

SCHOOL HEADS' EDUCATIONAL MANAGEMENT AND LEADERSHIP IN RELATION TO TEACHERS' EFFICACY IN PUBLIC ELEMENTARY SCHOOL THIRD CONGRESSIONAL DISTRICT, BOHOL

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ABSTRACT

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This study examined the educational management and educational leadership practices of school heads and their relationship with teachers' efficacy in public elementary schools in the Third Congressional District of Bohol. Specifically, it assessed the extent of educational management in terms of mission and educational values, quality of teaching and learning, resources for learning, and community engagement; educational leadership across key instructional and organizational domains; and teachers' efficacy in student engagement, instructional strategies, and classroom

management. The study employed a quantitative descriptive-correlational design involving 168 school heads and teachers selected through proportionate random sampling. Data were analyzed using weighted mean, standard



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deviation, frequency, percentage, and Spearman's rho correlation. Findings revealed that school heads demonstrated very good educational management ($M = 3.64$) and educational leadership ($M = 3.57$), while teachers exhibited a very high level of efficacy ($M = 3.48$). Significant positive relationships were found between educational management and educational leadership ($r = .708$, $p < .001$), educational management and teachers' efficacy ($r = .559$, $p < .001$), and educational leadership and teachers' efficacy ($r = .633$, $p < .001$). These findings suggest that effective school management and leadership strengthen teachers' confidence and instructional effectiveness. The study underscores the importance of integrated leadership and management practices in promoting teacher efficacy and sustaining quality basic education.

INTRODUCTION

In an era of rapid educational change, accountability measures, and the pursuit of excellent learning outcomes, educational leadership has become an increasingly significant factor in determining school performance. School leaders are supposed to be instructional leaders, organizational managers, and agents of continuous improvement, creating conditions that allow teachers to provide meaningful learning experiences. Successful school leaders are not simply administrators of school operations. They are cultivators of school culture, cultivators of professional cooperation, and cultivators of environments that promote teacher confidence and ability to improve student learning (Hallinger & Wang, 2021; Leithwood et al., 2020).

Teacher efficacy, or teachers' beliefs in their capacity to plan and execute activities that enhance student learning, has repeatedly been identified as a strong predictor of instructional quality, classroom management, student engagement, and academic performance. Teachers with high efficacy beliefs are more likely to embrace creative instructional practices, persevere through problems, and sustain positive connections with learners and stakeholders (Tschannen-Moran & Hoy, 2001; Zee & Koomen, 2016). Thus, the promotion of teacher efficacy is a shared responsibility of educational institutions, with school leadership as one of the most powerful contextual factors.

Contemporary educational leadership literature indicates that successful school administration goes beyond organizational efficiency to include strategic planning, participative decision-making, resource mobilization, community participation, and the promotion of a common vision of learning (OECD, 2020). School leaders who foster positive organizational climates and promote professional development are important for teacher motivation and instructional effectiveness. These leadership skills are especially pertinent in public primary schools, where diverse learner needs, limited resources, and increasing curriculum demands necessitate adaptable and participatory management approaches.

In the Philippine basic education system, school heads are mandated

to adopt School-Based Management (SBM), instructional supervision, and leadership practices to support ongoing school development in response to local educational realities. Despite these duties, differences in leadership practice and management may affect teachers' perceived institutional support and confidence in their instructional tasks. Understanding these linkages is important for establishing evidence-based professional development activities and improving school governance.

While many studies have addressed educational administration, leadership, and teacher efficacy separately, very few have examined the relationships between these organizational characteristics in the context of local public primary schools. This divide is particularly visible at the district level, where school administrators and teachers operate within common administrative systems yet face distinct community and educational challenges. Most previous research has examined leadership or teacher efficacy in isolation, so there is little empirical evidence on the simultaneous relationships among educational management, educational leadership, and teacher efficacy in a localized public elementary school setting. There is growing research on educational leadership and teacher performance, but the data remain context-specific, as institutional culture, organizational resources, and local educational realities shape leadership approaches. Therefore, studying these interactions within a specific public school setting will provide a better understanding of the collective role of management and leadership in teacher efficacy.

