



Instructional Leadership, Managerial, and Interpersonal Communication Competence of School Heads: A Structural Equation Model on Efficacy of Teachers in Region XI

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ABSTRACT

The study aims to determine the best-fit model for efficacy of teachers as influenced by instructional leadership, managerial, and interpersonal communication competence of school heads of Region XI. A non-experimental quantitative research design employing descriptive, predictive, and structural equation model was utilized in the paper. A total of 400 teachers in Region XI selected through stratified random sampling was surveyed. The collected data from adapted survey questionnaires were analyzed using mean, Pearson product-moment correlation coefficient, linear regression, and structural equation modeling. The findings of the study revealed that the level of instructional leadership, managerial, and interpersonal communication competence, and efficacy of teachers were described as high. Also, a significant correlation between instructional leadership and efficacy of teachers, managerial competence and efficacy of teachers, and interpersonal communication competence and efficacy of teachers was noted as the p -values of all the measures are less than the significant alpha value. Further, the result shows a significant influence of the three exogenous variables towards the endogenous variable which is efficacy of teachers. Lastly, Model 3 met the goodness of all criteria, indicating the best fit model for efficacy of teachers. Two out of three indicators of instructional leadership, namely, promoting school-wide professional development and defining and communicating school goals, remained significant predictors of efficacy of teachers. Also, managerial competence had two out of three, namely, materials resource management and human resource management, were found to affect efficacy of teachers. On the other hand, the interpersonal communication competence had three out of four indicators, namely, trust and respect, personal communication and connectedness, that significantly affect efficacy of teachers. Finally, only two out of the three indicators that remained viable efficacy of teachers construct, namely, instructional strategies, and classroom management.

Keywords: educational management, instructional leadership, managerial competence, interpersonal communication competence, teacher efficacy, structural equation model, Philippines SDG Indicator: # 4 (Quality Education) Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

INTRODUCTION

Teacher efficacy is a foundation of quality works of teachers in the different challenging tasks in the teaching workplace. It is an essential thing in the field of education, in which, when it is not given importance, achieving excellence becomes impossible (Lazarides & Warner, 2020). Low teacher efficacy has unfavorable effects on both student achievement and teaching quality. Teachers are less likely to use effective teaching strategies, which can lower student motivation and academic performance (Guskey & Passaro, 2022). On a study conducted by Saeed et al. (2022), it was found out that the teachers in Khyber-Pakhtunkhwa province of Pakistan faced challenges in their efficacy. Teachers have a very low motivation to do their tasks because of some factors like lack of resources. They are also much burdened in their teaching loads because of shortage of teaching personnel. These things lead to poor academic learning of the students since teachers cannot give them the quality learning that students need.

Teacher efficacy is pivotal in achieving quality education by the students which is the main goal in education. With a high teacher efficacy, it leads teachers being effective in delivering lessons that may lead to valuable learning to students (Karim, et al. 2021). The problematic issue of teachers on their self-efficacy must be addressed for they will be unmotivated to teach students. And so, their teaching performances are unsatisfactory, and the academic performances of the students are also affected. By then, it is very important to focus on improving teacher efficacy as it can enhance a teacher's ability to respond effectively to stressful and challenging situations (Akbari & Moradkhani, 2020).

The crucial connection between teacher efficacy and school heads' management, interpersonal, and instructional leadership skills is still evident. By fostering an atmosphere of common purposes and helpful teaching methods, instructional leadership which comprises mentoring and supporting educators in their professional growth has a direct impact on teacher efficacy (Redding & Thomas, 2021). With instructional leadership, teachers also improve their self-efficacy (Lentz, 2019; Sumiati & Niemted, 2020). Kim & Lee (2022) emphasized that enhancing teacher efficacy also heavily depends on school heads' managerial and interpersonal communication skills in addition to their instructional leadership. Strong administrative abilities, such as good time

management, resource allocation, and organizational assistance, enable school administrators to foster an atmosphere where instructors may concentrate on their work without interruptions.

In an empirical investigation, Groenewald et al. (2023) revealed a strong positive link between instructional leadership and teacher efficacy. According to the study, school administrators who effectively implement instructional leadership practices like offering chances for professional growth, giving clear guidance on how to implement the curriculum, and creating a positive learning environment directly boost teachers' self-confidence in their capacity to impact students' learning. Teachers were more likely to specify better levels of self-efficacy if they supposed that their school leaders actively supported their professional development. This study highlights how vital effective instructional leadership is in giving teachers the confidence and determination to enhance their teaching methods, which in turn improves student outcomes.

In addition, instructional leadership helps to improve teacher efficacy. Effective instructional leadership practices provide motivations for teachers and students, promote professional growth, protect instructional time, maintain high visibility, and make teachers feel that their welfares are valued. When principals engage in these leadership activities, teachers tend to have higher level sense of efficacy. Teachers tend to perform tasks in teaching the students since their school heads are always willing to guide them (Mehnaz et al. 2022).

Furthermore, instructional leadership of a school head has the main objective of influencing his or her teachers. School heads must have a supportive and participatory structure that prioritizes teachers' full participation in activities connected to education and training, and can help school administrators improve teachers' perceptions of their own self-efficacy. With instructional leadership, school administrators can encourage teachers' self-efficacy beliefs and so improve the effectiveness of their tasks in delivering quality instructions in doing other tasks in the school (Dilekci & Limon, 2020).

Additionally, interpersonal communication competence of school heads is one factor to be considered in developing the efficacy of teachers. It talks about the capacity of school administrators to handle interpersonal relationships in communication situations, which is an evaluation of a person's competency in interpersonal interactions. By then, there should be skills to be embodied by school heads in having an effective interpersonal communication competence, namely; self-expression, empathy, social comfort, assertiveness, alter-centrism, management of interpersonal interactions, expressiveness, supportiveness, immediacy, and environmental control. These skills will be very helpful for teachers to be understood, and will be given the support that they need (Rubin et al. 1993 as cited by Broeckelman et al. 2023).

The relationship between school heads' interpersonal communication skills and teacher efficacy was examined in a recent empirical study by Wang and Zhang (2023), which found that teachers' self-efficacy is greatly increased by effective communication. According to the study, school administrators who engaged in supportive discussion, actively listened, and spoke honestly with teachers were more likely to create an enjoyable workplace where instructors felt appreciated and empowered. Teachers had greater confidence in their teaching skills when they thought their superiors were amiable and willing to solve problems. The study emphasizes how important interpersonal communication is for fostering motivation, trust, and teamwork all of which enhance teacher effectiveness and, eventually, student outcomes.

Meanwhile, a strong managerial competence by school heads is also a great factor in improving teacher efficacy. As successful school leaders, they may be able to mentor teachers and other staff members to accomplish organizational objectives. In order to assess how well teachers execute their jobs and how well the group as a whole achieves its objectives, the school head, as a school management, is vital. It can be said that the school head is a valuable person who plays a part in increasing great qualities of education (Azainil et al. 2020).

As a matter of fact, an empirical investigation examined the relationship between teacher efficacy and school leaders' managerial competence and found a high positive relationship. According to the study, school administrators who showed good organizational abilities such as efficient use of resources, time management, and organizational support created an atmosphere that allowed teachers to give their best efforts. Higher levels of self-efficacy were pointed out by teachers who believed that their leaders effectively managed school operations and supplied the needed resources. This study emphasizes how important managerial capability is in giving teachers the resources, time, and assistance they require to focus on teaching, which in turn increases their strong belief in their capacity to have a positive impact on the learning results of their students (Lasky & Liu, 2022).

Moreover, in managerial competence, a school head is expected to be able to plan, organize, mobilize and assess the school properly and responsibly so that he can improve teacher efficacy. Thus, managerial competence has a significant influence on improving teacher performance so that a school head must always improve his managerial competencies in order to improve teacher performance without forgetting other factors that also affect teacher performance (Chandra et al. 2019).

