



INSTRUCTIONAL LEADERSHIP AND TEACHER EMPOWERMENT: A PREDICTION MODEL ON TEACHER EFFICACY IN PUBLIC SCHOOLS

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Abstract:

The purpose of this study was to determine instructional leadership and teacher empowerment: a prediction model on teacher efficacy in public schools. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 256 respondents who are public elementary teachers in Cateel 1 and 2, province of Davao Oriental. The researcher utilized a stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r , and regression analysis. From the results of the study, it was found that there is a very high level of instructional leadership, teacher empowerment, and teacher efficacy. Also, results revealed that there is a significant relationship between instructional leadership and teacher efficacy and a significant relationship between teacher empowerment and teacher efficacy. Further, instructional leadership and teacher empowerment significantly predict teacher efficacy of public school teachers.

Keywords: education, instructional leadership, teacher empowerment, teacher efficacy, correlation, teachers, Philippines

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1. Introduction

Most teachers rant about how they manage their classrooms. Teachers say that how the students behave inside the classroom depends on their attributes, how they interact with their students and their teacher efficacy beliefs. Some teachers also say that their students' level of knowledge and maturity affect how they manage their classrooms. If one perceives that it will not be possible to meet his/her objectives then it will generate different levels of fear, stress, and anxiety. This would lead to acquiring a negative teacher efficacy which would generate negativity, fear, and frustration, which is reflected when he/she gives up before starting a task (Gamboa *et al.*, 2021; Suico, 2021).

Since teacher efficacy involves the teacher's self-regulation concerning activities, it can strongly influence the motivational, attitudinal, and social aspects, thus, contributing to the development of the environment. Teacher efficacy can predict students' motivation and performance. Teachers with high self-efficacy are more likely to provide opportunities for student communication by using a variety of models to meet the needs of all. They are also more likely to divide the class into small groups rather than teaching the class as a whole, allowing the opportunity for more individualized instruction (Nurindah *et al.*, 2019; Oliveira *et al.*, 2021).

Instructional leadership, principal self-efficacy, and teacher efficacy have significant relationships as practices within a school can be changed to raise student learning and lead to school improvement. Instructional leadership influences school climate and impacts the attitudes of students and staff through achievement recognition, clear expectations, value of time, and professional learning. Also, there is a significant relationship between instructional leadership and teacher efficacy. The strategic positions of principals in schools can be a source of teacher efficacy (Ma & Marion, 2021; McBrayer *et al.*, 2020).

Moreover, empowerment is linked with teacher efficacy as it is based on power relationships and behaviors that influence the interactions between people within a community. Teachers, with high levels of efficacy, also perceive themselves as empowered which positively impacts student motivation and learning. Relatedly, teachers provided with scaffolded support become learning designers for their own students by designing their own learning environments. Being able to have their individual needs met empowers teachers to progress toward their learning goals despite their instructional, academic, and efficacy levels (Hall *et al.*, 2019; Nweiran, 2019).

Principal behaviors significantly influence teacher motivation and student achievement in empowering teachers in decision-making. With the growing demands and rising expectations facing principals in their work, their instructional leadership is at the center of school improvement and can be a predictor of teacher efficacy. Similarly, instructional leadership affects teacher empowerment as it positively impacts teacher autonomy, efficacy, and job satisfaction. A principal's instructional leadership also affects teacher performance (Muttaqin *et al.*, 2023; Winn *et al.*, 2021).

Furthermore, the researcher had not come across of a study that dealt with instructional leadership and teacher empowerment: a prediction model on teacher efficacy in public schools in the local setting. Existing studies are only on Instructional Leadership Effects on Teachers' Work Engagement: Roles of School Culture, Empowerment, and Job Characteristics by Zahed-Babelan *et al.* (2019), and Effect of Instructional Leadership, Principal Efficacy, Teacher Efficacy and School Climate on Students' Academic Achievements by Jalapang and Raman (2020). It was in this context that the researcher was interested in determining whether instructional leadership and teacher empowerment are predictors of teacher efficacy in Cateel 1 and 2, Davao Oriental as this can raise concern for the intended beneficiaries of this study and possibly develop action plans to augment instructional leadership, teacher empowerment, and teacher efficacy in public schools, thus, the need to conduct this study.

