Self-Efficacy of the School Heads and Instructional Competence of Teachers in Public Elementary Schools of Davao City Division

Maryjean S. Camomot[*]
The Rizal Memorial Colleges, Inc., Philippines

Abstract—The study explored the relationship of self-efficacy of school heads and instructional competence of public elementary teachers in Davao City Division. It investigated the association of the involved variables and the domains of self-efficacy of school heads that significantly influenced instructional competence of teachers. Using the probability sampling, it catered the 150 elementary teachers in the public schools as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean and Product-Moment correlation. It was revealed that there was an extensive self-efficacy of school heads and instructional competence of teachers. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of self-efficacy of school heads were found to have significantly influence on instructional competence of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education identify means on how to help school heads strengthen their self-efficacy in order to guide and empower teachers to be competent when it comes to giving instruction. More so, future researchers may further explore the involved variables considering other research methods.

Index Terms— Self-efficacy of school heads, Instructional competence of teachers, Descriptive correlation, Davao City Division, Philippines.

1. Introduction

Teachers play a pivotal role in shaping the educational landscape, and their instructional competence is essential for fostering effective learning environments. Competent teachers possess the knowledge, skills, and strategies needed to facilitate meaningful engagement and comprehension among their students. However, evident problems persist in this domain, ranging from disparities in teacher training and professional development to challenges in adapting to evolving educational technologies. Additionally, varying student needs and diverse learning styles further complicate the task of ensuring uniform instructional effectiveness. Addressing these issues requires a comprehensive approach that prioritizes ongoing professional development, equitable access to resources, and a commitment to embracing pedagogical innovation to better prepare teachers for the dynamic and diverse demands of modern education.

In Malaysia, a study revealed that teachers' competencies in assessment literacy are at an unsatisfactory level [1]. Teachers can only master the concept theoretically but not practically. The variety of understandings inherent in assessments makes the practice of a country less uniform. More so, other factors lead to poor instructional competence of teachers. In Indonesia and Tanzania, inadequate facilities, teachers, and industry support [2]; in UAE and China, low enrolment rate [3] in Trinidad and Tobago, stigma, attrition, and low-quality teaching [4] in India, serious problem on curriculum content and design [5]; in Uganda, labor market entry problems [6]; in Africa, inadequate funding [7].

In the Philippines, instructional competence of teachers are greatly affected by several factors. Specifically, in TVL, TVL teachers face the challenges of ever-changing subject content, instructional methods, technology, laws, procedures, and student learning needs [8]. In addition, teachers felt that the pieces of training provided by DepEd need to be improved [9]. Furthermore, teachers are challenged with teaching strategies and Information and Communications Technology (ICT) integration in lessons [10]. Also, the need for textbooks and other learning materials also challenges TVL teachers [11].

In the Division of Davao City, it was observed that despite their experiences, teachers were still confronted with the challenges in showcasing their instructional competence. Teachers were having various ancillary responsibilities, such as handling disciplinary issues, and implementing day-to-day operations. This had left them with limited time to actively participate in instructional activities. More so, inadequate resources, including outdated textbooks, insufficient teaching materials, and a lack of technology, hindered the ability of teachers to facilitate effective instruction. They often struggled to bridge the communication gap between school and home.

However, the abovementioned circumstances were purely observations and were not validated by academic research. Within this context, the researcher was motivated to delve into the extent of self-efficacy of school heads and instructional competence of teachers in the public elementary schools of Davao City Division. The study uncovered the correlations between these variables and pinpointed the particular dimensions of self-efficacy of school heads that significantly impacted the instructional competence of teachers.

*Corresponding author: benchomblero@gmail.com

Additionally, this endeavor offered valuable insights to policymakers, enabling them to formulate policies, programs, interventions, projects, and activities that encourage school heads to reinforce their self-efficacy to strengthen the instructional competence of teachers. This study was primarily grounded on the Social Cognitive Theory [12]. This theory highlighted the idea that human agency development and practice—the idea that people can exercise influence over what they do, and people are seen as self-organizing, proactive, self-reflective, self-management, and involved in their development. People can influence their actions and have the skills to control their mindsets and emotions. What they think, believe, and feel creates a code of conduct. Perceptions of reality and behavior are influenced by the controls and influences they experience during their lives [13].