Meanwhile, many studies have already explored aspects of instructional leadership, managerial competence and interpersonal communication competence of school heads as important factors for developing teacher efficacy. However, based on the study conducted about efficacy of teachers in Region XI, it showed that there is still a high level of crisis in the teachers' self-efficacy considering that teachers are bombarded with tasks and responsibilities in the field of teaching. Teachers also face challenges with the new learning modalities with the transitions. Efficacy of teachers has been abundantly studied. However, it seems that the consequences of teacher efficacy have not been appropriately explored yet (Baloran & Hernan, 2020).

Thus, the necessity and the urgency to conduct this research study will become of help to the teachers in Region XI who will be given support to face the different challenges faced in the field of teaching. This can also help administrators to establish platforms that will help them to achieve the main goals of the educational process. Therefore, the researcher finds it very interesting to conduct this study to identify instructional leadership, managerial competence and interpersonal communication competence of school heads as essential factors in improving teacher efficacy. Hence, the researcher has not come across a study that fashioned the efficacy of teachers.

The main thrust of this study is to determine best fit model for self-efficacy of teachers in Region XI. Specifically, this study deals with the following objectives. Firstly, to identify the level of instructional leadership in terms of; defining and communicating school goals, monitoring and providing feedback on the teaching and learning process, and promoting school-wide professional development. Secondly, to identify the level of managerial competence in terms of; human resource management, materials resource management, and financial resource management. Thirdly, to identify the level of interpersonal communication competence in terms of; connectedness, clarity and credibility, personal communication, and trust and respect. Then, to determine the level of teacher efficacy in terms of; efficacy for instructional strategies, efficacy for classroom management; and efficacy for student engagement. Next is to determine the significant relationship of the following; instructional leadership and teacher efficacy; managerial competence and teacher efficacy; and interpersonal communication competence and teacher efficacy. Also, this study seeks to determine the constructs that significantly influence the efficacy of teachers.

In addition, the researcher hypothesized at .05 level of significance that there is no relationship between instructional leadership and teacher efficacy; managerial competence and teacher efficacy; interpersonal communication competence and teacher efficacy. The researcher also hypothesized that there is no variable that can best influence efficacy of teachers in Region XI. Lastly, the researcher hypothesized that there is no model that best fits the efficacy of teachers in Region XI.

Meanwhile, this study is anchored on the social cognition theory of Albert Bandura. The concept of self-efficacy is connected to school administrators can impact the efficacy of teachers. It includes establishing of trust by the school heads towards the teacher subordinates. When teachers can always feel the support of the school head, they tend to be competent in achieving the target outputs and performances in the teaching and learning process. Also, with high support from the school heads, teachers can easily face challenges as they can feel that their skills and capabilities are trusted by their heads. With the challenging nature in the field of teaching, teachers can always have a sense of positivity, because of the encouragement and motivation schools can give (Bandura, 1977).

In addition, a leadership theory entitled "path goal theory" is also used in this study. It discusses the effective instructional leadership of school heads in managing subordinates. With enough guidance and support of school administrators, teachers can improve their efficacy by ways of making their best in the teaching and learning process. It is tackled in this theory that leaders must eliminate any misunderstandings, communicate specific goals, and support members as much as they can. By then, school administrators' effective instructional leadership not only enhances teacher efficacy, but the achievement of school goals as well as they impact the whole school community (House & Mitchell, 1974).

Also, the competence-based strategic management theory is utilized as well in this study. It talks about the leaders' competence to effectively manage the organization to achieve goals. With consolidative ways of managing the organization, including ways of solving problems will lead to the achievement of the set goals and objectives. This theory, which pursues to identify and characterize the active, general, intellectual, and rounded characteristics of administrative capabilities, also highlights the implication of competence. In this study, teacher efficacy is impacted by the school heads' managerial competence, since teachers are also enabled to be included in the planning, and whose ideas are recognized. It is with collaborative efforts by school heads and teachers, where great management takes place (Sanchez, 2004).

Furthermore, motivating language theory (MLT) is also used in this study, which emphasizes the use of language of leaders to effectively support them through speech acts. The strategic use of speech by the leaders will definitely result to achievement of set goals in the workplace. In this study, this theory reflects on the ways on how school administrators use their talks in motivating the teachers in their efficacy in teaching. Knowing that school heads' speeches can impact the performances of teachers, a great time of communication should take place. When language is used strategically by school heads, teachers can always feel happiness in doing their jobs (Sullivan, 1988).

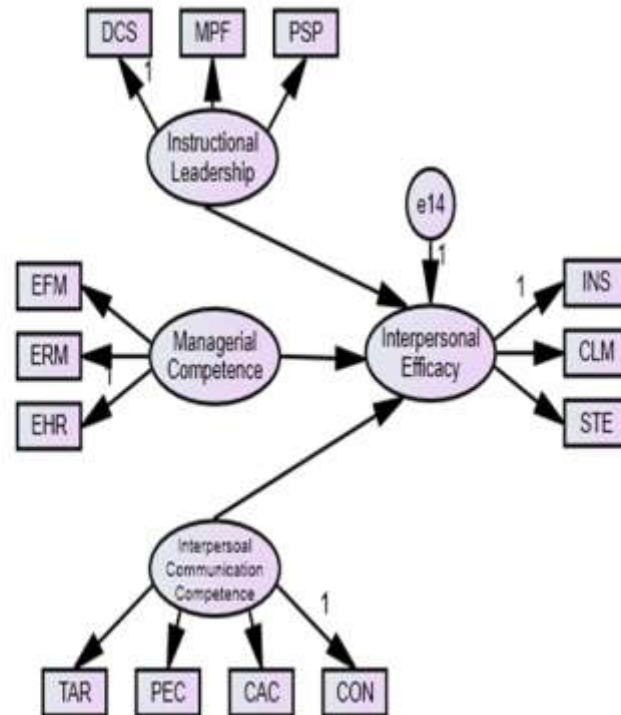


Figure 1. Conceptual Framework of the Study

Figure 1 displays the Hypothesized Structural Model 1 with the single headed arrow representing the casual or direct relationship of the latent endogenous variables.

This study also discussed its conceptual framework. The independent variable in the study is instructional leadership by Cayetano (2011), composed of defining and communicating school goals, monitoring and providing feedback on the teaching and learning process, and promoting school-wide professional development. Managerial competence is another independent variable in the study. Key factors include human resource management, materials resource management, and financial resource management (Victor, 2008). The study includes interpersonal communication competence as another independent variable, characterized by connectedness, clarity and credibility, personal communication, and trust and respect (Purhonen and Valkonen, 2013). The study's dependent variable is teacher efficacy, which encompasses efficacy for instructional strategies, classroom management, and student engagement (Tschannen-Moran and Hoy 2001).

The findings of this study will benefit all education personnel in the world including superiors, school administrators, and teachers as they will be given help through the effective management factors. With a positive management of the administrators, teachers who are in the frontline of delivering education to students will be given the appropriate support and treatment. This will be an avenue for teachers to be treated well, and not be given so much problems in the workplace. When they are given great treatment by their superiors, they will be doing even much better in the workplace. They will even love their job more. However, if they are not happy in schools because of poor management, teachers will tend to be not in their full potential in teaching the students. By then, students will not learn effectively, and so they will never be the best version of themselves. The community will be affected as a result of poor management by school administrators.

This research study is important because it could help achieve Sustainable Development Goal (SDG) 4, Quality Education, by looking at how school heads' managerial expertise, interpersonal communication abilities, and instructional leadership can improve teacher efficacy. The study offers important visions into how good school leadership can result in better teaching practices and, ultimately, better student outcomes by concentrating on the leadership strategies that empower and support teachers. One important factor influencing the quality of education is teacher efficacy, and this study makes clear how important school administrators are to creating a welcoming, encouraging, and well-run learning environment. By this, it may impact international setting as this could be a basis for improvements of leadership roles by school leaders.