In this light, the present study investigated the educational management and leadership methods of school heads in public elementary schools in the Third Congressional District of Bohol and their link with teachers' efficacy. The study aims to find empirical evidence on these organizational and instructional factors that can guide leadership development initiatives, improve school management practices, and support policies that foster teacher effectiveness and continuous improvement in basic education.

Theoretical Background. The study is anchored in Instructional Leadership Theory, Transformational Leadership Theory, and Teacher Self-Efficacy Theory, which explain how school heads' management and leadership practices affect teachers' confidence and effectiveness in performing their professional responsibilities. These complementary viewpoints provide a comprehensive framework for analyzing the relationship among educational administration, educational leadership, and teachers' efficacy in public primary schools.

The first theoretical foundation is the Instructional Leadership Theory, established primarily by Philip Hallinger, which emphasizes that effective school leaders focus on teaching and learning as the primary responsibilities of educational institutions. School administrators develop a strong school mission, manage the curriculum, monitor instructional methods, provide professional development for teachers, and cultivate a culture of continuous improvement. Instructional leadership shifts the focus from administrative activities to

collaborative decision-making and the quality of instruction, thereby resulting in greater teacher effectiveness and student achievement (Hallinger & Wang, 2021). The educational management practices of school heads, such as mission and educational values, quality of teaching and learning, resources for learning, and community engagement, are a crucial aspect of instructional leadership that could improve teachers' efficacy in the context of this study.

The study is also based on the Transformational Leadership Theory of Bernard M. Bass, which is anchored in the older work of James MacGregor Burns. It means that a competent leader motivates and inspires their colleagues by generating a shared vision, fostering collaboration, promoting innovation, and advancing professional growth. Transformational leaders establish an organizational atmosphere that fosters a sense of value, empowerment, and commitment among teachers to achieve common educational goals. Such leadership increases teachers' intrinsic desire and commitment to change, leading to higher organizational involvement and improved instructional practices (Bass & Riggio, 2006). The educational leadership domains in this study (learning processes, assessment, teachers and staff, leading change, and high-impact technology) constitute transformational leadership behaviors that positively influence teachers' professional efficacy.

The third theoretical foundation is the Teacher Self-Efficacy Theory, which is based on the wider Social Cognitive Theory provided by Albert Bandura. The idea argues that people's views about their skills are a major determinant of their motivation, tenacity, decision-making, and performance. Teachers with high self-efficacy are more likely to employ creative teaching practices, manage classrooms, work with diverse learners, and be resilient in the face of professional problems (Bandura, 1997). Self-efficacy is nurtured through mastery experiences, vicarious learning, social persuasion, and emotional control, all of which may be enhanced by supportive school leaders and competent organizational management. Thus, it is anticipated that school contexts characterized by collaborative leadership, continuing professional development, and a strong organizational culture will promote teacher effectiveness.

These theories are not stand-alone viewpoints but rather complementary explanations of educational effectiveness. Instructional leadership is about organizational direction, transformational leadership is about motivation and cooperation, and teacher self-efficacy theory is about how supportive leadership settings enhance teachers' beliefs about their professional potential. Together, these theories indicate that educational management provides the organizational structures for the effective functioning of schools, educational leadership provides an enabling and empowering professional climate, and teacher self-efficacy is the individual psychological mechanism through which these organizational influences are translated into effective teaching practices. The combination of these views provides a cohesive theoretical lens for analyzing the association between school heads' management and leadership

practices and teachers' efficacy in public primary schools.

Review of Related Literature and Studies. Educational administration and leadership are at the heart of school effectiveness because they affect the circumstances for teaching and learning. School leaders must lead, manage resources, assist teachers, and foster a school culture that encourages continual improvement. Effective school administration is more than simply administrative compliance; it is a process of harmonizing the school's vision, instructional priorities, learning resources, and community relationships to promote educational outcomes.