2. Literature Review

There are review of related literature which is discussed in support of the study. The instructional leadership, as the first independent variable of the study can affect teachers' participation in coaching, peer observation, and mentoring. The training of principals puts more emphasis on instructional leadership abilities that promote peer observation, coaching, and peer mentoring for teachers to fulfill their specific needs (Kim & Lee, 2020; Özdemir *et al.*, 2020).

Further, teachers need to be trained as effective feedback providers and will need plenty of feedback from their colleagues. Feedback must be helpful and manageable, and must be communicated to students where performance standards are met so that feedback contributes to enhanced learning. Feedback is also a means of elevating teaching skills with colleagues. It is essential for both students and teachers as feedback will tell students how much progress they have made, how much further progress is needed to reach their goals, the direction they need to take, and how to achieve them. Feedback for evaluation purposes helps management make decisions regarding hiring, tenure, and resources. Teachers can enhance their teaching practices by receiving feedback for coaching purposes (Selvaraj & Azman, 2020; Selvaraj *et al.*, 2021).

Also, curriculum implementation is not simply an extension of the planning and adoption process. It is a phenomenon in its own right wherein it is the actual use of an innovation or what an innovation consists of in practice. Innovation configurations provide administrators with detailed directions necessary for teachers to achieve optimal curriculum implementation strategies. It features the steps necessary to reach the goal of high-quality implementation of the new curriculum (Mogashoa, 2021; Nevenglosky *et al.*, 2018).

On teacher empowerment as the second independent variable, teacher empowerment is conceptualized as social structural, and psychological. The prior perspective focuses on the power of teachers to influence school decisions. Meanwhile, the latter emphasizes the teacher's psychological state which entails self-efficacy,

independence, and influence (Shen *et al.*, 2020). In the Philippines, teacher empowerment is high. Thus, teachers feel valued, they have chances for professional development, they are productive and efficient in the classroom, and they have the power to have an impact on students and the school environment (Tindowen, 2019).

Additionally, professional development is a process that starts in college and eventually continues throughout a teacher's career. It is influenced by the traits of the teacher as well as the subjects they teach and the techniques they use in their instruction. It is directly impactful to students' outcomes and its related forms such as collaborations (Sancar *et al.*, 2021). In England, collaboration is a form of professional development wherein school administrators, teachers, and policymakers must concentrate on creating professional development that possesses features for which there is substantial proof of both causal and mechanism (Sims & Fletcher-Wood, 2021).

Furthermore, status refers to the individual's position in society, inheritance and wealth, and accomplishments that were achieved through one's effort and study. The status of a teacher is determined by the significance of their work and the extent to which the community recognizes their abilities, as well as by the benefits they receive financially, in terms of pay and working conditions. To put it further, becoming a teacher has provided the opportunity for a higher position outside of the working class. Although that is not always the case, teachers are highly skilled, qualified, and dedicated (Hargreaves & Flutter, 2019; Mutluer & Yüksel, 2019).

In an organized setting, teacher collaboration allows educators to collaborate to develop new ideas. It also includes solving issues about academic performance, assessing the problems and development of students, and providing supportive and encouraging colleagues. School principal support and teacher cooperation are two factors contributing to job satisfaction in schools. Concerning teachers' attributes, female teachers have a high level of work satisfaction especially those who are more exposed to professional development. Additionally, for male teachers, there was a strong correlation between the degree of job satisfaction and teacher cooperation (Olsen & Huang, 2019; Toropova *et al.*, 2021).