Additionally, by possibly emphasizing the role that leadership can play in creating more inclusive and gender-responsive learning environments, this study supports SDG 5, Gender Equality. The results of this study may have an impact on educational policy and practice, promoting teachers' professional growth and empowerment while also advancing the more general objective of guaranteeing fair, high-quality education for all.

This will in the same way benefit the DepEd personnel for they are the ones who will see the institutions, and who will be the ones to make programs that will benefit the whole department. They are also the ones to give directives on what policies and programs will be conducted from the national to school level. The School Heads will also be beneficiaries of this study as they are the immediate superiors who will oversee the works of teachers, and who are the ones to manage them. Their effective management will lead teachers to do well in the teaching and learning process, and to their well-being

as well. This will also benefit the students who are the end-point beneficiaries of this study as they will be receiving the best activities implemented by the heads of the department and being carried out by teachers who are in the frontline of teaching them.

Finally, this study will be useful to future researchers as they can use this as a reference for future studies of the same nature, and this will provide them the facts needed to compare their study during their respective time and usability.

METHOD

This section outlines the research respondents, materials and instrument, design and procedure, and systematic approaches used to investigate the relationship between instructional leadership, managerial competence, and interpersonal communication skills of school heads, and their impact on teacher efficacy. It details the procedures for instrument development, sampling techniques, data collection methods, and the statistical techniques used to test the hypothesized relationships between the variables.

Research Respondents

The study included 400 public school teachers who were selected using a stratified technique. DepEd Region XI currently employs 13,637 Junior High School teachers and 3,508 Senior High School teachers, a total of 17,145 public secondary school teachers. The 400 respondents were calculated using the Raosoft online calculator (95% confidence interval, 5% margin of error, and 50% response distribution). According to Kline (2016), a typical sample size in studies for structural equation modelling using AMOS is about 200 to 400 cases.

Furthermore, in order to improve the accuracy and generalizability of the results, stratified sampling was employed in this study to guarantee that the sample is representative of important subgroups within the population. A stratified random ensures the proper selection of respondents. It is widely used in surveys coming from the word "strata" (Tafalla et al. 2021). In this study, it refers to the sub-populations known as the different school divisions in Davao Region. Stratified sampling, which accounts for 400 people, guarantees that the results accurately represent the population's diversity, improving generalizability while adjusting for potential confounding factors.

In support, when studying intricate relationships between variables, as in educational research, where elements like school type, location, and teaching experience may affect the results, this sampling technique aids in gaining a more thorough and accurate understanding of the population (Creswell & Creswell, 2017).

In this study, a teacher must be teaching in a public school in Davao Region. The teacher must have at least one year of teaching experience and must sign the Certificate of Consent Form to participate in the study. Further, excluded from this study were teachers who are teaching outside Davao Region, those who are teaching in private schools, those who are on leave, withdrew from the study, holding administrative positions, or have less than a year of teaching experience in the public school, those who manipulated or with considerably incomplete data and did not signify their intention to join the study through the certificate of a consent form. Furthermore, there was no requirement for justification if participants wanted to withdraw early for any reason at all.

The research was conducted in Davao Region, Philippines. Davao Region is an administrative region in the Philippines designated as Region XI. It is one of the regions of the Philippines found at southern part of the Mindanao. The region covered 5 provinces namely Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental including the cities of Davao, Digos, Panabo, Tagum, Samal, and Mati City. However, in this study, Davao de Oro division was excluded to be part as one of the respondents with the approval of the Dean in the Professional Schools. This was because the said division did not respond to the request of the researcher for a provision of permit to study. In this study, Davao del Norte had 160 participants, Davao del Sur had 120 participants, Davao Oriental had 80 participants, and Davao Occidental consists of 40 participants. The region encloses the Davao Gulf, and its regional center is Davao Region (Philippine Statistics Authority, 2020).

Materials and Instrument

In this study, four (4) instruments were used, each of which was developed to address the research problems. The primary data used to collect information for the study, which were divided into four sections: instructional leadership, managerial competence, interpersonal communication competence, and teacher efficacy. The survey questionnaires used in the study were gathered from similar studies. The instrument was restructured to make it more appropriate to current and local settings. The instrument was validated by six (6) professional validators to make it more applicable and credible and receive an acceptable rating. Pilot testing was carried out after validation. Cronbach's alpha was used to test the survey's reliability. The closer Cronbach's alpha coefficient is to 1.0, the stronger the internal consistency of the scale's items, according to (Forero, 2024).

The first questionnaire instructional leadership was based on the study of Cayetano (2011) entitled "Instructional Leadership and Student Achievement in Belizean Secondary Schools," measured in the following areas: defining and communicating school goals with ten (10) items, monitoring and providing feedback on the teaching and learning process with eleven (11) items, and promoting school-wide professional development with ten (10) items. The second questionnaire measures managerial competence was based on the study of (Victor, 2008) entitled, "Analysis of Principals' Managerial Competencies for Effective Management of School Resources in Secondary Schools," which measured the following areas: human resource management with ten (10) items, and seven (7) items for both material resource management, and financial resource management. The third questionnaire, interpersonal communication competence, was based on the study of (Purhonen & Valkonen, 2013) entitled "Measuring interpersonal communication competence in

SME internationalization”, which measured in the following areas: connectedness with seven (7) items, clarity and credibility with six (6) items, and three (3) in times for both personal communication, and trust and respect. The fourth questionnaire measures teacher efficacy was based on the study of (Tschannen-Moran & Hoy, 2001) which focuses on efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement with eight items in each indicator. With the chronbach alpha results, instructional leadership got .961, managerial competence with .952, interpersonal communication competence obtained .917, and efficacy of teacher with .956. All variables got the internal consistency description as excellent.

The scales used to instructional leadership, managerial competence, interpersonal communication competence, and teacher efficacy were based on the range of means, descriptive level, and interpretation. With the range of means of 1.00-1.79, a descriptive level is very low, and with the interpretation that the measure is not evident among public secondary school teachers. With the range of means of 1.80-2.59, a descriptive level of low, and with the interpretation that the measure is seldomly evident among public secondary school teachers. With the range of means of 2.60-3.39, a descriptive level of moderate, and with the interpretation that the measure is sometimes evident among public secondary school teachers. With the range of means of 3.40-4.19, a descriptive level of high, and with the interpretation that the measure is frequently evident among public secondary school teachers. With the range of means of 4.20-5.00, a descriptive level of very high, and with the interpretation that the measure is always evident among public secondary school teachers.

The final version was developed before the instrument's administration, accounting for the six (6) experts' corrections, remarks, and recommendations. Cronbach's alpha was used to test the scales' reliability, and the results were presented in the tool description. With the overall validation result of 4.26 with descriptive level as very high, the research instrument was administered.

Design and Procedure

In this study, the researcher utilized a quantitative non-experimental design research method. The goal of a non-experimental quantitative research strategy is to investigate patterns or associations between variables without changing them. It does not use an experimental control or intervention and instead concentrates on observing variables as they naturally occur. When manipulation is impractical, or when the researcher wants to investigate correlations or forecast results using data already in existence, this design is frequently employed (Creswell, 2017).

Secondly, this study used Structural Equation Model (SEM). As noted by Lomax & Li (2013), this approach evaluates conceptual connections between latent variables by employing component analysis and path analysis. Since any kind of variable can be included, the models might be simple or complicated in nature (i.e., observed, latent, independent, and/or dependent variables). The incorporation of factor analysis in structural equation modeling allows the researcher to use multiple measures of each latent variable instead of a singles measure, thereby enabling better measurement conditions (i.e., reliability and validity) than with a single better measure. This method was used to measure the relationship of instructional leadership, managerial competence and interpersonal communication competence and their influence on teacher efficacy in Region XI.