School-Based Management has further reinforced the role of school heads in supporting participatory decision-making, accountability, and responsiveness to local school requirements. School leaders in decentralized education systems have greater responsibility for securing resources, engaging stakeholders, and implementing reform efforts. However, the quality of school administration is primarily determined by school heads' capacity to translate policies into relevant practices that benefit teachers and learners. Leithwood et al. (2020) note that strong school leadership improves the school environment and builds teachers' capacity, thereby indirectly impacting learning.

Educational leadership is also related to the quality of teaching and the professional atmosphere of schools. Instructional leadership emphasizes the role of the school head in establishing educational goals, overseeing curriculum implementation, supporting instructional practices, and fostering a culture of learning. Hallinger and Wang (2021) suggest that instructional leadership remains vital, as school development is contingent on ongoing attention to teaching and learning. When school leaders provide instructional guidance, foster cooperation, and support professional development, teachers are more likely to report greater guidance, appreciation, and efficacy in their practice.

Transformational leadership also provides an important perspective in understanding school leadership. Leaders who inspire a shared vision, encourage innovation, and recognize teachers' professional contributions help create a supportive environment that motivates teachers to perform well. Such leadership is particularly important in public schools where teachers must respond to diverse learner needs, limited resources, and changing curricular demands. A leadership climate that promotes trust, participation, and professional growth may strengthen teachers' commitment and confidence in carrying out instructional responsibilities.

The quality of instruction is largely dependent on teacher effectiveness. It is about teachers' beliefs in their competence to influence student learning, manage their classrooms, and employ effective teaching practices. Teachers with high efficacy beliefs are more persistent, more open to innovation, and more confident in their ability to cope with classroom problems. Tschannen-Moran and Hoy (2001) defined teacher effectiveness in terms of instructional decision-making, student involvement, and classroom management (p. 801). Similarly, Zee and Koomen (2016) showed that teacher self-efficacy was

connected with classroom procedures, student adjustment, and teacher well-being.

Over the years, educational research has increasingly focused on the link between school leadership and teacher efficacy. Supportive school leaders may enhance teacher efficacy by offering constructive criticism, supporting professional development, building a culture of collegial support, and cultivating a pleasant school atmosphere. Leadership strategies that acknowledge teachers' expertise and include them in school development initiatives may foster a greater sense of competence and professional agency. In this view, teacher effectiveness is not just a matter of individual competence but also of organizational climate generated by school leadership.

The association between management and leadership has long been acknowledged; however, empirical findings have been varied across educational systems and business situations. These differences suggest that contextual factors may affect the extent to which management and leadership approaches influence teacher outcomes, underscoring the need for localized research.

Further studies show that educational administration and leadership are closely related. Management offers structure, methods, and resources, while leadership provides direction, inspiration, and meaning for school reform activities. A well-run school can give stability, but it takes good leadership to drive instructional innovation and teacher engagement. Thus, the combined impact of educational management and leadership may influence teachers' performance, particularly in student engagement, instructional strategies, and classroom management.

In the Philippine public education system, school heads assume numerous tasks as administrators, instructional supervisors, community coordinators, and change leaders. These tasks are to balance obedience to educational policies and response to local school circumstances. While national policies advocate school-based management and instructional leadership, the extent to which they are implemented in school heads' practices may vary across schools and districts. Hence, the relationship between school heads' educational administration and leadership and teachers' efficacy might be a useful source of evidence for improving school governance and support systems for teachers.

Although previous studies have examined school leadership and teacher efficacy separately, there remains a continuing need for localized studies that examine how these variables interact in specific public school contexts. In the Third Congressional District of Bohol, such inquiry is important because school heads and teachers operate within shared educational structures while responding to different community conditions and institutional needs. This study contributes to the literature by examining the relationships among school heads' educational management and leadership and teachers' efficacy to inform proposed enhancement measures for public elementary schools.

METHODOLOGY

Design. This study employed a quantitative descriptive-correlational research design to examine the educational management and educational leadership practices of school heads and their relationship with teachers' efficacy in public elementary schools in the Third Congressional District of Bohol. The descriptive component was used to assess the extent of educational management and leadership practices among school heads and the level of teachers' efficacy. The correlational component was used to assess whether there are significant correlations between the variables of the research. This method is ideal because it allows for systematic description of current circumstances and evaluation of naturally occurring connections without manipulating variables.

