best practices, solve problems, and support each other's growth.	3.61	0.49	At	All Times
Establish clear, strategic goals for teaching and learning that align with the school's mission and vision, ensuring that all efforts are focused on achieving these objectives.	3.51	0.52	At	All Times
Lead curriculum review sessions to ensure content remains aligned with evolving educational standards.	3.65	0.45	At	All Times
Regularly review and update classroom technologies to support modern instructional strategies.	3.47	0.54	At	All Times
Actively involved parents and the community in setting goals for academic improvement.	3.54	0.57	At	All Times
Foster a reflective teaching culture where teachers continuously assess and refine their instructional practices.	3.62	0.49	At	All Times
Use formative assessments to regularly evaluate student progress and instructional effectiveness.	3.40	0.57	At	All Times
Guide teachers in creating individualized learning plans for students needing extra support and challenge.	3.43	0.60	At	All Times
Overall	3.54	0.37	At	All Times

Legend: 3.26-4.00 *At All Times/ Very High* 1.76-2.50 *Sometimes/Low*
2.51-3.25 *Most of the Time/High* 1.00-1.75 *Never/Very Low*

Table 3 shows that school heads' instructional leadership was rated Very High, with an overall mean of 3.54 (SD=0.37), interpreted as At All Times. This indicates that school heads consistently demonstrate strong instructional leadership through setting academic goals, supporting effective teaching practices, monitoring student progress, guiding curriculum development, and promoting continuous improvement. Their active involvement provides teachers with technical assistance and instructional support, strengthening teaching quality and student learning. This finding is supported by Bush and Glover (2019), Hallinger and Wang (2020), Rigby and Hall (2021), and Pana (2024), who emphasized that instructional leadership contributes to teacher development, instructional quality, and improved student outcomes. The highest-rated indicator was "Possess deep knowledge of curriculum content and effective instructional practices, ensuring that the curriculum is relevant, rigorous, and aligned with standards" with a mean of 3.67 (SD=0.50), interpreted as Very High. This suggests that school heads have strong curriculum expertise and are highly capable of guiding instructional planning, supervising teaching, and ensuring

alignment with standards and learner needs. Their knowledge positions them not only as administrators but also as pedagogical leaders who can mentor teachers and promote instructional improvement. This is consistent with Robinson, Lloyd, and Rowe (2024), Liu and Hallinger (2022), and Sebastian, Allensworth, and Huang (2023), who emphasized the importance of curriculum expertise and data-informed leadership in improving teaching and addressing diverse learner needs.

The lowest-rated indicator was “Use formative assessments to regularly evaluate student progress and instructional effectiveness” with a mean of 3.40 (SD=0.57), although still interpreted as Very High. This indicates that while school heads demonstrate strong curriculum knowledge, the systematic use of formative assessment data may still be strengthened. Time constraints, competing administrative responsibilities, and limited opportunities for collaborative data analysis may affect this practice. As noted by Sebastian, Allensworth, and Huang (2023) and Liu and Hallinger (2022), effective use of assessment data enables school leaders and teachers to make targeted decisions and develop more responsive instructional plans.

Table 4- Distribution of School Head-Respondents’ Assessment of their Educational Leadership in Terms of Organizational

Indicator	Mean	SD	Description
Adeptly manage organizational change, helping employees navigate transitions and adapting strategies as needed to stay aligned with evolving circumstances.	3.58	0.57	At All Times
Shape and maintain a positive organizational culture that reflects the organization’s values and promotes collaboration, innovation, and ethical behavior.	3.68	0.58	At All Times
Build and maintain strong relationships with key stakeholders, including employees, customers, investors, and community members, to garner support and drive organizational success.	3.64	0.62	At All Times
Use analytics and key performance indicators (KPI’s) to track organizational progress toward goals.	3.60	0.65	At All Times
Develop succession plans to ensure educational leadership continuity and development.	3.46	0.64	At All Times
Establish clear communication frameworks to ensure transparency across all organizational levels.	3.63	0.49	At All Times
Foster a culture of accountability where employees are encouraged to take ownership of their works.	3.38	0.65	At All Times
Regularly assess the organization’s risk landscape and implement mitigation strategies.	3.63	0.57	At All Times
Facilitate leadership training programs to build future organizational leaders from within.	3.72	0.52	At All Times
Use stakeholder feedback to guide strategic decisions and adjust organizational priorities.	3.57	0.54	At All Times
Overall	3.59	0.32	At All Times

Legend: 3.26-4.00 *At All Times/ Very High* 1.76-2.50 *Sometimes/Low*
2.51-3.25 *Most of the Time/High* 1.00-1.75 *Never/Very Low*

Table 4 shows that school heads' organizational leadership was rated Very High, with an overall mean of 3.59 (SD=0.32), interpreted as At All Times. This indicates that school heads consistently manage systems, allocate resources, foster collaboration, and align school goals with operational needs. Effective organizational leadership creates stable and supportive conditions where teaching and learning can flourish. This finding is supported by Spillane and Hopkins (2020), Day and Sammons (2021), Sebastian, Allensworth, and Huang (2023), and Sagragao, Salva, and Ferenal (2025), who emphasized the importance of organizational coherence, professional development, resource management, and supportive school structures in strengthening teacher performance and student outcomes.

The highest-rated indicator was "Facilitate leadership training programs to build future organizational leaders from within" with a mean of 3.72 (SD=0.52), interpreted as Very High. This suggests that school heads prioritize leadership development, succession planning, and long-term capacity-building. By empowering teachers and staff to assume leadership roles, school heads promote shared responsibility, collective ownership, and institutional sustainability. This is consistent with Leithwood and Azah (2024), Robinson, Lloyd, and Rowe (2024), and Yang, Liu, and Zhang (2023), who highlighted the value of distributed leadership and leadership development in strengthening school improvement and innovation.