After the panel of experts validated the survey questionnaire and granted permission to conduct the study, the researcher followed these steps to collect data: First, the researcher wrote a letter to the Regional Director's office requesting permission to conduct the study at the following schools in Davao region. With the Regional Director's approval, the researcher then asked the Schools Division Superintendents for permission to conduct the study at the schools. Once the Schools Division Superintendents approved the letter, the researcher asked the school principal for permission to conduct the study. After receiving approval, the researcher visited schools to provide the authorized letter along with links to the Google Forms for the surveys. The Google Form was used to deliver the survey online. Through Facebook Messenger, the researchers shared the Google Form link with multiple groups, and school research coordinators helped them share the links with the teacher respondents. However, the poll was left open for at least one month in order to ensure that 400 responses would be received. After downloading the respondents' responses in a spreadsheet, the data were totaled, verified that each respondent's response was complete, and given to the statistician for statistical analysis.

The following statistical tools were used in the computation of the data as well as in the testing of the hypothesis at a 0.05 level of significance. Mean and Standard Deviation were utilized to determine the level of school heads' instructional leadership, managerial competence, interpersonal communication competence, interpersonal communication competence, and efficacy of teachers in Region XI. Pearson r was used to determine the significant relationship between the exogenous variables which were instructional leadership, managerial competence, interpersonal communication competence, interpersonal communication competence on the endogenous variable which was efficacy of teachers. Regression was used to determine the influence of the exogenous variables on the endogenous variable. And Structural Equation Model was used to analyze the best fit model for workplace resilience. The standard criterion statistics that was utilized in the evaluation of the goodness of fit for structural models is found below:

Chi-square	large value
P-value	>0.05
Chi-square/Degrees of Freedom (CMIN/Df)	02
Normative Fit Index	>0.95
Comparative Fit Index	>0.95
Goodness of Fit Index	>0.95

Tucker-Lewis Index	>0.95
Root Mean Square Error of Approximation (RMSEA)	<0.95
P-close	>0.95

In addition, several safeguards were used in the conduct of this study, taking into account the demands of research, based on the evaluation criteria set forth by the university's ethics research council. The manuscript was subjected for ethical review by the University of Mindanao Ethics Review Committee (UMERC) and granted a certificate of approval UMERC-2023-191 before the conduct of the data gathering. After the final defense the researcher submitted the final copy for compliance certificate issuance.

Additionally, the researcher never revealed the identities of individuals without the subject's permission. The researcher respected their participation and prioritized their well-being throughout the research. Respondent risks were reduced using practices that do not expose subjects to danger. To ensure that respondents were comfortable answering the survey questionnaires, the researcher informed them that their participation would never affect their employment status. Even if the teachers declined to participate in the conduct of this study, their employment status would still be not affected. They were also informed that they are free to leave questions unanswered. Particularly those that may cause them to feel psychologically and emotionally troubled due to the sensitive nature of the subject being studied.

The researcher guaranteed the respondents that their answers to the survey questionnaires remain confidential and would only be used for scholarly reasons. The participants were given the free will to choose whether to join the study or not. Participating in the survey was purely voluntary, and no sanction was imposed if the participants decide to withdraw from entering the study.

Furthermore, the researcher assured that the information supplied was not fabricated. By using fair sample processes to discover credible respondents, the researcher will not allow fabrication in the study, resulting in more accurate survey data. The researcher did not make assertions based on incomplete or erroneous data. Also, observations and other data that never occurred during the data collection procedure were removed from the study. And make sure that no study work had been altered, changed, or left out to satisfy a model or theoretical prediction, resulting in an inaccurate representation in the research record.

In this study, the researcher guaranteed no conflicts of interest. There was no proof of information influenced by material, and no political or academic gains will be noticed in the study. Regardless of the research findings, the researcher ensured they were not influenced by outside variables or wrongdoing, such as exchanging cash incentives for favorable outcomes.

The researcher guaranteed that there were no traces of deception in this study by presenting respondents with accurate and factual information, notably about the study's objectives and purpose. The researcher did not mislead the respondents in order to influence the research results. The researchers assured the respondents that the survey questionnaire they completed was not intended to deceive them and that their answers were kept confidential and utilized solely for scholarly purposes, specifically for this research.

RESULTS AND DISCUSSION

In this section, the data collected on the experience of teachers on instructional leadership, managerial, and interpersonal communication competence of school heads, and efficacy of teachers are presented.

Instructional Leadership of School Heads

Presented in table 1 is the level of instructional leadership of school heads measured by defining and communicating school goals, monitoring and providing feedback on the teaching and learning process, and promoting school-wide professional development. An overall mean of 4.10, and standard deviation of 0.64 were obtained which is described as high. This means that the level of instructional leadership is manifested/evident most of the time. On a per-indicator analysis, it was found that the indicators *defining and communicating school goals* and *promoting school-wide professional development* have the highest mean of 4.12 or High, with a standard deviation of 0.65 and 0.64 respectively, while the indicator *monitoring and providing feedback on the teaching and learning process* has the lowest mean of 4.04 or High, with a standard deviation of 0.64. The level of instructional leadership of school heads in Region XI was found to be high.

The results show that instructional leadership of school heads as expressed by the respondents is high. This implies that instructional leadership of school heads is most of the time evident. The result showed that the school heads manifested mostly the characteristics needed to achieve a satisfactory instructional leadership. Letting the teachers to be aware of the school goals is present as they are informed of the school's purpose, mission, and goals, know the alignment of activities with the school's targets. Moreover, school heads also manifested the characteristic of encouraging teachers to pursue professional development.

Table 1

Level of Instructional Leadership

Indicators	SD	Mean	Descriptive Level
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Defining and Communicating School Goals	0.65	4.12	High
Monitoring and Providing Feedback on the Teaching and Learning Process	0.64	4.04	High
Promoting School-Wide Professional Development	0.64	4.12	High
Overall	0.64	4.10	High

The high descriptive levels on every indicator of instructional leadership showed that school heads in Region XI showed high regards defining and communicating school goals, promoting school-wide professional development, and monitoring and providing feedback on the teaching and learning process. The results imply that public school heads in Region XI manifested these practices most of the time. This is coherent with the findings of (Ma & Marion, 2021) which posited that teachers can be definitely impacted by instructional leadership methods of school heads that establish the school's mission, oversee the curriculum, and foster a good learning environment. The findings highlight the fact that certain behaviors of instructional leadership of school heads influence teachers to be included in the diverse actions that promote improvement in the whole school.

The result is supported with the study of Day & Sammons (2021) who observed at how school heads may support educators' accomplishments. They revealed that teachers are better supported and, therefore, more improved in their positions when school leaders give more importance on professional development, foster a collaborative atmosphere, and uphold high instructional standards. According to the study, the effectiveness of teaching approaches and instructional leadership are directly connected, which improves student learning. School administrators' active participation in these areas guarantees that instruction stays in line with student needs and academic standards. It is with instructional leadership which is a key factor in raising student achievement and teacher effectiveness, in which school administrators actively direct, encourage, and improve teaching and learning.

Managerial Competence of School Heads

Shown in table 2 is the level of managerial competence of school heads in terms of effective human resource management collaborative leadership, effective material resource management teacher collaboration, and effective financial resource management professional development. The obtained overall mean at 4.15 signifies a very high level. This indicates that the level of managerial competence of school heads is manifested or evident most of the time. On a per-indicator analysis, it was found out that the indicator, *effective financial resource management professional development* and *effective material resource management teacher collaboration* have the highest mean of 4.16, or High, with standard deviations of 0.68 and 0.63 respectively, while the indicator *effective human resource management collaborative leadership* has the lowest mean of 4.31 or High with a standard deviation of 0.67.

Table 2

Level of Managerial Competence

Indicators	SD	Mean	Descriptive Level
Effective Human Resource Management	0.67	4.11	High
Effective Material Resource Management	0.63	4.16	High
Effective Financial Resource Management	0.68	4.16	High
Overall	0.64	4.15	High

The high level of implementation of the indicators in managerial competence manifested among school heads in Region XI in terms of effective human resource management collaborative leadership, effective material resource management teacher collaboration, and effective financial resource management professional development imply that the school heads established their managerial competence. The school heads prioritized financial allocation according to school needs. The school heads also ensured accountability in all school expenditures. Furthermore, school heads joined preparation of school budgets with heads of departments and units.