The principal's self-efficacy can be defined as a type of leadership self-efficacy related to a certain level of confidence in one's knowledge, skills, and abilities in relation to leading others [14]. In this study, the principal's self-efficacy was operationally defined as the principal's assessment of the principal's ability to plan, organize, structure a particular action, and carry out tasks and handle their relationships with the people and schools they lead in their environment [15]. This definition covers all responsibilities of the principal.

The concept of self-efficacy for instructional leadership as a multidimensional construction emphasizes teaching [16]. It provides helpful feedback to teachers as an essential dimension of instructional leadership not captured by the instructional leadership subscale, the Principal Sense of Efficacy Scale [17]. Similarly, Principal Efficacy Beliefs for Instructional Leadership [18]. The original instructional leadership concept as a top down model of school leadership where the principal is seen as "expert" and "chief" [19]. Contemporary conceptualizations of instructional leadership move away from a strong, directive leadership focused on curriculum and instruction from the principal [20]. Similarly, instructional leadership may be conducted in collaboration with the teachers [21]. Also, instructional leadership should address both the instructional processes and work to build positive social relations and it is perceived that the development of a positive and stimulating learning environment as an important aspect of instructional leadership [22].

Leadership self-efficacy is a more specific strand of self-efficacy. In a recent study, leadership self-efficacy was defined as "self-assessment of one's perceived capability to organize and implement action required to effectively lead organizational change to achieve a performance outcome" [23]. Leadership self-efficacy is connected to successful and effective organizations and effective schools [24].

Self-efficacy and leadership self-efficacy need to extend to the educational arena when reviewing the relationship between self-efficacy and school leaders to better understand outcomes impacting school improvement [25]. Understanding one's self-efficacy requires a process of self-reflection in an effort to reveal one's self-perceptions, which in turn may yield outcomes to influence changes in behavior.

After the identification of a gap or weakness, a person's locus of attention would change to either the self, the specific task, or the components of the task, and that people act on that which their attention is focused. Providing principals ways to reflect upon their instructional leadership practices not only aided in identifying such practices but also potentially enhanced their confidence and frequency in following those practices. In turn, this insight is intended to assist principals and assistant principals with the task of improving schools. Therefore, engaging school leaders in a study of their leadership practices created a mechanism for principals and assistant principals to reflect upon their decision-making and practices [26].

The contention that the principal bears some responsibility to create an environment wherein teachers collectively interpret knowledge and information that shapes organizational values, future organizational functioning, and organizational outcomes. It may not be enough that principals recognize their role and responsibility to create and restructure organizations for learning and for improvement [27]. Efficacy beliefs are key determinants of human agency, as people must believe they have the power to produce the desired results to attempt to make it happen [28].

It was contended that perceived self-efficacy expands the options that leaders consider when they need to make a decision [29]. Conversely, if leaders feel particularly inefficacious regarding some innovation or reform, then they likely disregard it as an option when making decisions. Further, he argues that leaders' beliefs that the environment can be controlled or changed are a means of creating resilient leader self-efficacy [30]. In other words, when leaders view the organization as changeable, it increases their self-efficacy to manage it, whereas viewing it as unchangeable undermines their efficacy.

2. Methodology

A. Research Design

In this study, a quantitative research approach was employed, specifically utilizing a descriptive correlational technique. Quantitative research methods involve the collection of numerical data and its subsequent mathematical analysis, often incorporating statistical tools. This approach is employed to elucidate and provide explanations for specific problems or phenomena [31]. In the context of descriptive correlational investigations, the focus lies in describing variables and the naturally occurring relationships that manifest among them [32].

This study was categorized as quantitative since it relied on numerical data for data analysis and interpretation. It was descriptive since its goal was to evaluate the self-efficacy of school heads and instructional competence of teachers. This academic endeavor was also correlational because it evaluated the relationship between self-efficacy of school heads and instructional competence of teachers in the public elementary schools of Davao City Division.