The lowest-rated indicator was "Foster a culture of accountability where employees are encouraged to take ownership of their work" with a mean of 3.38 (SD=0.65), although still Very High. This suggests that consistently strengthening employee ownership and accountability remains an area for further improvement. Clear expectations, supportive feedback, trust, communication, and teacher participation in decision-making can help reinforce accountability. Allen, Grigsby, and Peters (2020), Concepcion and Cabansag (2024), and Sebastian, Allensworth, and Huang (2023) emphasized that supportive and transparent accountability systems, combined with trust and clear roles, strengthen teachers' confidence and professional responsibility.

Table 5- Distribution of School Head-Respondents' Assessment of their Educational Leadership in Terms of Exemplar

Indicator	Mean	SD	Description	
Take responsibility for their actions and decisions, holding themselves and their team accountable for results and performance.	3.52	0.57	At	All Times
Show genuine concern for the well-being of others, practicing empathy and providing support to help others succeed.	3.58	0.57	At	All Times
Reliable and consistent in their behavior and decision-making, ensuring their actions align with their values and principles.	3.60	0.49	At	All Times
Actively mentor and develop others, providing guidance, support, and opportunities for growth and advancement.	3.42	0.53	At	All Times

Communicate clearly and effectively, ensuring that their expectations, vision, and feedback are understood and embraced by others.	3.30	0.57	Most of the Time	
Lead by example in promoting sustainability and social responsibility initiatives within the organization.	3.61	0.54	At Times	All
Demonstrate consistency between words and actions, maintaining credibility and dependability.	3.55	0.48	At Times	All
Take the initiative to recognize and address systemic inequalities within the organization.	3.60	0.57	At Times	All
Promote self-reflection and continuous self-improvement as essential aspects of leadership.	3.57	0.65	At Times	All
Show humility in leadership, being open to feedback and learning from team members at all levels.	3.61	0.57	At Times	All
Overall	3.54	0.40	At Times	All

Legend: 3.26-4.00 *At All Times/ Very High* 1.76-2.50 *Sometimes/Low*
2.51-3.25 *Most of the Time/High* 1.00-1.75 *Never/Very Low*

Table 5 shows that school heads' exemplar leadership was rated Very High, with an overall mean of 3.54 (SD=0.40), interpreted as At All Times. This indicates that school heads consistently demonstrate ethical conduct, inclusivity, credibility, and professionalism, serving as role models who influence school culture and teacher efficacy. The finding aligns with Kouzes and Posner (2021), who emphasized modeling shared values, and Greenleaf (2020), who highlighted humility, empathy, and mentorship in servant leadership. These practices help build trust, commitment, and positive school environments, consistent with Sebastian et al. (2022).

The highest-rated indicator was "Lead by example in promoting sustainability and social responsibility initiatives within the organization" with a mean of 3.61 (SD=0.54), interpreted as Very High. This suggests that school heads demonstrate strong commitment to sustainability and social responsibility, reflecting leadership that extends beyond school operations toward community well-being. This supports Fullan (2023) and Shields (2020), who emphasized moral purpose, social responsibility, and addressing systemic inequities in educational leadership.

The lowest-rated indicator was "Communicate clearly and effectively, ensuring that expectations, vision, and feedback are understood and embraced by others" with a mean of 3.30 (SD=0.57), interpreted as High and described as Most of the Time. Although communication remains strong, the result suggests an area for further improvement, particularly in articulating vision, providing clear feedback, and managing diverse stakeholder expectations amid time and resource constraints. Leithwood et al. (2020) and Robinson et al. (2024) emphasized that clear communication, goal-setting, and feedback are essential for building trust and maintaining instructional coherence.

Table 6- Summary of the School Head-Respondents' Assessment of their Educational Leadership

Variable	Mean	SD	Interpretation
Transformational	3.44	0.37	Very High
Innovative	3.49	0.39	Very High
Instructional	3.54	0.37	Very High
Organizational	3.59	0.32	Very High
Exemplar	3.54	0.40	Very High
Overall	3.52	0.15	Very High

Legend: 3.26-4.00 *At All Times/ Very High* 1.76-2.50 *Sometimes/Low*
2.51-3.25 *Most of the Time/High* 1.00-1.75 *Never/Very Low*

Table 6 shows that school heads' overall educational leadership was rated Very High, with a mean of 3.52 (SD=0.15), interpreted as At All Times. This indicates that school heads consistently demonstrate holistic leadership that supports teacher development, school improvement, and student achievement through strategic, instructional, innovative, organizational, and ethical practices. This finding is consistent with Hallinger and Feng (2021), Leithwood and Azah (2024), and Robinson, Lloyd, and Rowe (2024), who emphasized collaboration, shared responsibility, strategic alignment, and consistent leadership in improving teaching and school outcomes.

Among the leadership dimensions, organizational leadership obtained the highest mean of 3.59 (SD=0.32), interpreted as Very High. This suggests that school heads particularly excel in managing resources, maintaining school culture, and aligning goals with school operations. Spillane and Hopkins (2020), Day and Sammons (2021), and Sebastian, Allensworth, and Huang (2023) highlighted the importance of organizational coherence, aligned professional development, and positive school climate in strengthening teacher efficacy and school performance.

Meanwhile, transformational leadership obtained the lowest mean of 3.44 (SD=0.37), although still interpreted as Very High. This suggests a possible need to further strengthen vision-setting, inspiration, and change-oriented leadership. Allen, Grigsby, and Peters (2020) and Yang, Liu, and Zhang (2023) emphasized that transformational and visionary leadership promote collaboration, innovation, and improved educational outcomes.