Being effective in managing effectively the material resource management is one of the factors of having a good quality of managerial competence by the school heads (Komalasari et al. 2020). However, it is argued that though resource management is an important job for school administrators, they should not focus on that alone. They should also concentrate on improving student quality learning by supporting teachers in setting goals, develop teamwork, and empowering teachers (Leithwood et al. 2020).

Interpersonal Communication Competence of School Heads

Presented in table 3 is the level of interpersonal communication competence of school heads in terms of connectedness, clarity and credibility, personal communication, and trust and respect. The level of interpersonal communication competence of school heads in Region XI attained an overall mean of 4.12 which is described as high. This means that the level of interpersonal communication competence of school heads in Region XI is manifested or evident most of the time. The three indicators recorded very high mean scores. On per-indicator analysis, the indicator, *connectedness* has highest mean of 4.16 or High with a standard deviation of 0.68. This is followed by the indicator, *trust and respect* with a mean of 4.14 or high and with a standard deviation of 0.75. Next is the indicator, *clarity and credibility* with a mean of 4.12 or high and with a standard deviation of 0.68 while the indicator,

personal communication, has the lowest mean score of 4.04 or High and with a standard deviation of 0.75. The level of interpersonal communication competence of school heads in Region XI is high.

The findings of the study suggest that the frameworks of interpersonal communication competence of school heads is lived by having connectedness towards their teachers. *Connectedness* is observed as school heads kept active monitoring on their teaching force in the school, and informed teachers about collaborators who could

Table 3

Level of Interpersonal Communication Competence

Indicators	SD	Mean	Descriptive Level
Connectedness	0.68	4.16	High
Clarity and Credibility	0.68	4.12	High
Personal Communication	0.75	4.04	High
Trust and Respect	0.75	4.14	High
Overall	0.69	4.12	High

assist their needs. *Trust and respect* is also manifested as data showed high implementation on letting teachers feel that they are trusted, appreciated and respected in the workplace. *Clarity and credibility* is at the same time expressed as data displayed high regard as school heads assured that they understood the situations of the teachers. Lastly, *personal communication* is manifested as the school heads invited teachers for important meeting and conferences.

This result is consistent with the findings of Bukko et al. (2021) who assert that the key factor of developing and establishing common trust and support is a good communication between teachers and school heads. There is a need for administrators of schools to be capable communicators, compassionate listeners, and benefactors of constructive evaluations to educators who naturally show advanced levels of trust and involvement.

The high level of communication competence is also in line with the findings of Sofia et al. (2023) who emphasize that an open and honest communication is essential for school principals in order to have a significant influence on the competence of teachers. Teachers share their experiences, difficulties, and creative ideas more freely when their leaders foster good communication.

Efficacy of Teachers

Displayed in Table 4 is the level of efficacy of teachers in Region XI which is measured in terms of instructional strategies, classroom management, and student engagement. It obtained an overall mean of 4.16 which indicates that the efficacy of teachers is manifested or evident most of the time. *Instructional strategies* got the highest mean of 4.19 which is described as high with a standard deviation of 0.68. *Classroom management* followed with a mean of 4.16 which is described as high with a standard deviation of 0.69. *Student engagement* obtained the lowest mean at 4.14 which is described as high with a standard deviation of 0.65.

This study demonstrates that efficacy of teachers among public secondary schools in Region XI is most of the time evident. Data showed a high implementation of instructional strategies of teachers in assessing students' comprehension of what is

taught, crafting good questions for their students, and providing appropriate challenges for very capable students. Teachers also established routines to keep activities to run

Table 4

Level of Efficacy of Teachers

Indicators	SD	Mean	Descriptive Level
Instructional Strategies	0.68	4.19	High
Classroom Management	0.69	4.15	High
Student Engagement	0.65	4.14	High
Overall	0.66	4.16	High

smoothly. They even assisted families in helping the students to do well in school, helped the students think critically, motivated students who showed low interest in schoolwork, and helped students to value learning.

The high descriptive levels on every indicator of efficacy of teachers is due to the high rating on doing their tasks in delivering instructions to the students which include the great preparations of materials and activities that enable students to understand the lessons effectively and meaningfully, ensuring that the learners is managed inside the classroom that they are safe and motivated in the teaching and learning process, allowing students to believe in themselves and to become creative while thinking comprehensively. This implies that teacher efficacy is frequently manifested.

Of all the indicators in teacher efficacy, the one with the highest mean is the instructional strategies of the teachers. This finding is similar with the idea of (Seifalian & Derakhshan, 2018 as cited by Fathi, Derakhshan, & Arabani, 2020) who asserts that a high self-efficacy of teachers is ought to be more organized and are more likely to participate in execute good instructional strategies. It's crucial to take into account that well-organized lesson planning could result in students' great achievement. Further, it is aligned to the findings of Kasalak & Dagyar (2020) that teachers with high efficacy are passionate about what they do, positive in doing their work, and contented with the benefits of their careers. With strong self-efficacy beliefs about their ability to perform their tasks and of those is to have great instructional strategies. These teacher traits are successful in helping students develop the desirable traits as well.

Relationship between Instructional

Leadership and Efficacy of Teachers

Shown in table 5.1 is the result of the test of the relationship between instructional leadership of school heads and the efficacy of public secondary school teachers in region XI. As displayed in the hypothesis, the relationship was tested at 0.05 level of significance. The total r-value of 0.917 with a p-value of less than .05 indicated that the null hypothesis was rejected. It demonstrates that there is a significant relationship between instructional leadership and efficacy of teachers. The correlation coefficient r is equal to .917 signifies a significant relationship between instructional leadership of school heads and efficacy of teachers of public secondary schools.

More specifically, the results show that all the indices of instructional leadership have significant relationship with efficacy of teachers, as the p-values are less than .05 and total r-value is .911 on promoting school-wide professional development, .904 on defining and communicating school goals, and .896 on monitoring and providing feedback on the teaching and learning process. As shown in table 5.1, all indicators of each variable are related. Thus, there is a favorable relationship between the two variables.

Table 5.1

Significance on the Relationship between Instructional Leadership and Efficacy of Teachers in Region XI

Instructional Leadership	Efficacy of Teachers			
	Instructional Strategies	Classroom Management	Student Engagement	Overall
Defining and Communicating School Goals	.889**	.866**	.886**	.904**
	.000	.000	.000	.000
Monitoring and Providing Feedback on the Teaching and Learning Process	.882**	.863**	.870**	.896**
	.000	.000	.000	.000
Promoting School-Wide Professional Development	.896**	.876**	.889**	.911**
	.000	.000	.000	.000
Overall	.902**	.881**	.895**	.917**
	.000	.000	.000	.000

This implies that school heads play a great role in improving the efficacy of teachers. With a great implementation of instructional leadership in prioritizing support for teachers, encouraging professional growth, and guiding instructional improvement, teachers can always achieve better work quality. With opportunities given to teachers to improve their teaching capabilities, they feel empowered to be the best that they can be. This not only increases teacher efficacy, but achieves great student outcomes at the same time (Ma & Marion, 2019).

This result is also supported by the idea of (Ozturk, Ozdemir & Sahin, 2020), which examines the definition of instructional leadership of the school heads in helping the teachers to have a great self-efficacy. It includes the leadership behaviors that school heads should exhibit to have significant organizational elements, such as the growth of school cultures, the choice of working circumstances, the improvement of academic performance for students, and the rise in teacher self-efficacy.