B. Research Respondents

There were 150 public elementary teachers who were invited to answer and be part of this study. It was claimed that for

simple regression analysis, it needed at least 50 samples and generally 100 samples for most research situations [33]. Hence, the 150 respondents were more than enough to address the purpose of this study.

In the inclusion and exclusion criteria, elementary teachers with 2 years teaching experience were chosen in this endeavor since their 2 years stay in the public school would help them to assess the self-efficacy and instructional leadership practices of school heads. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

C. Research Instruments

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on self-efficacy while the second set was about instructional leadership practices.

The self-efficacy of school heads questionnaire consisted of 24 items [34]. It had four indicators, namely: management efficacy (1-6), instructional leadership efficacy (1-6), and moral leadership efficacy (1-6). The questionnaire was subjected to a pilot testing having a result of .75 suggesting that the items have relatively *high* internal consistency.

The instructional competence of teachers questionnaire comprised of 40 items [35]. It had the following indicators, namely: instructional resource provider (1-7), maintain visible presence (1-6), professional development (1-7), maximize instructional time (1-6), monitoring students' progress (1-4), feedback on teaching learning (1-5), and curriculum implementation (1-5).

The questionnaire was subjected to a pilot testing having a result of .74 suggesting that the items have relatively *high* internal consistency. The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Table 1 provides the summary on the extent of self-efficacy

of school heads. It is exhibited that the overall mean of self-efficacy of school heads is 3.55, which is in an extensive level. This means that extent of self-efficacy of school heads is oftentimes evident.

Data show that all three (3) indicators reveal an extensive result. As arranged chronologically, instructional leadership efficacy has the highest mean score (3.64). This is followed by moral leadership efficacy (3.54), and management efficacy (3.46).

The data provides a sequential insight into the perceived efficacy of school heads across three distinct indicators. Notably, instructional leadership efficacy emerges with the highest mean score indicating a robust level of confidence and competence in guiding educational practices and student outcomes. Following closely is moral leadership efficacy reflecting a commendable commitment to fostering ethical conduct and maintaining high moral standards within the educational community. Finally, management efficacy underscores a proficient ability to handle administrative tasks and organizational demands effectively. The sequential arrangement of these indicators suggests a nuanced profile of the school heads' strengths, with a particularly strong emphasis on instructional leadership, followed by moral leadership and management efficacy. This analysis provides valuable insights into the diverse competencies of school heads, contributing to a more comprehensive understanding of their leadership capabilities.

With the extensive level of self-efficacy among school heads*,* this reaffirmed the widely held belief that principal self-efficacy has been demonstrated to have a positive correlation with various factors such as engagement, job satisfaction, persistence in pursuing goals, motivation to remain in the principal position, the quality of teacher supervision, collective teacher efficacy, and efforts to influence teacher attitudes and behaviors [16]. Self-efficacy plays a significant role in influencing goal-setting, ambition levels, exerted effort, adaptability, and perseverance. These beliefs have a substantial impact on the formulation of effective leadership strategies and the adept execution of these strategies [36].

In the same vein, the principal's self-efficacy is their personal assessment of their ability to design a specific course of action to achieve desired outcomes within the school they oversee

Table 1
Summary on the extent of self-efficacy of school heads

No.	Indicators	Mean	Descriptive Equivalent
1	Management Efficacy	3.46	Extensive
2	Instructional Leadership Efficacy	3.64	Extensive
3	Moral Leadership Efficacy	3.54	Extensive
	Overall	**3.55**	**Extensive**

Table 2
Summary on the extent of instructional competence of teachers

No.	Indicators	Mean	Descriptive Equivalent
1	Instructional Resource Provider	3.53	Extensive
2	Maintain Visible Presence	3.55	Extensive
3	Professional Development	3.35	Extensive
4	Maximize Instructional Time	3.36	Extensive
5	Monitoring Students' Progress	3.58	Extensive
6	Feedback on Teaching and Learning	3.53	Extensive
7	Curriculum Implementation	4.17	Extensive
	Overall	**3.58**	**Extensive**