Overall, the findings indicate that school heads demonstrate very high educational leadership across all five dimensions, providing a strong foundation for teacher development and school improvement.

Problem 2. What is the level of teacher-respondents' efficacy based on commitment, knowledge of subject matter, teaching for independent learning, management of learning, and teaching strategies?

Table 7- Distribution of Teacher-Respondents' Efficacy Based on Commitment

Indicator	Mean	SD	Description
Integrates sensitively his/her learning objectives with those of the students in a collaborative process.	3.71	0.50	At All Times
Regularly comes to class on time, well-groomed, and well-prepared to complete assigned responsibilities.	3.73	0.48	At All Times

Encompasses personal sacrifices for the betterment of the students, such as spending personal time on lesson planning, grading, or attending student events.	3.57	0.53	At Times	All
Actively participate in school activities beyond classroom duties, demonstrating holistic involvement in the school community.	3.57	0.62	At Times	All
Provide regular, demonstrating a commitment to their academic and personal growth	3.49	0.59	At Times	All
Stay updated with the latest educational research and integrate it into classroom practices.	3.63	0.56	At Times	All
Develop and maintain open channels of communication with parents, keeping them informed and involved in their child's learning.	3.67	0.52	At Times	All
Exhibit a passion for teaching that motivates students to engage deeply with the learning process.	3.61	0.54	At Times	All
Continuously assess and refine lesson plans based on students' needs and feedback.	3.70	0.52	At Times	All
Consistently advocate for the students' best interests, even in challenging situations.	3.56	0.56	At Times	All
Overall	3.62	0.27	At Times	All

Legend: 3.26 – 4.00 *At All times/Very High* 1.76 – 2.50 *Sometimes/Low*
2.51 – 3.25 *Most of the Time/High* 1.00 – 1.75 *Never/Very Low*

Table 7 shows that teachers' commitment was rated Very High, with an overall mean of 3.62 (SD=0.27), interpreted as At All Times. This indicates that teachers consistently demonstrate professionalism, responsibility, preparedness, and dedication to their instructional duties. The finding supports Mangila (2022), Reeve (2020), and Aagsalud (2018), who emphasized the roles of consistency, intrinsic motivation, leadership support, and collaboration in strengthening teacher commitment.

The highest-rated indicator, "Regularly comes to class on time, well-groomed, and well-prepared to complete assigned responsibilities," obtained a mean of 3.73 (SD=0.48), interpreted as Very High. This indicates strong professional discipline, punctuality, and instructional readiness. Such behaviors promote classroom stability and allow teachers to model professionalism for learners, consistent with Mangila (2021), Reeve (2020), and Aagsalud (2017).

The lowest-rated indicator, "Provide regular [evidence of] commitment to their academic and personal growth," received a mean of 3.49 (SD=0.59), although still Very High. This suggests that teachers remain committed to professional and personal development but may face challenges in sustaining it consistently due to workload, instructional demands, and other pressures. Reeve (2020), Mangila (2022), and Aagsalud (2018) emphasized that reflective practice, collegial support, and a collaborative school environment can strengthen teacher resilience and professional growth.

Table 8- Distribution of Teacher-Respondents' Based on Knowledge of Subject Matter

Indicator	Mean	SD	Description	
Draws and shares information on the state of the art of theory and practice in his discipline.	3.87	0.35	At	All Times
Integrates subject to practical circumstance and learning intents/purposes.	3.78	0.42	At	All Times
Incorporate recent research findings and developments in the field into their teaching, showcasing up-to-date knowledge and understanding.	3.80	0.43	At	All Times
Design assessments that align with the content standards and accurately measure students' understanding of the subject matter, reflecting a clear understanding of the curriculum.	3.69	0.52	At	All Times
Incorporate interdisciplinary approaches, demonstrating how different subjects connect to enrich students' understanding	3.70	0.50	At	All Times
Regularly update lesson content with the latest findings in the subject field, ensuring relevance.	3.77	0.44	At	All Times
Identify and address common misconceptions in subject matter to strengthen foundational knowledge.	3.79	0.45	At	All Times
Engage students in subject-specific competitions, projects, or fairs that promote deeper engagement with the content.	3.76	0.46	At	All Times
Connect the subject matter to global issues or trends, encouraging students to see its real-world applications.	3.59	0.62	At	All Times
Encourage students to use their subject knowledge in solving real-world problems, promoting active learning.	3.75	0.43	At	All Times
Overall	3.75	0.28	At	All Times

Legend: 3.26 – 4.00 *At All times/Very High* 1.76 – 2.50 *Sometimes/Low*
2.51 – 3.25 *Most of the Time/High* 1.00 – 1.75 *Never/Very Low*

Table 8 shows the distribution of teacher-respondents based on knowledge of subject matter. The overall mean of 3.75 (SD = 0.28), described as At All Times and interpreted as Very High, indicates very high mastery of their disciplines and effective integration of current theories and practices into instruction.

Subject matter expertise enables teachers to scaffold instruction, address misconceptions, and respond to diverse learners. Smith et al. (2022) linked subject-matter knowledge with teaching experience and self-efficacy, while Dalagan Jr. and Dagansan (2023) emphasized its role in aligning lessons with competencies and instructional strategies. Jeschke (2021) affirmed the importance of applying subject-specific knowledge effectively in classroom situations.

The highest-rated indicator, “Draws and shares information on the state of the art of theory and practice in his discipline,” obtained a mean of 3.87 (SD = 0.35), interpreted as Very High. This reflects teachers’ commitment to staying updated and sharing expertise. Nolasco and Dimarucot (2024) emphasized that content knowledge supports teacher growth and instructional improvement, while Li and Copur-Gencturk (2024) noted that teaching experiences develop pedagogical content knowledge.