Relationship between Managerial Competence and Efficacy of Teachers

Displayed on table 5.2 is the result of the assessment on the relationship between managerial competence of school heads and efficacy of public secondary school teachers. As displayed in the hypothesis, the relationship was tested at a 0.05 level of significance. The total r-value of 0.940 with a p-value less than .05 indicated that the null hypothesis was rejected. It can be deduced that there is a significant relationship between managerial competence of school heads and efficacy of public secondary school teachers.

Individually, all indicators of managerial competence correlate positively with efficacy of teachers, having a p-values less than .05 and the r-value of .933 on effective financial management, .917 on effective material resource management, and .885 on effective human resource management. As a result, there is a significant relationship between managerial competence of school heads and efficacy of public secondary school teachers.

Table 5.2*Significance on the Relationship between Managerial Competence and Efficacy of Teachers in Region XI*

Managerial Competence	Efficacy of Teachers			
	Instructional Strategies	Classroom Management	Student Engagement	Overall
Effective Human Resource Management	.878**	.852**	.853**	.885**
	.000	.000	.000	.000
Effective Material Resource Management	.904**	.878**	.895**	.917**
	.000	.000	.000	.000
Effective Financial Resource Management	.921**	.890**	.917**	.933**
	.000	.000	.000	.000
Overall	.929**	.901**	.916**	.940**
	.000	.000	.000	.000

This implies that with great trainings of school heads about effective management of resources in schools, including ensuring that teachers have enough materials will help increase teacher efficacy. Also, school administrators who are effective and efficient in the management of school resources can impact the whole school community for teachers and students. By then, education leaders should expose school heads to more trainings and programs that will strengthen their managerial skills that will result therein to school improvement including efficacy of teachers (Harris & Jones, 2019).

This finding is supported with the conclusion of the study conducted by May et al. (2020) which emphasizes that school heads should possess the good managerial competence as it can help teachers become more effective and efficient. Ineffective teaching will have an impact on how tasks are carried out, which will have an impact on how well educational objectives are met. The results of this study show that since school heads managerial competency has a favorable and significant impact on the efficacy of teachers, and it should be maintained and steadily improved.

Relationship between Interpersonal Communication

Competence and Efficacy of Teachers

Shown in table 5.3 is the result of the test of relationship between interpersonal communication competence of school heads and the efficacy of teachers. Data showed an overall correlation coefficient of .952 at 0.05 level of significance. It means that there is a significant relationship between interpersonal communication competence of school heads and the efficacy of teachers.

Specifically, when indicators of interpersonal communication competence are correlated with efficacy of teachers, all the indicators were found to be significant, with connectedness having a correlation coefficient at .939, clarity and credibility with .920, personal communication with .909, and trust and respect with .886 and a p-value less

than .05. This indicates that the interpersonal communication competence of school heads asserts a positive linkage with the efficacy of teachers.

Table 5.3*Significance on the Relationship between Interpersonal Communication Competence and Efficacy of Teachers in Region XI*

Interpersonal Competence	Communication	Efficacy of Teachers			
		Instructional Strategies	Classroom Management	Student Engagement	Overall
Connectedness		.927**	.898**	.918**	.939**
		.000	.000	.000	.000
Clarity and Credibility		.917**	.869**	.904**	.920**
		.000	.000	.000	.000
Personal Communication		.906**	.879**	.872**	.909**
		.000	.000	.000	.000
Trust and Respect		.883**	.842**	.867**	.886**

	.000	.000	.000	.000
Overall	.946**	.908**	.927**	.952**
	.000	.000	.000	.000

This implies that the interpersonal communication competence of school heads impacts the efficacy of teachers. With a school head's effective ability in communicating to teachers, even resolves problems in the teaching and learning process. With the appropriate messages of the heads in improving the quality learning of the students is a good way of addressing the challenges of teachers in the classroom. The teachers can also be given proper guidance with school administrators' consistent communication to them. Teachers can feel that they are supported with the messages conveyed by the school heads Pramahsari & Triatna (2021).

The significant relationship between interpersonal communication competence of school heads and efficacy of teachers is validated by Hermawan, Ghozali & Sayuti (2023). They claim interpersonal communication, which integrates language and psychological processes in motivation, learning, and perception is seen to be a fundamental strategy for influencing behavior change. It means that school principals, supervisors, managers, and education offices should coach teachers to enhance their performance by giving them the right guidance to build their interpersonal communication, teamwork, adversity quotient, and work motivation. And so, teachers will be more efficient in doing their jobs in school.

Influence of Instructional Leadership, Managerial Competence and Interpersonal Communication Competence on the Efficacy of Teachers

Presented in table 6 is the influence of instructional leadership, managerial competence and interpersonal communication competence on the efficacy of teachers in region XI. Further, as indicated by the F-value of 1423.026 with a corresponding p-value of 0.000, the regression model is therefore significant. Hence,

it leads to the rejection of the null hypothesis. It could be stated that there is a variable that can predict the efficacy of teachers in region XI.

In addition, the R^2 of .915 signifies that 91.5 percent of the variation in efficacy of teachers is explained by the predictor variables, instructional leadership, managerial competence and interpersonal communication competence. This means that 8.5 percent of the variation could be attributed to other factors aside from these three variables.

Table 6

Significance on the influence of Instructional Leadership, Managerial Competence and Interpersonal Communication Competence on the Efficacy of Teachers in Region XI

<i>Efficacy of Teachers</i>				
(Variables)	<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant	.222		3.411	.001
Instructional Leadership	.185	.179	3.799	.000
Managerial Competence	.169	.164	2.392	.017
Interpersonal Communication Competence	.602	.627	10.867	.000
R	.957			
R^2	.915			
ΔR	.914			
F	1423.026			
P	.000			

The presentation revealed that the standard coefficient of interpersonal communication competence has the highest beta of .627. It indicates that interpersonal communication competence has the greatest influence on the efficacy of teachers in public secondary schools compared to instructional leadership with .179, and managerial competence with .164 respectively.

Table 7*Summary of Goodness of Fit Measures of the Three Generated Models*

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	41.379	.655	.773	.769	.715	.318	.000
2	.000	9.556	.841	.954	.949	.940	.146	.000
3	.234	1.272	.992	1.000	.998	.999	.026	.841

Legend: CMIN/DF – *Chi Square/Degrees of Freedom*NFI – *Normed Fit Index*GFI – *Goodness of Fit Index*TLI – *Tucker-Lewis Index*RMSEA – *Root Mean Square of Error Approximation* CFI – *Comparative Fit Index*

This result is in alignment with the idea of Suntani and Sasongko, et.al., (2021). It emphasizes that interpersonal communication competence of school heads is a vital element in improving efficacy of teachers as it can improve coordination of numerous diverse activities or tasks and foster a greater sense of mutual understanding between superiors and subordinate personnel. Ineffective interpersonal communication of school heads can make a variety of group activities more difficult and increase employee stress and discontent. Because of this, open communication systems need to be established in workplaces or in working relationships. This is because, aside from the fact that there are numerous systems in place and that there has been some diffusion in communication, open communication is superior to closed systems.

Generated Structural Models

This part analyzes the interrelationship among the variables in the study. Three models were generated to obtain the best fit model of efficacy of teachers in Region XI. The models were measured against the given fit indicators and served as basis to accept or reject the model.

With its main objective at finding the best fit model, this study obtained three (3) generated models. Table 7 depicts the summary of the reliability of fit of the 3 generated models. To be identified as the best fit model, all indices must fall within the acceptable ranges. The chi-square/degrees of freedom number should be less than two but larger than zero and the matching p-value should be greater than 0.05. The root mean square error approximation value should fall below 0.05, while the related P-close value should be more than 0.05. Meanwhile, the other indices, like Normed fit, Tucker-Lewis, comparative fit, and goodness of fit must be greater than 0.95.