Table 3
Significance of the relationship between self-efficacy of school heads and instructional competence of teachers

Emotional Intelligence of Teachers	Dependent Variable	r-value	p- value	Decision on Ho
Management Efficacy		0.478	0.000	Rejected
Instructional Leadership Efficacy	Instructional Competence of Teachers	0.490	0.000	Rejected
Moral Leadership Efficacy		0.485	0.000	Rejected
Overall		**0.484***	**0.000**	**Rejected**

*Significant at 0.05 significance level

[37]. It represents a principal's self-perceived competence in carrying out the cognitive and behavioral functions required to steer group dynamics toward achieving goals [38].

Principal self-efficacy is defined as an individual's assessment of their own capacity to effectively plan and execute a specific course of action with the aim of achieving desired outcomes within the educational institution they oversee [39]. This definition encompasses all the responsibilities inherent to the role of principals. Self-efficacy is contingent upon a specific domain and task, as well as the level of challenge and intricacy associated with that particular task [40]. Conversely, individuals with low self-efficacy tend to shy away from tasks and display a lack of effort [41].

Table 2 provides the summary on the extent of instructional competence of teachers. It is exhibited that the overall mean of instructional competence of teachers is 3.58, which is in a high level. This means that instructional competence of teachers is oftentimes evident.

Data show that all seven (7) indicators reveal a varying result ranging from moderately extensive to very extensive level. As arranged chronologically, curriculum implementation has the highest mean score (4.17)). This is followed by monitoring student progress (3.58), maintain visible presence (3.55), instructional resource provider (3.53), feedback on teaching learning (3.53), maximize instructional time (3.36), and professional development (3.35).

The results suggest a generally frequent manifestation of instructional competence among teachers, with all seven indicators reflecting a varying but largely extensive range. Curriculum implementation stands out with the highest mean score indicating a particularly strong competence in executing the required curriculum effectively. Following this, monitoring student progress, maintaining visible presence, instructional resource provider, and feedback on teaching and learning all demonstrate moderately to very extensive levels of competence. These findings highlight teachers' proficiency in various aspects of their roles, including assessing and guiding student progress, being actively present in the educational setting, providing instructional resources, and offering constructive feedback. While maximizing instructional time and professional development exhibit slightly lower mean scores, they still reflect a commendable effort by teachers in these areas. Overall, the results suggest a well-rounded demonstration of instructional competence among teachers across multiple facets of their responsibilities.

The positive outcomes of this study align with the idea that the crucial role that teachers play in student learning and achievement. Research underscores that the manner in which teachers instruct and interact with students forms the foundation for constructing effective schools. It is evident that the diverse levels of teaching competency among teachers have varying impacts on student learning.

In accordance with the study's findings, an individual's competence, as demonstrated through work behavior, serves as a more reliable indicator of success for the organization compared to their educational level or intelligence. Consequently, contemporary human resource development should prioritize competency development. Teachers' competencies encompass various aspects such as teaching effectiveness, professional recognition, awards, membership in professional organizations, participation in scholarly activities, creative productivity, and contributions to university and community services [43].

Similarly, the importance of teachers possessing both teaching competency and pedagogical content knowledge to be efficient and effective. A teacher's competencies comprise a cohesive set of knowledge, skills, and attitudes that empower them to carry out their responsibilities effectively. Merely possessing knowledge is inadequate to guarantee success in the classroom; a teacher must also demonstrate a sense of care and competencies that extend to their own personal and professional development, as well as addressing the diverse needs of their students [42].

Presented in Table 3 are the data on the significance of the relationship between self-efficacy of school heads and instructional competence of teachers. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .484 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between self-efficacy of school heads and instructional competence of teachers. This shows that self-efficacy of school heads is correlated with self-efficacy of school heads and instructional competence of teachers.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that management efficacy, instructional leadership efficacy and moral leadership efficacy revealed computed r-values of 0.478, 0.490, and 0.485 respectively with p-values which are less than 0.05 in the level of significance. This implies that as management efficacy, instructional leadership efficacy and moral leadership efficacy increases, the instructional competence of teachers also increases.