The lowest-rated indicator, “Connects the subject matter to global issues or trends, encouraging students to see its real-world applications,” received a mean of 3.59 (SD = 0.62), still interpreted as Very High. This suggests that global integration is practiced but may require greater emphasis. Refugio et al. (2020) stressed the importance of strengthening content knowledge for meaningful learning, while Dalagan Jr. and Dagansan (2023) and Li and Copur-Gencturk (2024) highlighted the role of content knowledge, pedagogy, and teaching experience in improving instruction and responding to learners’ needs. Overall, the findings emphasize the need to continuously strengthen subject-matter knowledge and connect content to meaningful learning experiences.

Table 9- Distribution of Teacher-Respondents’ Based on Teaching for Independent Learning

Indicator	Mean	SD	Description	
Creates teaching strategies that allow students to practice using concepts they need to understand	3.78	0.43	At Times	All
Allows students to create their course with objective and realistically defined.	3.78	0.44	At Times	All
Encourage students to use digital platforms and resources to research and present findings beyond the classroom curriculum.	3.78	0.47	At Times	All
Provides a variety of learning resources, including textbooks, articles, multimedia materials, and online resources, empowering students to explore different sources of information independently.	3.63	0.56	At Times	All
Offer opportunities for students to lead discussions, projects, or presentations, fostering autonomy.	3.69	0.48	At Times	All
Introduce project-based learning that allows students to explore topics of personal interest independently.	3.85	0.38	At Times	All
Encourage students to learn beyond what is required and help/guide the students on how to apply the concepts learned.	3.72	0.45	At Times	All
Establish peer tutoring systems where students can take responsibility for helping others learn	3.70	0.46	At Times	All
Incorporate reflective journals or portfolios where students track their growth and learning strategies	3.62	0.61	At Times	All
Design open-ended assignments that allow students to demonstrate their understanding in creative ways.	3.68	0.48	At Times	All
Overall	3.72	0.29	At Times	All

Legend: 3.26 – 4.00 *At All times/Very High* 1.76 – 2.50 *Sometimes/Low*
2.51 – 3.25 *Most of the Time/High* 1.00 – 1.75 *Never/Very Low*

Table 9 shows the distribution of teacher-respondents based on teaching for independent learning. The overall mean of 3.72 (SD = 0.29), described as At All Times and interpreted as Very High, indicates that teachers consistently foster student autonomy and self-directed learning. This suggests that teachers create learning environments where students can explore, reflect, and take responsibility for their learning. Reyes and Reyes (2024) emphasized that self-inquiry and autonomous learning enhance engagement and mastery, while Schweder and Raufelder (2022) and Sins et al. (2024) highlighted the role of self-directed learning environments and explicit instruction in developing students' learning strategies and responsibility.

The highest-rated indicator, "Introduce project-based learning that allows students to explore topics of personal interest independently," obtained a mean of 3.85 (SD = 0.38), interpreted as Very High. This indicates that teachers consistently use project-based learning to promote autonomy, creativity, engagement, and deeper learning. Reyes and Reyes (2024) noted that self-inquiry promotes engagement and mastery, while Schweder and Raufelder (2022) and Sins et al. (2024) emphasized opportunities for responsibility, learning strategies, and self-regulation.

The lowest-rated indicator, "Incorporate reflective journals or portfolios where students track their growth and learning strategies," received a mean of 3.62 (SD = 0.61), still interpreted as Very High. This suggests that reflective tools, although highly practiced, may be less consistently integrated due to time constraints, content demands, or limited scaffolding. Sins et al. (2024) emphasized explicit instruction in self-regulated learning, while Schweder and Raufelder (2022) highlighted reflection and learning strategies. Er (2021) and Hendawy Al-Mahdy et al. (2024) further emphasized the importance of principal leadership, teacher trust, agency, and professional learning in strengthening instructional practices. Overall, the findings support more systematic integration of reflective tools to enhance learner growth and autonomy.

Table 10- Distribution of Teacher-Respondents' Based on Management of Learning

Indicator	Mean	SD	Description
Creates opportunities for intensive and /or extensive contribution of students in the class activities.	3.66	0.54	At All Times
Designs and implements learning conditions and experiences that promote healthy exchange and/or confrontations.	3.60	0.60	At All Times
Structures/restructures learning and teaching/learning context to enhance the attainment of collective learning objectives.	3.48	0.60	At All Times
Use of instructional materials (audio/video materials; field trips; film showing, computer-aided instruction, etc. to reinforce the learning process.	3.54	0.59	At All Times
Set clear expectations for behavior, participation, and academic performance, ensuring a conducive learning environment.	3.63	0.57	At All Times
Organizes the physical space and resources in the classroom to optimize learning, minimize distractions, and promote engagement.	3.64	0.57	At All Times

Use blended learning models that integrate technology with traditional methods, allowing students to work at their own pace.	3.59	0.61	At Times	All
Organize peer-to-peer learning sessions where students can collaborate and share knowledge.	3.45	0.61	At Times	All
Incorporate gamified learning strategies to make the learning process interactive and engaging.	3.52	0.62	At Times	All
Utilize rotating roles in group projects (leader, recorder, presenter) to build a range of student skills.	3.63	0.56	At Times	All
Overall	3.57	0.38	At Times	All

Legend: 3.26 – 4.00 *At All times/Very High* 1.76 – 2.50 *Sometimes/Low*
2.51 – 3.25 *Most of the Time/High* 1.00 – 1.75 *Never/Very Low*