On teacher efficacy as the dependent variable, teacher efficacy is the ability of teachers to guide their students including facilitating students, creating educational programs, and transforming student's learning. A student's academic success depends on the length of teaching experience. It implies that teachers with longer time in teaching experience have higher teacher efficiency than those experienced teachers who have less experience. Moreover, it was revealed that effective academic management of the workload of teachers and their significant position in the trusted network within the school—that is, their relationship with every other teacher—predicted the development of teacher's job satisfaction (Edinger & Edinger, 2018; Kim & Seo, 2018).

Teacher efficacy is associated with teacher performance beliefs on willingness to improve instruction. Highly efficacious teachers link their high sense of teaching efficacy to their increased knowledge of teaching strategies such as inquiry, interactive, and hands-on learning. Teacher efficacy is related to how teachers perceive their roles,

conduct instruction, and interact with students. The use of decision rules and different instruction options influence learner progress, teacher efficacy, and interventions (Khanshan & Yousefi, 2020; Seneviratne *et al.*, 2019).

Additionally, teacher efficacy for motivation and curriculum plays an important role and has a direct impact on teaching and learning. A variety of training programs can be created together with several initiatives that improve understanding of workers' rights to strengthen teacher efficacy for motivation (Aytac, 2021). Relatedly, teacher personal values are important predictors of teacher efficacy. Conservation is positively correlated with teacher efficacy for motivation in work (Barni *et al.*, 2019).

Teacher efficacy for classroom management refers to teacher judgment of their capability to successfully perform classroom management tasks such as interacting with individuals and groups, setting classroom guidelines, and controlling behavior. It is an important aspect of teacher professional competence as well as a key predictor of effective classroom management strategies. Teacher efficacy for classroom management is also the teachers' confidence in their capabilities to manage student behavior in order to achieve cooperation in the classroom. There is a positive correlation between teacher efficacy in classroom management and self-reported preference for positive strategies (Lazarides *et al.*, 2020; Wettstein *et al.*, 2021).

Moreover, this study is anchored on the Social Cognitive Theory by Bandura (1997) which posited that major determinants of the choices teachers make are their teacher efficacy judgments as teacher efficacy cognitions play in both the initiation of exercise and in performance. It emphasized social influence and external and internal social reinforcement. The theory takes into account a person's past experiences, which factor into whether behavioral action will occur. This suggested that these past experiences influence reinforcements, expectations, and expectancies. Further, the goal of SCT is to explain how people regulate their behavior through control and reinforcement to achieve goal-directed behavior maintainable over time.

In support of the study is the Theory of Instructional Leadership by Hallinger and Wimpelberg (1992) which highlights that if the principals were to coordinate local school improvement, they had to be curriculum and instructional leaders. Pieces of research indicate that principal leadership can indirectly influence the academic achievement of the student. Using their leadership to develop an organizational climate in which academic pursuit is emphasized, principals can indirectly affect their student achievement. Strong instructional leadership on the part of the principal is associated with successful school improvement approaches.

Additionally, this study is also supported by the Empowerment Theory by Chemiss (1997) which evolved in the educational arena and has been varied and assorted based on definers' perceptions. Empowerment includes teachers participating in the development of goals; making professional decisions; working collaboratively and sharing authority and responsibilities; being professionals and treated as such; and creating a culture and working in a climate of trust and open communication. The theory

views teacher empowerment as a way to make teachers more professional and to improve teachers' performance.

3. Material and Methods

Out of the 369 total population of public elementary, the respondents of the study were the 256 public elementary school teachers in Cateel 1 and Cateel 2, Davao Oriental. The computation of the sampling size was based on Slovin's formula ($n=N/(1+Ne^2)$), (Stephanie, 2003). In this case, the public elementary school teachers were the groups to become respondents. With a desire to give everyone a chance to be included in the study, a stratified random sampling method was used in determining the respondents of the study. This is a sampling technique in which the population is divided into groups called strata (Salkind, 2007). Moreover, the idea is that the groupings are made so that the population units within the groups are similar.