The statistical analysis, with an overall r-value of .484 and a p-value of <0.05, leads to the rejection of the null hypothesis, indicating a significant relationship between the self-efficacy of school heads and the instructional competence of teachers. This suggests a correlation between the self-efficacy of school heads and the instructional competence of teachers. The pairwise correlation among specific measures further supports this relationship. This implies that as the self-efficacy of school

heads in terms of management, instructional leadership, and moral leadership increases, there is a corresponding increase in the instructional competence of teachers. These findings provide valuable insights into the interplay between leadership self-efficacy at the school head level and the instructional competence of teachers, suggesting a positive and significant association between these variables.

The outcome aligns with the study asserting that instructional leadership functions as an influential process where leaders establish a direction for the school, motivate staff, and coordinate strategies at the school and classroom levels to enhance teacher learning. Although school principals significantly influence the direction of schools through their thoughts, practices, and relationships, they are not the exclusive influencers within a school [44].

Backing this perspective, it was disclosed that principal self-efficacy is connected to leadership endeavors shaping teacher attitudes and behaviors, along with impacting student achievement and the influence of instructional leadership on teacher self-efficacy and professional learning [16]. Meanwhile, it was underscored that the instructional leadership of school heads demonstrates practices enhancing the quality of teaching and learning, exerting indirect effects on student learning, and sustaining school improvement by enhancing teacher capacity through professional learning [45].

3. Conclusion

Based on the findings of this study, the following conclusions were offered:

The extent of self-efficacy of school heads implies that it is oftentimes evident. Specifically, management efficacy, instructional leadership efficacy, and moral leadership efficacy are found to be oftentimes evident.

Meanwhile, the extent of instructional competence of teachers is oftentimes evident. In particular, instructional resource provider, maintain visible presence, monitoring student progress, feedback on teaching learning, and curriculum implementation are perceived to be oftentimes evident while professional development and maximize instructional time are occasionally evident.

Based on the findings, self-efficacy of school heads and instructional competence of teachers are correlated. Also, self-efficacy of school heads significantly influences instructional competence of teachers. This leads to the rejection of the null hypothesis.

4. Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may consider leveraging the extensive self-efficacy of school heads, particularly in management, instructional leadership, and moral leadership, to further enhance the instructional competence of teachers. Given that professional development and maximizing instructional time are occasionally evident among teachers, targeted interventions should be implemented to consistently

reinforce these aspects. Initiatives could include providing more structured and regular professional development opportunities aligned with teachers' needs and establishing supportive mechanisms to help teachers consistently optimize instructional time. Additionally, recognizing and reinforcing the already evident instructional competencies, such as maintaining a visible presence, being an instructional resource provider, and offering effective feedback, can contribute to sustained improvement. Continuous collaboration between school heads and teachers, coupled with tailored professional development programs, will likely contribute to a more cohesive and effective educational environment.

Meanwhile, school heads may actively foster a collaborative and supportive environment that encourages continuous professional development, ensuring that opportunities align with teachers' needs and are consistently available. Prioritizing initiatives to reinforce professional development and the optimization of instructional time is crucial, given their occasional manifestation among teachers. Moreover, they may acknowledge and build upon the already evident instructional competencies, such as maintaining visible presence, acting as instructional resource providers, and offering effective feedback. Implementing targeted strategies to consistently promote these competencies will likely contribute to a more cohesive and effective teaching and learning environment within the school. Continuous communication and collaboration between school heads and teachers can further solidify these efforts, creating a positive impact on overall instructional competence.

More so, it is recommended that teachers seek out and participate in more regular professional development opportunities to enhance their skills further. Prioritizing the optimization of instructional time should be a collective effort among teachers, ensuring a consistent and effective learning environment. Teachers may also leverage the positive aspects of their instructional competence and to actively engage in ongoing collaboration with school leaders, contributing to the overall success and effectiveness of the educational institution. The recognition and reinforcement of these competencies can collectively contribute to a more dynamic and successful teaching and learning environment

Lastly, future researchers may explore relevant information or other factors that would give additional inputs about the self-efficacy of school heads and instructional competence of teachers. They may consider using other research approaches such as qualitative research and mixed methods further explore the involved variables in this study.