Table 10 shows the distribution of teacher-respondents based on management of learning. The overall mean of 3.57 (SD = 0.38), described as At All Times and interpreted as Very High, indicates that teachers effectively manage learning through structured and responsive classroom strategies that support engagement and achievement. Sorbeto et al. (2022) associated effective classroom management with positive learning outcomes, while Entegro (2022) highlighted the role of professional development in improving classroom management, instructional strategies, and student engagement. Yağcı et al. (2023) further emphasized the relationship between school leadership and teachers' classroom management skills. The highest-rated indicator, "Creates opportunities for intensive and/or extensive contribution of students in the class activities," obtained a mean of 3.66 (SD = 0.54), interpreted as Very High. This indicates that teachers strongly promote student participation and collaborative engagement, reflecting learner-centered practices that encourage motivation, shared responsibility, and deeper learning. Ramos et al. (2021) noted that structured classroom activities supported by digital tools can enhance student engagement and academic performance. Fababier et al. (2026) emphasized that adequate school resources support effective teaching and learning environments, while Sorbeto et al. (2022) reinforced the value of effective routines, communication, discipline, and interaction.

The lowest-rated indicator, "Organizes peer-to-peer learning sessions where students can collaborate and share knowledge," received a mean of 3.45 (SD = 0.61), still interpreted as Very High. This suggests that peer learning is highly practiced but may be less consistently emphasized. Effective peer learning requires strategies for managing group dynamics and scaffolding interaction, which may be affected by classroom management concerns or limited professional development. Yağcı et al. (2023) highlighted the role of supportive school leadership, while Fababier et al. (2026) emphasized institutional resources in enabling collaborative instruction. Entegro (2022) further stressed that professional development strengthens teachers' classroom management, instructional strategies, and student engagement. Overall, the findings support continued institutional and professional support for collaborative learning practices.

Table 11- Distribution of Teacher-Respondents' Based on Teaching Strategies

Indicator	Mean	SD	Description	
Employ strategies that actively engage students, such as interactive discussions, collaborative projects, and inquiry-based learning, to keep students motivated and involved.	3.39	0.61	At	All Times
Design and implement a variety of learning activities, including group discussions, role-playing, and hands-on experiments, to address different aspects of the curriculum.	3.43	0.63	At	All Times
Use cooperative learning strategies that require students to work together to achieve shared learning goals.	3.17	0.78	Most of the Time	
Integrate experiential learning opportunities, such as field trips or virtual simulations, to deepen understanding.	3.25	0.68	At	All Times
Scaffold instruction by providing varying levels of support until students can perform tasks independently.	3.16	0.62	Most of the Time	
Use tiered assignments that allow students of different skill levels to work on appropriately challenging tasks.	3.42	0.63	At	All Times
Incorporate inquiry-based learning where students formulate their own questions and conduct research to find answers.	3.36	0.64	At	All Times
Utilize project-based learning where students tackle real-world challenges through long-term assignments.	3.25	0.74	At	All Times
Regularly integrate student-led conferences or presentations into the curriculum, encouraging accountability, and engagement.	3.34	0.69	At	All Times
Use exit tickets, reflective writing, or other formative assessments to gauge student understanding and adjust strategies accordingly.	3.22	0.67	Most of the Time	
Overall	3.30	0.46	At	All Times

Legend: 3.26 – 4.00 *At All times/Very High* 1.76 – 2.50 *Sometimes/Low*
2.51 – 3.25 *Most of the Time/High* 1.00 – 1.75 *Never/Very Low*

Table 11 shows the distribution of teacher-respondents based on teaching strategies. The overall mean of 3.30 (SD = 0.46), described as At All Times and interpreted as Very High, indicates that teachers demonstrate very high proficiency in using varied classroom strategies, although further improvement is possible. There remains a need to further diversify and refine differentiated, inquiry-based, and experiential approaches, which require time, creativity, resources, and professional development. Sins et al. (2024) emphasized that explicit instruction and professional development strengthen teachers' capacity to support self-regulated learning. Tomlinson and Moon (2021) highlighted the importance of responding to learner differences, while Schweder and Raufelder (2022) emphasized autonomy-supportive environments and appropriate learning strategies.

The highest-rated indicator, "Design and implement a variety of learning activities, including group discussions, role-playing, and hands-on experiments, to address different aspects of the curriculum," obtained a mean of 3.43 (SD = 0.63), interpreted as Very High. This indicates that teachers actively use

varied, experiential, and collaborative approaches to promote engagement and address diverse learning needs. Sins et al. (2024) emphasized the role of learning strategies in developing self-regulated learners, while Fisher, Frey, and Hattie (2022) and Tomlinson and Moon (2021) affirmed the value of varied and responsive instruction.

The lowest-rated indicator, “Scaffold instruction by providing varying levels of support until students can perform tasks independently,” received a mean of 3.16 (SD = 0.62), described as Most of the Time and interpreted as High. This suggests that scaffolding is less consistently applied and may require further professional development in differentiation and adaptive instruction. Large class sizes and pacing demands may limit individualized support. Sins et al. (2024) emphasized explicit support for self-regulated learning, while Schweder and Raufelder (2022) and Tomlinson and Moon (2021) stressed autonomy-supportive environments and responsive instructional support based on learners’ needs.

Table 12- Summary of the Teacher-Respondents’ Assessment of their Efficacy

Variable	Mean	SD	Interpretation
Commitment	3.62	0.27	Highly Effective
Knowledge of Subject Matter	3.75	0.28	Highly Effective
Teaching for Independent Learning	3.72	0.29	Highly Effective
Management of Learning	3.57	0.38	Highly Effective
Teaching Strategies	3.30	0.46	Highly Effective
Overall	3.59	0.20	Highly Effective

Legend: 3.26 – 4.00 *At All times/Very High* 1.76 – 2.50 *Sometimes/Low*
2.51 – 3.25 *Most of the Time/High* 1.00 – 1.75 *Never/Very Low*

Table 12 shows that teachers' effectiveness is highly rated across various indicators, with notable strengths and areas for enhancement. The overall mean of **3.59 (SD = 0.20)**, which described as **At All Times** and interpreted as **Very High**, indicating that teachers are in demonstrating very high and strong professional competencies. This suggests a well-rounded teaching profile that supports student learning, instructional quality, and classroom engagement.