In this study, inclusion, exclusion, and withdrawal criteria were considered. For the inclusion criteria, included in this study as the respondents are the public elementary school teachers in Districts 1 and 2, Cateel, Davao Oriental who are currently employed under a permanent status for a period of not less than 2 years. and whose plantilla numbers are in the Department of Education, as they were the ones who were in the position to provide useful information upon testing the hypothesis of the study. For the exclusion criteria, among those who were excluded as respondents of the study were those teachers who were not teaching under the elementary public schools in Districts 1 and 2, Cateel, Davao Oriental, for they were in different work environments and supervision. Also, teachers who were working in junior and senior high schools including those teaching in private schools even if assigned to the identified schools of the study, and including those teachers who hold managerial or supervisory positions were excluded from the study. For the withdrawal criteria, the respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. The respondent can be withdrawn from the research study if he/she commits falsification, plagiarism, and other moral offenses or if the respondents have health conditions and special needs. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they feel uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

This study was conducted in public elementary schools in Cateel 1 and 2, Davao Oriental, which is part of Region XI, Philippines. Region XI is located in the southeastern portion of Mindanao, and Mindanao consists of five provinces, namely: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City.

The researcher believed that this was the appropriate locale for the study because it had a good number of respondents who ensured concrete results of the study and that

the researcher had not come across a study using the variables on instructional leadership, teacher empowerment, and teacher efficacy among public elementary school teachers in the local setting. Moreover, as a researcher who is presently teaching in Cateel, Davao Oriental, it came to my interest and curiosity to know about the present working/teaching condition of the teachers especially after the tragic experiences and challenges brought about by the COVID-19 pandemic, the strict observance of the health and safety protocols as mandated by the government and how these teachers were able to cope and adjust on their teaching and learning strategies specifically the abrupt shift from the face-to-face mode to the online method of teaching and learning and then going back to the face-to-face from the online mode in this new normal times. As a result, the shift from an online setting to face-to-face classes under the new normal entails another total adjustment/challenge in terms of class preparation and conduct of class activities which in effect has affected the instructional leadership, teacher empowerment and teacher efficacy of the teachers.

The quantitative, non-experimental design of research using correlational technique was used in this study. The correlational technique is a non-experimental design in which the researcher investigates the relationship between two or more variables in a natural setting without manipulating or controlling them. Researchers analyze the intensity of correlations between variables in correlational studies by looking at how changes in one variable are associated with changes in the other variable (Creswell, 2013). Apparently, correlational studies have independent and dependent variables with the effects of the independent variable observed on the dependent value (Patidar, 2013). The researcher chose this design to align the variables based on the discussion of the aforementioned related literature. This technique was appropriate since the study aimed to determine whether instructional leadership and teacher empowerment provided a relationship to the teacher efficacy of public elementary school teachers (Creswell, 2014).

For the systematic procedure in the data collection, the researcher sought permission from the Schools Division Superintendent, then from the District Supervisors and School Heads of the identified schools in Cateel 1 and 2 for the involvement of the teachers as respondents of the study. Also, before the actual data collection, the researcher will secure Certificate of Compliance from UMERC (UMERC 2024-038) to ensure compliance of some ethical considerations in research.

For the fast facilitation of the survey questionnaire, the researcher adopted the online mode of data gathering through Google Forms where the item questions were encoded together with the instructions on how to accomplish the survey questionnaire. After the retrieval of the questionnaires, the data will be collated and tabulated and the appropriate statistical tools were employed by the Statistician to derive the necessary data for interpretation and further analysis. Based on the findings of the study, conclusions and recommendations were formulated.

As to the statistical tools and for more comprehensive interpretation and analysis of the data, the following were employed: mean was used to determine the level of

instructional leadership, teacher empowerment, and teacher efficacy. This answered research objectives 1, 2 and 3. Pearson r was applied to determine if the relationships were significant between instructional leadership, teacher empowerment, and teacher efficacy. This answered research objective number 4. Regression was used to determine whether instructional leadership and teacher empowerment significantly predict teacher efficacy in answer to research objective number 5.