References

[1] M. A. Musikin, M. Effendi & E. Matore, "Issues and recommendations on teacher's competency in assessment literacy." *Journal of Critical Review,* vol. 7, no. 17, 2020.

[2] N. A. Pambudi & B. Harjanto, "Vocational education in Indonesia: history, development, opportunities, and challenges." *Child Youth Serv. Rev.*, 115, 105092–105120.

[3] B. Raji, "Significance and challenges of computer-assisted education programs in the UAE: A case study of higher learning and vocational education." *Education and Information Technologies,* 24(1), 153-164, 2019.

[4] A. J. Mack & D. White, "Challenges Affecting Technical Vocational Education and Training in Trinidad and Tobago: Stakeholders' Perspective." *Journal of Technical Education and Training,* 11(3), 2019.

[5] M. Pilz & J. Regel, "Vocational education and training in India: Prospects and challenges from an outside perspective. Margin: *The Journal of Applied Economic Research,* 15(1), 101-121, 2021.

[6] D. Kintu, K. Kitainge, & A. Ferej, "An exploration of strategies for facilitating graduates' transition to the world of work: A case of technical, vocational education and training graduates in Uganda." 2019.

[7] J. I. Oviawe, "Revamping technical vocational education and training through public-private partnerships for skill development. *Makerere Journal of Higher Education,* 10(1), 73-91, 2018.

[8] D. V. Basal, "Instructional Competencies of Technology and Livelihood Education (TLE) Teachers: Basis for a Competency-Based Module. Instructional Competencies of Technology and Livelihood Education (Tle) Teachers: Basis for a Competency-Based Module." 96 (1), 13-13, 2022.

[9] J. Soriano & D. Vargas, "Knowledge and readiness of high schools' teachers in the implementation of k to 12 basic education program," 2021."

[10] M. C. Calanog, "Developing technical skills of technology and livelihood education secondary teachers in the Province of Batangas. *International Journal of Research in Engineering, Science, and Management,* 4(12), 120-132, 2021.

[11] J. Husain, "The technical skills of senior high school teachers: Its relevance to the technical vocational livelihood (TVL) track," *Ascendant Asia Journal of Multidisciplinary Research Abstracts,* 3(2K), 2016.

[12] A. Bandura, "Human agency in social cognitive theory." *American Psychologist,* 44*(9), 1175–1184.*

[13] A. Bandura, "National Inst of Mental Health." *Social foundations of thought and action: A social cognitive theory.* Prentice-Hall, Inc, 1986.

[14] S. T. Hannah, B. Avolio, F. Luthans, & P. D. Harms, "Leadership efficacy: Review and future directions" *Management Department Faculty Publications*, 5, 2008.

[15] M. Tschannen-Moran & C. R. Gareis, "Principals' sense of efficacy." *Journal of Educational Administration,* 42, 573-585.

[16] C. Skaalvik, "School principal self-efficacy for instructional leadership: relations with engagement, emotional exhaustion and motivation to quit.

[17] M. Tschannen-Moran & C. R. Gareis, Principals' Sense of Efficacy. *Journal of Educational Administration,* 42, 573-585.

[18] R. D. Goddard, L. P. Bailes, & M. Kim, "Principal efficacy beliefs for instructional leadership and their relation to teachers' sense of collective efficacy and student achievement."

[19] M. Aas & C. Brandmo, "Assessment results for transforming practice: School leaders' role." *Nordic Studies in Education,* 38(2), 174-194, 2018.

[20] R. Ylimake & S. Jacobson, "School leadership practice and preparation: Comparative perspectives on organizational learning (OL), instructional leadership (IL) and culturally responsive practices (CRP)." *Journal of Educational Administration*, vol. 51, no. 1, pp. 6-23, 2013.