As perceived, teachers were applying pedagogical strategies, content expertise, and classroom management techniques with consistency and care. Mangila, (2022) emphasized that teacher commitment drives instructional success. Reeve (2020) noted that teaching effectiveness is rooted in cognitive skill and emotional investment. Agsalud (2018) affirmed that collaborative environments enhance teacher performance and morale.

The highest-rated indicator, **Knowledge of Subject Matter** with a mean of **3.75 (SD = 0.28)**, which is described as **At All Times** and interpreted as **Very High**, denotes that teachers demonstrate expertise in their respective fields. This indicates that teachers are very high of their confidence as to their content expertise and integrate current developments into instruction. It implies a strong foundation for instructional depth and academic rigor.

As indicated, this domain likely received the highest rating because subject mastery enables teachers to deliver lessons with clarity, precision, and relevance. Educators who are well-versed in their disciplines can better support student understanding and inquiry. Smith et al. (2022) emphasized that teachers’ subject-matter knowledge is associated with their teaching experiences and self-efficacy in teaching specific

content. Li and Copur-Gencturk (2024) noted that teachers develop pedagogical content knowledge through teaching experiences, allowing them to deepen their understanding of subject matter and improve their instructional practices. Jeschke (2021) affirmed that strong content knowledge supports interdisciplinary integration.

On the other hand, the lowest-rated indicator, **Teaching Strategies** with a mean of **3.30**, (**SD = 0.46**), which described as **At All Times** and interpreted as **Very High**. This suggests that while teaching strategies are very highly practiced, they may be more variable or less deeply embedded. It implies a need for continued professional development in instructional design and differentiation.

As perceived, implementing diverse strategies requires creativity, training, and support. Teachers may benefit from exposure to innovative methods and coaching in adaptive instruction. Sins et al. (2024) emphasized that varied instructional approaches and explicit instruction in learning strategies can support students' engagement and self-regulated learning. Fisher, Frey, and Hattie (2022) noted that effective instructional techniques, including clear instruction, constructive feedback, and strategies that promote student reflection, can improve student learning. Dalagan and Dagansan (2023) highlighted that teachers' content knowledge and pedagogical capabilities enable them to apply varied learning activities and instructional strategies aligned with learning competencies.

Problem 3. Is there a significant relationship between the school head respondents' assessment of their educational leadership and teacher respondents' efficacy?

This analysis examines the relationship between school heads' educational leadership and teachers' efficacy. It focuses on five leadership dimensions—transformative, innovative, instructional, organizational, and exemplar—and five dimensions of teacher efficacy—commitment, knowledge of subject matter, teaching for independent learning, management of learning, and teaching strategies.

Examining these relationships provides insight into how leadership practices influence teachers' professional confidence, instructional practices, motivation, and classroom performance. It may also identify leadership gaps and areas requiring capacity-building. The findings can serve as a basis for developing leadership and teacher-support programs that promote a collaborative, empowered, and high-performing school community.

Table 13
Relationship Between School Head-Respondents' Assessment of their Educational Leadership and Teacher-Respondents' Efficacy

Education al Leadershi p	Spearman rho Correlation	Teacher's Efficacy					<u>Overall Teachers' Efficacy</u>
		Commit ment Indicator	Knowledge of Subject Matter Indicator	Teaching for Independent Learning Indicator	Managemen t of Learning Indicator	Teaching Strategies	
Transform ational	ρ -coefficient	.263	0.222	.064	.059	.040	0.210
	p-value	0.035	0.079	.255	.290	.477	0.097
	Remarks	S	NS	NS	NS	NS	NS
Innovative	ρ -coefficient	.370	.403	0.077	-0.035	0.230	0.394
	p-value	0.003	0.001	0.547	0.784	0.068	0.001
	Remarks	S	S	NS	NS	NS	S
Instruction al	ρ -coefficient	0.371	0.077	0.000	0.166	0.092	0.212
	p-value	0.003	0.547	0.997	0.190	0.470	0.093
	Remarks	S	NS	NS	NS	NS	NS
Organizati onal	ρ -coefficient	0.426	-0.035	0.207	0.066	.431	0.356
	p-value	0.000	0.784	0.101	0.602	0.000	0.004
	Remarks	S	NS	NS	NS	S	S
Exemplar	ρ -coefficient	0.423	0.230	0.108	0.223	0.352	0.414
	p-value	0.001	0.068	0.396	0.076	0.004	0.001
	Remarks	S	NS	NS	NS	S	S

Using 0.05 level of significance ($\alpha=0.05$).

Note: S – "Significant", NS – "Not significant"

Table 13 presents the relationship between school heads' assessment of educational leadership and teachers' efficacy across commitment, knowledge of subject matter, teaching for independent learning, management of learning, and teaching strategies. The findings reveal significant relationships in innovative, organizational, and exemplar leadership, leading to the rejection of the null hypothesis and indicating that educational leadership is significantly related to teacher efficacy in general.

For innovative leadership, significant relationships were found with Commitment ($r = -0.37$, $p = 0.03$) and Knowledge of Subject Matter ($r = -0.40$, $p = 0.01$). These findings indicate that innovative leadership is significantly associated with teacher efficacy and highlight the value of creativity, experimentation, collaborative cultures, and professional development. Ahiadeke, Opoku-Asare, and Kusedzi (2026) found that innovative leadership positively influences teacher self-efficacy, while Johnson, Li, and Shields (2020) and Anderson and Williams (2021) emphasized collaborative problem-solving, continuous learning, and innovation in improving teacher engagement and instructional quality.