The first generated model did not show the interrelationships of the exogenous variables; instructional leadership, managerial competence, and interpersonal communication competence, but manifested direct relationship with the endogenous variable, efficacy of teachers. Model 1, as reflected in Figure 2, indicated that all indicators in both exogenous and endogenous variables are retained. However, data revealed as displayed in Table 7, that the values either fell beyond or above the given criteria, and failed to reach the acceptable ranges, hence model 1 shows a very poor fit. As shown in Table 8.1, interpersonal communication competence is strongly represented by their factors, with the highest beta values (.800) followed by instructional leadership (beta = .204) and managerial competence (beta = .000). Also, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with a P- Close < 0.05. This means that the model shows a very poor fit.

In the same manner, the second generated model presented the interrelationships of the exogenous variables; instructional leadership, managerial competence, and interpersonal communication competence, and its relationship with endogenous variable, efficacy of teachers. Model 2, as reflected in Figure 3, also showed retained indicators of all the variables. However, as displayed in Table 7, model 2 also failed to obtain the standard criterion of all the indices to receive a reasonable fit, hence model 2 is considered a poor fit. As shown in Table 8.1, interpersonal communication competence is strongly represented by their factors, with the highest beta values (6.782) followed by instructional leadership (beta = 1.298) and managerial competence (beta = -7.312). Also, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 2, GFI, CFI, NFI, TLI < 0.95, and RMSEA > 0.05 with a P- Close < 0.05. This means that the model shows a very poor fit.

Meanwhile, as displayed in Table 7, model 3 showed the most reasonable fit since all its indices fall under the required criteria and did not necessitate to generate more models. Therefore, the null hypothesis that there was no best fit model for individual work performance was rejected.

Best Fit Model

Expounded in Figure 4 the Best Fit Model showing the interrelationships of the latent exogenous variables, instructional leadership, managerial competence, and interpersonal communication competence and its direct relationship with the latent endogenous variable, efficacy of teachers. As can be gleaned in model 3, the best fit model, instructional leadership, managerial competence, and interpersonal communication competence are exogenous variables that have direct relationship on efficacy of teachers. The model also revealed the interconnectedness of these three exogenous variables.

Moreover, as shown in Figure 4, two out of three indicators of instructional leadership, namely, promoting school-wide professional development and defining and communicating school goals, remained significant predictors of efficacy of teachers. Also, managerial competence had two out of three, namely, materials resource management and human resource management, were found to affect efficacy of teachers. On the other hand, the interpersonal communication competence had three out of four indicators, namely, trust and respect, personal communication and connectedness, that significantly affect efficacy of teachers. Based on the result, it can be deduced that the efficacy of teachers in Region XI was best anchored on instructional leadership which was measured in terms of promoting school-wide professional development and defining and communicating school goals; managerial competence in terms of materials resource management and human resource management; and interpersonal communication competence in terms of trust and respect, personal communication and connectedness.

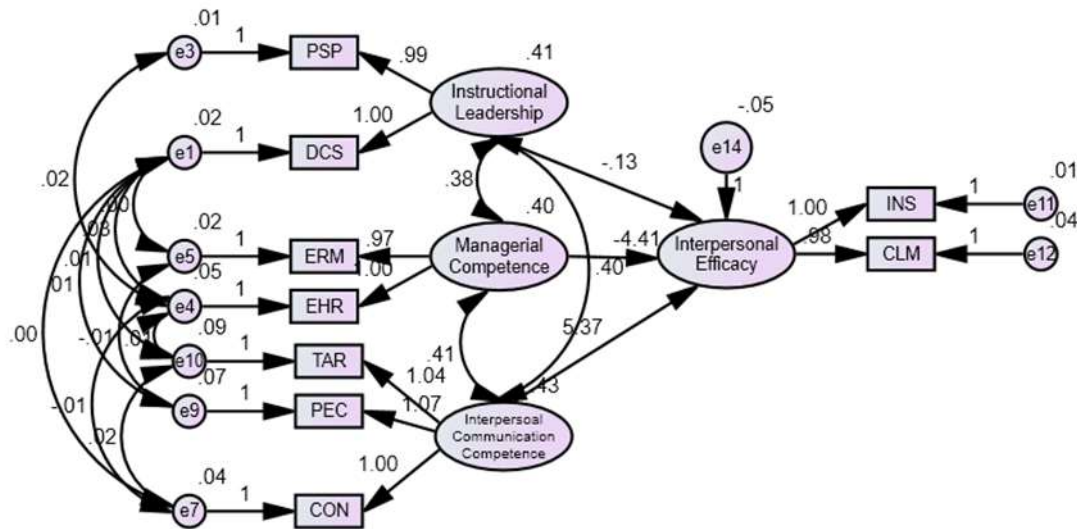


Figure 4: Best Fit Model

Legend:

PSP - promoting school-wide professional development

PEC - personal communication

DCS - defining and communicating school goals

CON - connectedness

ERM - materials resource management

INS - instructional strategies

EHR - human resource management

CLM - classroom management

TAR - trust and respect

Furthermore, the generated structural model 3 shows a direct connection of the exogenous variable with the endogenous variable. The endogenous variable efficacy of teachers is measured in terms of efficacy for instructional strategies, classroom management, and student engagement. However, the model displayed only two out of its three indicators that remained viable efficacy of teachers construct, namely, instructional strategies, and classroom management. The indicators monitoring and providing feedback on the teaching and learning process on instructional leadership; financial resource management on managerial competence; and clarity and credibility on interpersonal communication competence were trimmed since those did not obtain the desired values.

The interconnections among instructional leadership, managerial competence, and interpersonal communication competence significantly impact efficacy of teachers in Region XI. A good instructional leadership by school heads can affect the efficacy of teachers when it comes to establishing and sharing common goals that set high standards for students, keeping an eye on and offering feedback on the teaching and learning processes, and encouraging professional development that is in line with both the needs of the teachers and the school's objectives. The instructional leader also cultivates the academic learning climate of the institution Qadach, Schechter, and Da'as, (2020).

Also, school heads should possess the managerial competence necessary to enhance the standard of instruction provided to all students in their institution which can be observed on the efficacy of teachers Komalajari et al. (2020). Jaidie (2020) confirms how efficacy of teachers is related to the managerial competence of the school heads. With the competence of the school heads, they can give the appropriate guidance to all teachers to become efficient in teaching. Additionally, the interpersonal communication competence by the school heads nurtures an optimistic communication principles and environment towards the teachers. It enables teachers' efficacy by improving teaching performance and other particular goals Zaini & Syafaruddin, (2020)

Presented in Table 8.2 the significance influence of instructional leadership to managerial competence with an estimated value of .382 and a standard estimate of .030. In the same manner, managerial competence to interpersonal communication competence with an estimated value of 0.413 and a standard estimate of .031. Instructional leadership shows a significant relationship to interpersonal communication competence with an estimated value of .397 and with a standard estimate of .030. Since the level of significance is 0.05, thus all variables are significant.

Table 8.1*Regression Weights of the 3 Generated Models*

Model	Exogenous Variables to Endogenous Variable		
	Instructional Leadership	Managerial Competence	Interpersonal Communication Competence
1	.204***	.000 ^{NS}	.800***
2	1.298 ^{NS}	-7.312 ^{NS}	6.782 ^{NS}
3	-.128 ^{NS}	-4.412 ^{NS}	5.368 ^{NS}

Table 8.2*Covariances: (Group number 1 – Best Fit model)*

Variables		Estimates	S.E.	P-value	
Instructional Leadership	<-->	Managerial Competence	.382	.030	***
Managerial Competence	<-->	Interpersonal Communication Competence	.413	.031	***
Instructional Leadership	<-->	Interpersonal Communication Competence	.397	.030	***

Research revealed that schools led by school heads who have excellent instructional leadership and managerial competence will influence their teachers to achieve better scholastically than schools run by leaders with ordinary instructional leadership Suyitno (2020). In addition, a significant relationship of managerial and interpersonal communication competence is affirmed by the recommendations of the study conducted by Sakız, Ekinci, & Sarıçam, (2020). It states that managerial and interpersonal communication competence of school heads should go hand in hand in helping the teachers to perform well in the school. Furthermore, instructional leadership should also be with interpersonal communication competence by the school heads in order to give great results in the school. Leadership and encouragement through interpersonal communication combined with input from students, instructors, and administrators will make the school a more caring and productive place for everyone to work and learn (Caballes & Panol, 2021).