[21] L. Osborne-Lampkin, J. S. Folsom, & C. D. Herrington, "A systematic review of the relationships between principal characteristics and student achievement (REL 2016– 091)." Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, 2015.

[22] R. K. Mitchell, H. J. Van Buren, M. Greenwood, & R. E. Freeman, "Stakeholder inclusion and accounting for stakeholders." *Journal of Management Studies,* 52, 851-877, 2015.

[23] J. McBrayer, C. Akins, Carter, A. Gutierrez de Blume, R. Cleveland, & S. Pannell, "Instructional leadership practices and school leaders' self-efficacy," 2020.

[24] D. R. Johnson, M. P. Murphy & R. Messer, "Reflecting on explanatory ability: A mechanism for detecting gaps in causal knowledge." *Journal of Experimental Psychology: General,* 145*(5), 573–588.*

[25] F. Cobonaglu & U. Yurek, "School administrators' self-efficacy beliefs and leadership styles."

[26] S. Pannell, L. White, & J. S. McBrayer, "A comparison of principal self-efficacy and assessment ratings by certified staff: Using multi-rater feedback as part of a statewide principal evaluation system." *School Leadership Review*, vol. 13, no. 1.

[27] P. Senge, "The fifth discipline: The art and practice of the learning organization. *Journal of Human Values*, 1(1), 146-149, 1995.

[28] R. C. Kleinsasser, "Teacher efficacy in teaching and teacher education." *Teaching and Teacher Education: An International Journal of Research and Studies,* 44(1), 168-179, 2014.

[29] A. Bandura, "Self-efficacy: Toward a unifying theory of behavioral change," 1977.

[30] H. F. T. Abuzid & M. Abbas, "Impact of teamwork effectiveness on organizational performance vis-a-vis role of organizational support and team leader's readiness: A study of Saudi Arabian government departments work teams." *Int. Bus. Manag.*, 100, 683–691, 2017.

[31] O. Apuke, "Quantitative research methods: A synopsis approach." *An Open Access Journal,* Vol. 6(10), 2017.

[32] F. Davis & M. Boudreaux, "Teacher leaders' perceptions of charter school principals' instructional leadership practices," 2019.

[33] J. Hair, M. Sarstedt, C. M. Ringle, & S. P. Gudergan. *Advanced issues in partial least squares structural equation modeling (PLS-SEM).* Thousand Oaks: Sage, 2018.

[34] M. Tschannen-Moran & C. R. Gareis, Principals' Sense of Efficacy. *Journal of Educational Administration,* 42, 573-585.

[35] Akram M., Shah A., Rauf A., (2018). "Head teachers' instructional leadership practices and school climate at secondary schools."

[36] Z. Philippakos, "Developing strategic learners: Supporting self-efficacy through goal setting and reflection."

[37] N. Laouni, "School principals' self-efficacy beliefs and level of technology integration in Moroccan public schools," 2023.

[38] B. L. Hibbard, "Teacher Perception of Principal Leadership Practices: Impacting Teachers' Sense of Self-Efficacy in Rural Appalachia Kentucky" *Online Theses and Dissertations*, 374, 2016.

[39] J. Kelleher, "You're ok, I'm ok." Phii Delta Kappan, 97(8), 70-73, 2016.

[40] K. C. Payne, M. Keith, J. Babb & A. N. Spruill, "Development and validation of the information systems creative self-efficacy scale."

[41] A. S. Cetinkaya & S. Karayel, "The impact of self-efficacy on entrepreneurship performance."

[42] J. A. Dela Fuente, "Implementing inclusive education in the Philippines: College teacher experiences with deaf students. *Issues in Educational Research*, 31(1), 94-110.

[43] M. R. G. T. De Vera & P. G. Queroda, "Effects of extra curricular and co-curricular activities to the academic performance of intermediate pupils." *ASEAN Multidisciplinary Research Journal*, 5(1).

[44] K. Gurley, L. Anast-May, & M. O'Neal, "Principal instructional leadership behaviors: Teacher vs. self-perceptions," 2016.

[45] S. Liu & P. Hallinger, "Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: Testing a mediated-effects model," 2018.