For organizational leadership, significant relationships were found with Commitment ($r = 0.426$, $p = 0.000$) and Teaching Strategies ($r = 0.431$, $p = 0.000$). This suggests that effective resource management, clear goals, supportive systems, and aligned professional development strengthen teachers' instructional performance. Sagragao, Salva, and Fernal (2025) found a significant relationship between school heads' leadership practices and teacher performance, while Spillane and Hopkins (2020) and Day and Sammons (2021) emphasized goal clarity, accountability, and professional development aligned with school priorities.

For exemplar leadership, significant relationships were found with Commitment ($r = 0.423$, $p = 0.001$) and Teaching Strategies ($r = 0.352$, $p = 0.004$). This indicates that school heads who model professionalism, integrity, dedication, and high instructional standards can strengthen teacher performance and engagement. Leithwood and Azah (2024) highlighted the influence of exemplary leaders on teachers' reflective practices and instructional improvement, while Hallinger and Wang (2020) and Day and Sammons (2021) emphasized modeling high standards, professional development, and commitment to student achievement.

In contrast, Knowledge of Subject Matter and Teaching for Independent Learning showed no significant relationships with educational leadership. This suggests that these areas may depend more on teachers' individual preparation, training, and subject-specific expertise and may not be directly influenced by leadership practices alone.

SCHOOL MANAGEMENT PLAN ON SCHOOL HEADS' EDUCATIONAL LEADERSHIP AND TEACHERS' EFFECTIVENESS

Introduction

This School Management Plan outlines a three-year framework to enhance educational leadership and teacher efficacy in Philippine public elementary schools. It builds on findings from a 2025 study assessing multiple dimensions of leadership namely, transformational, instructional, innovative, ethical, and exemplar and teacher efficacy indicators, particularly commitment, knowledge of subject matter, teaching for independent learning, management of learning, and teaching strategies.

This plan provides structured, realistic, and scalable strategies that school heads and teachers can adopt regardless of school size, location, or available resources. It aims to develop leadership practices that

support teacher effectiveness, instructional quality, and learner outcomes while fostering professional growth, innovation, and ethical conduct.

Rationale

This school management plan is grounded in the recognition that school performance relies on both strong organizational leadership and teachers' mastery of subject matter. The 2025 study highlighted that organizational leadership was rated highest among leadership dimensions, providing structured, goal-aligned, and supportive environments, while teacher knowledge of subject matter was the highest among teacher efficacy indicators, ensuring clarity, rigor, and meaningful learning experiences.

Conversely, Transformational Leadership and Teaching Strategies were identified as areas requiring targeted improvement, and the test of relationship revealed that innovative, organizational, and exemplar significantly relate to overall teacher efficacy, while Knowledge of Subject Matter and Teaching for Independent Learning were not significantly influenced by leadership, suggesting these rely more on teachers' individual preparation and expertise. This plan addresses these gaps by strengthening transformational leadership practices and enhancing teachers' instructional strategies, ensuring a dynamic, high-performing, and learner-centered school environment.

General Objectives

1. To improve instructional leadership and teaching quality through focused and collaborative professional development.
2. To foster ethical, inclusive, and visionary school leadership responsive to present challenges.
3. To promote innovation, resource optimization, and learner-centered practices.
4. To institutionalize a school culture of continuous improvement, reflection, and stakeholder involvement.
5. To ensure sustainability of gains through data-driven planning and school-based management.

Table 14. A Three (3) Year School Management Plan
Year 1: 2026 – Establishing Foundational Skills in Vision and Pedagogy

Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source of Funds	Estimated Budget (PHP)	Expected Outcomes
Transformational	Instill shared vision and motivation among teachers	Conduct a 1-day vision-setting and team-building workshop	February 2026	School Head, Teachers	MOOE	6,000.00	30% increase in alignment with school goals
	Strengthen open communication channels	Install communication boards, conduct	April 2026	School Head, Teachers	MOOE	4,000.00	35% improvement in staff-

		monthly dialogue sessions					leader feedback loop
	Promote integrity, fairness, and accountability	Conduct 1-day seminar on ethical standards in leadership and teaching	May 2026	School Head, Faculty	MOOE	6,000.00	30% improvement in ethical leadership perception
Teaching Strategies	Introduce flexible and learner-centered strategies	SLAC on differentiated instruction and scaffolding techniques	March 2026	Teachers, Master Teachers	MOOE	5,000.00	25% increase in varied strategy use
	Encourage low-cost, high-impact teaching innovations	Launch “Best Practice Sharing” monthly presentations	May 2026	Teachers	MOOE	3,000.00	20% increase in peer-adopted strategies
	Improve leadership responsiveness and feedback culture	Install suggestion boxes and distribute quarterly feedback forms	Sept 2026	School Head, Teachers, Parents	MOOE	5,000.00	35% increase in school head effectiveness in communication