On the gathering of data, ethical issues and considerations were observed. The respondents of the study were the 256 public elementary school teachers in Cateel 1 and Cateel 2, Davao Oriental who are the public elementary school teachers in Districts 1 and 2, Cateel, Davao Oriental who are currently employed under a permanent status for a period of not less than 2 years. and whose plantilla numbers are in the Department of Education. The participation of the respondents was completely voluntary and anonymous to protect their privacy. All public elementary school teachers in Cateel 1 and 2, Davao Oriental who were involved in the study were given the free will to participate without any form of consequence or penalty. As a researcher, all data gathered were kept confidential and such information was utilized only for the purpose of the research. No names were required from the respondents so that their identities became anonymous in adherence to the Data Privacy Act of 2012 which protects the respondents from unauthorized processing of their private or identifiable information or guarantees them that their response cannot be traced back to its real sources to protect their identity.

Informed consent was secured from all the respondents involved in the study. The respondent signed the ICF to prove his/her willingness to participate. It was in a form asking for their voluntary consent in giving their ideas for the said study. The participants were carefully selected based on the criteria provided in the research. The criteria in the selection of respondents included all those public elementary teachers assigned at Cateel 1 and 2, Davao Oriental, and who were currently employed under a permanent status for a period of not less than 2 years. and whose plantilla numbers are in the Department of Education, as they were the ones who were in the position to provide useful information upon testing the hypothesis of the study. No individual answered the questionnaire if he/she did not qualify for the criteria. The study did not involve high risks of situations that the respondents had experienced in the area of physical, psychological, or socio-economic concerns. It protected and secured the rights of the respondents who are public elementary school teachers and this is conducted following due process.

All public elementary teachers were the primary beneficiaries of the study and they were able to gain an understanding of the dynamic of instructional leadership, teacher empowerment, and teacher efficacy in the workplace. The results of this study can help teachers in their profession since the findings of this study will give them new information about instructional leadership, teacher empowerment, and teacher efficacy. In addition, this study will be used as a practical reference for future research in the field of Education. Further, in the conduct of this research, the respondents received tangible benefits such as coin purses, notebooks, or ball pens a simple token from the researcher.

The study utilized the Grammarly or Turnitin software and/ or Plagiarism Detector to ensure that there was no plagiarism to happen in the whole duration of the study. The study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao and all the information presented was carefully written and cited. All sources used in this study came from reliable journals and other scholarly works. There was no trace or indication of deliberate distortion of what was done. The study did not have a conflict of interest since the researcher has no relationship to the respondents of the study, but it was a requirement for the completion of the master's degree in education at the University of Mindanao Professional Schools.

In this study, there was no deceit as everything that was written and reflected is true and underwent validation and thorough checking from different experts in the field of research. As to data gathering, the researcher utilized the online mode of data gathering using Google Forms where the item questions are encoded together with the instructions on how to complete the survey questionnaire. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. The researcher sent a letter to the Schools Division Superintendent of the Department of Education, Division of Davao Oriental asking for permission to conduct the study and once approved was furnished to the School Heads of the respondents. No person was authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher. For purposes of public cation of this study, the adviser becomes the co-author of the study.

4. Results and Discussion

Table 1: Level of Instructional Leadership

Indicators	Mean	SD	Descriptive Level
Instructional resource	4.41	0.58	Very High
Maintain visible presence	4.49	0.51	Very High
Maximize instructional time	4.52	0.51	Very High
Monitoring students' progress	4.43	0.60	Very High
Feedback on teaching learning	4.53	0.54	Very High
Curriculum implementation	4.59	0.50	Very High
Overall	4.49	0.47	Very High

The level of instructional leadership is very high, resulting from the very high level of responses. The indicators *curriculum implementation*, *feedback on teaching learning*, *maximize instructional time*, *maintain visible presence*, *monitoring students' progress*, and *instructional resource* provider have very high ratings. These indicators are arranged from highest to lowest level. The high-level rating of *curriculum implementation* suggests the high ability of the teachers to practice innovation. This is aligned with various authors (Mogashoa, 2021; Nevenglosky *et al.*, 2018) who stated that curriculum implementation is a phenomenon in its own right wherein it is the actual use of an innovation or what an

innovation consists of in practice. It features the steps necessary to reach the goal of high-quality implementation of the new curriculum.