CONCLUSION AND RECOMMENDATION

According to public school teachers in Davao Region who teach in the junior and senior high school, the level of instructional leadership is high and is also evident on its indicators such as defining and communicating school goals, monitoring and providing feedback on the teaching and learning process, and promoting school-wide professional development. The level of managerial competence is also high where its indicators human resource management, materials resource management, and financial resource management obtained high rating. The level of interpersonal communication competence is high where connectedness, clarity and credibility, personal communication, and trust and respect obtained high rating. The level of teacher efficacy is high where efficacy for instructional strategies, classroom management, and student engagement obtained high rating.

The correlation test revealed a significant relationship between instructional leadership, managerial competence, interpersonal communication competence, and teacher efficacy in the Davao Region. The instructional leadership, managerial competence, and interpersonal communication competence of school heads were found to be significant predictors of teacher efficacy among public school teachers. The use of a structural equation model to identify the best fit model added rigor to the research, as the process involved model specification, estimation, and evaluation. Out of the three models generated, Model 3 was identified as the best fit for predicting teacher efficacy, as it was the most parsimonious model, successfully passing all conventions of a reasonable fit. The factors influencing teacher efficacy are varied and may be connected to multiple variables. Other studies may suggest additional signs of teacher efficacy in the education field, though factors that were more prominent in the respondents may not have been included in this study.

The findings of this study affirm the anchored theory of this study, social cognition theory by Bandura (1977). It highlights that teacher efficacy is impacted by the school heads. When administrators express full support to the teachers, they can be at their best in their teaching performances. School heads' positive approaches speak a lot in the outputs of the teachers who are in the frontline of giving instructions to the students. When school administrators influence the teachers by demonstrating great leadership and letting them express themselves positively can lead to high teacher efficacy. Teachers also display positive behaviors in doing their jobs because of the influence of the school heads.

Constructed from the results and conclusions, the researcher suggests the recommendations for the teachers in the public sector to continue to strengthen the level of instructional leadership, managerial competence, interpersonal communication competence, and teacher efficacy by revisiting policies centered on these variables. This may result to better a school, teacher, and students' outcomes.

The Department of education may prioritize the development of instructional leadership, managerial competence, and interpersonal communication competence of school heads.

These programs may be evidence-based and may be regularly updated to reflect the latest research in educational leadership. Concurrently, school heads may actively seek opportunities to improve their skills in these areas, recognizing the significant impact they have on their teachers' self-efficacy and by extension, on student outcomes.

First, the findings reveal a high description of instructional leadership and has a significant relationship to efficacy of teachers. These findings indicate that instructional leadership is an important factor in helping the teachers. Based on this, it is recommended that teachers as the direct beneficiaries of improved leadership may be encouraged to participate in the professional development activities that boost their self-efficacy particularly in the areas that align with their school leaders' enhanced competence. This could include workshop on innovative teaching methods, classroom management strategies and effective communication techniques.

In addition, another high description of interpersonal communication competence of school heads can also become very high with careful talks and to be more sensitive to their words in having conversations to their teachers. School administrators should always put in mind that talking to teachers that makes them feel convenient and comfortable will be of great help for teachers to be happier in the work place because they know that their administrators are also with them not only for work but also for their personal concerns in life.

In another work, Sunil (2023) had studied the level to which leaders who support teacher professional learning and teaching as well as a high level of culture of collegiality would be beneficial for teacher efficacy. According to their research, teachers who were supported by their leaders including feedback as an instructional coach and access to professional learning communities had higher levels of self-efficacy.

This approach supports the findings of Sezgin et al. (2020), which highlights the worth of school administrators who stand-in mentorship, valuable learning, and a growing mindset in order to increase teachers' confidence in their ability to influence student outcomes. Additionally, school administrators have a favorable impact on teachers' motivation and performance when they give priority to their growth through focused interventions.

Secondly, the findings also reveal a high description of managerial competence of school heads, and at the same time has a significant relationship to efficacy of teachers. These findings specify that managerial competence of school heads is of great in helping teachers in doing their tasks in school. With this, it is recommended that school heads may engage themselves to professional development programs that focus on improving their managerial skills that are necessary in managing school operations. They may also engage themselves to peer mentoring and peer collaborations.

The high description of managerial competence of school heads can be improved at the same time from a high to a very high description. It means that administrators in school may be more careful in the utilization of the school resources and may always adhere to the intended purpose. It is also very important for school heads to include teachers in the planning with regards to utilization of all the resources so that transparency is evident to every personnel in the organization. They may also create opportunities for teachers to lead projects or committees which can empower them, thereby enhancing their sense of efficacy and investment in the school's mission.

The study's conclusion of Lourena et al. (2020) supports the finding highlighting the need for school administrators to have strong managerial competence since they can increase teachers' effectiveness and efficiency. The way tasks are completed will be impacted by ineffective teaching, and this will ultimately affect the degree to which educational goals are achieved. The study's findings demonstrate that managerial competence of school leaders has a positive and substantial influence on teachers' effectiveness, and that it needs to be preserved and continuously enhanced.

Thirdly, another high description of interpersonal communication competence of school heads shows that school leaders have positive working relationship to the teachers through establishing communication to them. However, this can also become very high with careful talks and to be more sensitive to their words in having conversations to their teachers. School administrators may always put in mind that talking to teachers where they can feel comfort will be of great help for teachers to be happier in the work place because they know that their administrators are also with them not only for work but also for their personal concerns in life.

Additionally, school administrators may also undergo trainings about communicating effectively in areas like conflict resolution, empathy, and active listening. These are important elements in maintaining a positive relationship between school leaders and teachers in the teaching workplace. The trainings that will enable school heads to be more sensitive and strategic in communicating with teachers are great ways in resolving issues and maintain great professionalism.

In the context of interpersonal communication competence, Hermawan, Ghozali, & Sayuti (2023) have proven the substantial relationship between the interpersonal communication competence of school heads and the efficacy of teachers. They oppose that a main method for influencing change in performance is interpersonal communication, which connects linguistic with mental processes in inspiration, insight, and learning. In order to help teachers improve their performance, school administrators, managers, supervisors, and education offices should provide them with the necessary coaching to increase their interpersonal communication, teamwork, adversity quotient, and work motivation. As a result, educators will work in classrooms more effectively.

Accordingly, the results would hopefully encourage leaders in the Department of Education to foster a conducive environment that boosts efficacy of teachers, it's important for the Department of Education to consider policies that support the well-being programs for teachers. These initiatives may aim not only to enhance pedagogical skills but also to address teacher stress and other factors that affect them to perform well in the school, especially in the teaching and learning process. Establishing a welcoming communication between the school heads and subordinates where teachers can voice concerns and suggestions can also strengthen commitment by making teachers feel valued and heard.

Furthermore, it is hereby recommended for teachers aiming to improve their efficacy in school, it is beneficial to improve instructional strategies, classroom management and student engagement. Teachers may strive to implement alternative strategies in teaching the students and adjust the lessons to the level of the students. The teachers may also establish a classroom management system with each group of students and manage students to follow classroom rules. It is also be noted that teachers should help students to believe they can do well in schoolwork.

Lastly, it is suggested that further researches be conducted to explore additional factors that might mediate the relationships between instructional leadership, managerial, and interpersonal communication competence, and efficacy of teachers. An action plan to enhance efficacy of teachers may be developed, and a dissemination strategy through seminars or publication in a reputable international journal should be launched to present the study's findings. They may also explore how these factors interact with other variables. Such research would contribute valuable insights to ongoing efforts to achieve SDG # 4 ensuring inclusive and equitable quality education for all.

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