Year 2: 2027 – Deepening Leadership Culture and Instructional Quality

Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source of Funds	Estimated Budget (PHP)	Expected Outcomes
Transformational	Empower teachers as	Conduct mentoring	January 2027	Master Teacher	MOOE	7,000.00	30% increase

	change agents and leaders	and peer coaching training		s, Teacher s			in peer-led initiatives
	Foster inclusive and ethical leadership culture	Workshop on inclusive leadership and ethical decision-making	July 2027	School Head, Teacher s	MOOE	6,000.00	20% improvement in inclusive school climate score
	Strengthen peer-led growth and innovation	Host a 'Teacher Innovation Day'	Mar 2027	Master Teacher s, Teacher s	MOOE	8,000.00	25% rise in teacher-led PD
Teaching Strategies	Enhance evidence-based teaching practices	Conduct demo teaching with feedback using lesson study approach	March 2027	Teacher s, Principa l	MOOE	6,000.00	30% increase in application of structured techniques
	Strengthen assessment-informed instruction	Training on formative assessment tools and strategy integration	May 2027	Teacher s	MOOE	5,000.00	25% improvement in student performance tracking
	Address the needs of struggling learners	Implement remedial reading and peer tutoring	Aug–Oct 2027	Teacher s, Volunte ers	MOOE	6,000.00	30% reduction in non-readers

Year 3: 2028 – Sustaining Leadership Gains and Institutionalizing Best Practices

Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source of Funds	Estimated Budget (PHP)	Expected Outcomes
Transformational	Institutionalize leadership development program	Develop leadership succession and school innovation plan	January 2028	Principal, Master Teachers	MO OE	8,000.00	40% increase in leadership readiness pool
	Celebrate leadership and teaching excellence	Launch annual recognition day for leadership and innovation	July 2028	Faculty, School Community	MO OE	6,000.00	Boost morale and 25% increase in innovation adoption
	Institutionalize structured SLAC programs	Update SIP with annual training calendar	Mar 2028	School Head, SLAC Coordinator	MO OE	6,000.00	35% increase in relevant SLAC participation
Teaching Strategies	Establish a model lesson bank	Create and share a digital repository of best lessons	March 2028	Teachers, ICT Coordinator	MO OE	4,000.00	25% increase in strategy replication across levels
	Evaluate and improve strategy impact	Conduct impact assessment of teaching innovations	May 2028	Teachers, Academic Chair	MO OE	5,000.00	30% improvement in learners' engagement scores
	Realign SIP with new challenges and goals	Conduct stakeholders' planning workshop	Oct–Nov 2028	School Head, Teachers, GPTA	MO OE	8,000.00	100% SIP alignment with participatory and data-

							based planning
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Discussions

The study examined the educational leadership of school heads, teachers' efficacy, their relationships, and the formulation of a management plan.

School head-respondents assessed their educational leadership at a Very High level across all dimensions. Organizational Leadership received the highest assessment, followed by Instructional Leadership and Exemplar Leadership, while Transformational Leadership received the lowest, though still rated Very High.

Teacher-respondents assessed their efficacy at a Highly Effective level across all indicators. Knowledge of Subject Matter received the highest assessment, followed by Teaching for Independent Learning, Commitment, and Management of Learning, while Teaching Strategies received the lowest, though still rated Highly Effective.

The relationship test showed that Innovative, Organizational, and Exemplar Leadership had significant relationships with overall teacher efficacy, while Transformational and Instructional Leadership did not. Commitment was significantly related to all leadership dimensions; Knowledge of Subject Matter was related to Innovative Leadership; Management of Learning was related to Exemplar Leadership; and Teaching Strategies were related to Organizational and Exemplar Leadership. Teaching for Independent Learning showed no significant relationship with any leadership dimension.

Based on these findings, a School Management Plan on School Heads' Educational Leadership and Teachers' Efficacy was formulated, focusing on leadership development, instructional improvement, professional development, innovation, collaboration, and continuous school improvement. Overall, the findings confirm that educational leadership and teacher efficacy are significantly related, particularly through innovative, organizational, and exemplar leadership, while also showing that teacher efficacy is multidimensional and influenced by factors beyond school leadership. The qualitative findings further highlighted leadership, collaboration, communication, innovation, mentorship, and capacity-building.

Conclusions

The following conclusion is hereby drawn for the study:

The study concluded that educational leadership and teacher efficacy were established strengths within the school context, providing a foundation for effective school operations and professional teaching practice. The results indicated that school leadership was supported by organizational coherence, while teachers' professional capability was grounded in their knowledge and competence in the teaching-learning process.

The study further concluded that the relationship between educational leadership and teacher efficacy was selective and multidimensional. Leadership practices did not influence all aspects of teacher efficacy in the same manner, suggesting that teachers' professional effectiveness was also shaped by instructional, professional, and contextual factors beyond school leadership.

The study also concluded that continued development was necessary to strengthen leadership practices and instructional capabilities while sustaining existing professional strengths. Leadership development, instructional improvement, innovation, collaboration, mentoring, and continuous professional development were identified as important areas for sustained school improvement.

Finally, the study concluded that the formulated School Management Plan provided a structured basis for translating the findings into professional development and school improvement initiatives. The plan provided direction for strengthening leadership capacity, improving instructional practice, promoting collaboration and innovation, and sustaining the professional competencies of school heads and teachers.

Recommendations

On the basis of the results of this study, the following are recommended:

1. DepEd officials should implement leadership development programs that strengthen transformational leadership skills among school heads, focusing on vision-setting, change management, and motivating teacher engagement. Additionally, professional development initiatives for teachers should emphasize adaptive and innovative teaching strategies to ensure that leadership improvements translate into enhanced instructional effectiveness.
2. School heads may enhance transformational leadership by inspiring teachers, fostering a shared vision, and promoting innovation, while sustaining strong organizational practices. Structured Learning Action Cell sessions and peer coaching should focus on improving teaching strategies, collaborative planning, and reflective practices to increase teacher commitment, engagement, and instructional effectiveness.
3. Teachers should actively engage in professional development, peer mentoring, and collaborative planning aimed at strengthening teaching strategies, including adaptive, differentiated, and innovative methods.
4. School Heads should utilize the school management plan made based from the findings of this study to improve school heads transformational leadership and enhance teachers teaching strategies.

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