The very high level of *feedback on teaching learning* is indicative of the very high extent to of teachers manage to give feedback to students' outputs. This claim is in line with various authors (Selvaraj & Azman, 2020; Selvaraj *et al.*, 2021) wherein feedback for evaluation purposes helps management make decisions regarding hiring, tenure, and resources. Teachers can enhance their teaching practices by receiving feedback for coaching purposes.

Table 2: Level of Teacher Empowerment

Indicators	Mean	SD	Descriptive Level
Professional development	4.49	0.51	Very High
Trust	4.44	0.63	Very High
Status	4.49	0.54	Very High
Cooperation	4.50	0.54	Very High
Overall	4.48	0.47	Very High

The high level of teacher empowerment resulted from the high levels of responses. The indicators *cooperation*, *professional development*, *status*, and *trust* were arranged from highest to lowest. The high level of *cooperation* is suggestive of the teachers who practiced collaboration to develop new ideas and solving academic issues. This claim is in line with various authors (Olsen & Huang, 2019; Toropova *et al.*, 2021) who mentioned that teacher collaboration allows educators to collaborate to develop new ideas. It also includes solving issues about academic performance, assessing the problems and development of students, and providing supportive and encouraging colleagues. School principal support and teacher cooperation are two factors contributing to job satisfaction in schools.

In addition, the high level of *professional development* suggests the teachers' high capability to teach the subject including the strategies in delivery. This claim concurs with various authors (Sims & Fletcher-Wood, 2021; Sancar *et al.*, 2021) stating that professional development is a process that starts in college and eventually continues throughout a teacher's career. It is influenced by the traits of the teacher as well as the subjects they teach and the techniques they use in their instruction. It is directly impactful to students' outcomes and to its related forms such as collaborations wherein school administrators, teachers, and policymakers must concentrate on creating professional development that possesses features for which there is substantial proof of both causal and mechanism.

Finally, the high level of *status* suggests the teachers' high capability to identify their status within society and contribute their skills to the community. This claim concurs with various authors (Hargreaves & Flutter, 2019; Mutluer & Yüksel, 2019) stating that the status of a teacher is determined by the significance of their work and the extent to which the community recognizes their abilities, as well as by the benefits they receive financially, in terms of pay and working conditions. To put it further, becoming

a teacher has provided the opportunity for a higher position outside of the working class. Although that is not always the case, teachers are highly skilled, qualified, and dedicated.

Table 3: Level of Teacher Efficacy

Indicators	Mean	SD	Descriptive Level
Efficacy for instruction	4.54	0.47	Very High
Efficacy for motivation	4.62	0.49	Very High
Efficacy for classroom management	4.56	0.50	Very High
Overall	4.57	0.43	Very High

The very high level of teacher efficacy resulted from the very high levels of responses. The indicators *efficacy for motivation*, *efficacy for classroom management*, and *efficacy for instruction* were arranged from highest to lowest. The very high level of *efficacy for motivation* is indicative of the teachers' very highly positive teaching as it correlates with their motivation in work. This is in line with various authors (Barni *et al.*, 2019; Aytac, 2021) wherein teacher efficacy for motivation and curriculum plays an important role and has a direct impact on teaching and learning. A variety of training programs can be created together with several initiatives that improve understanding of workers' rights to strengthen teacher efficacy for motivation. Conservation is positively correlated with teacher efficacy for motivation in work.

Also, the very high level of *efficacy for classroom management* is suggestive of the very high management of the teachers' classroom tasks. This is aligned with various authors (Lazarides *et al.*, 2020; Wettstein *et al.*, 2021) who stated that teachers can successfully perform classroom management tasks such as interacting with individuals and groups, setting classroom guidelines, and controlling behavior. It is an important aspect of teacher professional competence as well as a key predictor of effective classroom management strategies.

The very high level of *efficacy for instruction* suggests the very high teacher performance beliefs on willingness to improve instruction. This confirms the studies of various authors (Khanshan & Yousefi, 2020; Seneviratne *et al.*, 2019) who mentioned that highly efficacious teachers link their high sense of teaching efficacy to their increased knowledge of teaching strategies such as inquiry, interactive, and hands-on learning. Teacher efficacy is related to how teachers perceive their roles, conduct instruction, and interact with students.

Table 4.1: Significance of the Relationship between Instructional Leadership and Teacher Efficacy

	EI	EM	EC	Overall
IRP	0.395	0.335	0.364	0.410
	<.001	<.001	<.001	<.001
MVP	0.391	0.321	0.399	0.416
	<.001	<.001	<.001	<.001
MIT	0.447	0.385	0.484	0.493
	<.001	<.001	<.001	<.001
MSP	0.438	0.350	0.420	0.452
	<.001	<.001	<.001	<.001
FTL	0.433	0.391	0.444	0.475
	<.001	<.001	<.001	<.001
CUR	0.437	0.473	0.458	0.513
	<.001	<.001	<.001	<.001
Overall	0.487	0.430	0.490	0.527
	<.001	<.001	<.001	<.001

The correlation between instructional leadership and teacher efficacy revealed a significant relationship. This implies that instructional leadership is significantly correlated with teacher efficacy. This claim is in line with various authors (Ma & Marion, 2021; McBrayer *et al.*, 2020) who stated that instructional leadership influences school climate and impacts the attitudes of students and staff through achievement recognition, clear expectations, value of time, and professional learning. The strategic positions of principals in schools can be a source of teacher efficacy.

Table 4.2: Significance on the Relationship between Teacher Empowerment and Teacher Efficacy

	EI	EM	EC	Overall
PD	0.452	0.367	0.375	0.447
	<.001	<.001	<.001	<.001
TRU	0.541	0.500	0.438	0.554
	<.001	<.001	<.001	<.001
STA	0.650	0.570	0.552	0.663
	<.001	<.001	<.001	<.001
CO	0.603	0.526	0.550	0.628
	<.001	<.001	<.001	<.001
Overall	0.656	0.575	0.558	0.670
	<.001	<.001	<.001	<.001

The correlation between measures revealed that there is a significant relationship between teacher empowerment and teacher efficacy. This implies that teacher empowerment is positively correlated with teacher efficacy. The result of the study confirms various authors (Hall *et al.*, 2019; Nweiran, 2019) who mentioned that teacher empowerment is linked with teacher efficacy as it is based on power relationships and behaviors that influence the interactions between people within a community. Teachers,

with high levels of efficacy, also perceive themselves as empowered which positively impacts student motivation and learning.

Table 5: Instructional Leadership and Teacher Empowerment Significantly Predicts Teacher Efficacy

Model	R	R ²	Overall Model Test			
			F	df1	df2	p
1	0.679	0.461	110	2	257	< .001

The overall result of the regression analysis on instructional leadership and teacher empowerment significantly predicts teacher efficacy revealed that instructional leadership and teacher empowerment can predict teacher efficacy. This is supported by various authors (Muttaqin *et al.*, 2023; Winn *et al.*, 2021) wherein principal behaviors significantly influence teacher motivation and student achievement in empowering teachers in decision-making. With the growing demands and rising expectations facing principals in their work, their instructional leadership is at the center of school improvement and can be a predictor of teacher efficacy. Instructional leadership affects teacher empowerment as it positively impacts teacher autonomy, efficacy, and job satisfaction. A principal's instructional leadership also affects teacher performance.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the results of the very high level of instructional leadership, teacher empowerment, and teacher efficacy, the researcher recommends that the school management may continue to implement the best practices of the school as reflected in the school plans and programs which are mandated in the vision, mission, and goals of the school. If there are some deficiencies and inadequacies, then those areas may be part of the plan for continuing quality improvement.

As to the very high level of instructional leadership, it is recommended that the school continue the conduct an evaluation of the school's plans and programs versus its level of implementation. Also, a peer performance evaluation for teachers and teacher performance evaluation to be done by the students may be a regular annual activity. The conduct of orientation (for new teachers/staff) and re-orientation for existing teachers may be conducted with emphasis on the school's direction and mandate. This is a good action as this will enable everybody to be always aware of its commitment to the school, to the students even to the parents, and to the community as a whole.

The very high level of teacher empowerment is an indication of the teachers' ability to deliver their teaching functions to the students. The researcher hereby recommends that the teachers be provided with chances to continue their schooling for professional development, re-tooling for updates of latest teaching strategies, and attendance to seminars and training which may allow them to improve their communication skills, ICT skills, and critical thinking skills. Also, conduct seminars on

teachers' mental well-being like Mental Awareness, Stress Management, or Anger Management. There may be an annual get-together activity in school or an annual conduct of spiritual activity (ecumenical) like retreats or a recollection may be added to ensure that everybody in the school continues to exercise his/her strong faith in God Almighty. With the intention to maintain good rapport with the students, there may be a conduct of regular dialogue or focus group discussion between teachers and students to address some concerns in class, subject, or even the teachers and there may always be open communication among themselves.

On the very high level of teacher efficacy which means that schools show quality performance wherein students can already profit from quality education. The schools may welcome some efforts for continuous improvement to support the learning process. School educators, administrators, parents, and students may need to work collaboratively since their relationships are building blocks of effective teaching and student success. The teachers may also be exposed to trainings such as In-service Training for Teachers (INSET) and School Learning Action Cell (SLAC) sessions that can motivate them to deliver classroom instructions that facilitate collaborative and interactive learning processes in order for the learners to achieve high-quality performance. It is also suggested that the Department of Education officials, teachers, students, parents, and community stakeholders may work hand in hand and must acknowledge their respective roles in achieving quality education with a focus on promoting leadership that makes the school productive. More collaborative efforts to involve all stakeholders in the academe may be resorted to in order to continuously establish good working relationships between and among the state, the government, the school, the parents, and most especially the students.

The result that instructional leadership and teacher empowerment significantly predict teacher efficacy is a manifestation of how the teachers are embracing the teaching job for the students and the school. The researcher recommends a continuous adoption of activities like open communication/dialogue among the stakeholders, the introduction of some innovations in the teaching strategies, reaching out to parents to participate in school activities like reactivation of the Parents-Teachers Association, joint community outreach with the involvement of parents, teachers, and students and providing the students with some opportunities to join competitions, of all sorts, outside the school. The realization of the school's vision, mission, and goals will all depend on how school management is sensitive to the needs of the teachers and students, after all, they are the people behind the success of the school.

As to future researchers, the researcher recommends that other quantitative studies may be conducted in other regions on a larger population using structural equation modelling or with the use of mediating variables to determine if the results of the study are affected by other variables. For the best practices of the schools, a phenomenology-qualitative study may be conducted involving school management, teachers, and students.

6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. There is a very high level of instructional leadership, teacher empowerment, and teacher efficacy. There is a significant relationship between instructional leadership and teacher efficacy and a significant relationship between teacher empowerment and teacher efficacy. Also, instructional leadership and teacher empowerment significantly predict teacher efficacy.

The findings of the study clearly confirm the notion that instructional leadership and teacher empowerment can significantly predict teacher efficacy. The findings are supported by the anchor theory, the Social Cognitive Theory by Bandura (1997) which posited that major determinants of the choices teachers make are their teacher efficacy judgments as teacher efficacy cognitions play in both the initiation of exercise and in performance. Further, the findings of the study were substantiated by the Theory of Instructional Leadership by Hallinger and Wimpelberg (1992), and the Empowerment Theory by Cherniss (1997).

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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