Environment. The study was conducted at selected public elementary schools in the Third Congressional District of Bohol, Philippines. The district comprises a range of schools across urban and rural settings, making it an ideal context for studying school administration, leadership practices, and teacher efficacy in basic education. The participating schools work under the principles and standards of the Department of Education while adapting to the local educational needs and community circumstances.

Respondents. The respondents consisted of public elementary school heads and teachers from the Third Congressional District of Bohol. School heads served as respondents in assessing educational management and leadership practices, while teachers assessed the efficacy of these practices in terms of student engagement, instructional strategies, and classroom management.

The required sample size was determined using a **95% confidence level and a 5% margin of error**. Respondents were selected through **proportionate stratified random sampling**, ensuring adequate representation of participating schools according to their respective teacher populations. Within each stratum, participants were selected through a computer-generated randomization procedure, providing every eligible respondent with an equal opportunity to participate and minimizing sampling bias.

Research Instrument. Data were collected using a structured questionnaire consisting of three sections corresponding to the study variables. The first section measured educational management practices across the domains of mission and educational values, quality of teaching and learning, resources for learning, and community partnership. The second section assessed educational leadership practices, including learning processes, assessment, teachers and staff development, leading change, and the integration of high-impact technology. The third section measured teachers' efficacy in student engagement, instructional strategies, and classroom management.

The instrument was adapted from established educational leadership and teacher efficacy frameworks and underwent content validation by experts in

educational management, leadership, and research methodology. Revisions were incorporated based on expert recommendations. Pilot testing conducted among respondents outside the study area yielded acceptable reliability coefficients, indicating satisfactory internal consistency of the instrument.

Data Collection Procedures. Prior to data collection, permission to conduct the study was obtained from the appropriate educational authorities and school administrators. After obtaining informed consent, the questionnaires were administered in person to the selected respondents. Participants were informed of the purpose of the study, that participation was voluntary, and that the information they provided would be kept confidential. Completed questionnaires were retrieved, checked for completeness, coded, and prepared for statistical analysis.

Statistical Treatment of Data. Descriptive statistics, including frequencies, percentages, weighted means, and standard deviations, were used to describe educational management practices, educational leadership practices, and teachers' efficacy.

To determine the relationships among the study variables, the Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed. The level of significance was set at 0.05, and the resulting correlation coefficients were interpreted using established guidelines to determine the strength and direction of the relationships.

Ethical Considerations. The study adhered to the fundamental ethical principles of educational research, including respect for persons, beneficence, and justice. Participation was entirely voluntary, and informed consent was obtained from all respondents before data collection. Participants were assured that their identities and responses would remain confidential and would be used solely for academic and research purposes. No identifying information was included in the data analysis or presentation of results, and respondents were informed of their right to withdraw from the study at any stage without penalty.

RESULTS AND DISCUSSION

School Heads' Educational Management as Perceived by School Heads and Teachers. The respondents perceived the educational management practices of school heads as very good across all domains, yielding an overall composite mean of 3.64 (SD = 0.33). Among the five dimensions, school mission and educational values received the highest rating ($M = 3.77$), suggesting that respondents recognized a clear institutional direction and a shared educational philosophy guiding school operations. In contrast, resources for learning received the lowest mean score ($M = 3.56$). However, it remained in the very good category, indicating opportunities further to strengthen the adequacy and sustainability of instructional resources.

Table 1. *School Heads’ Educational Management as Perceived by School Heads and Teachers (N = 168)*

Domain	Mean	SD	Interpretation	Rank
School Mission and Educational Values	3.77	0.34	Very Good	1
School Management and Leadership	3.65	0.39	Very Good	2
School Community Engagement	3.63	0.41	Very Good	3
Quality of Teaching and Learning	3.61	0.39	Very Good	4
Resources for Learning	3.56	0.45	Very Good	5
Overall Educational Management	3.64	0.33	Very Good	

Note. Scale interpretation: 3.26–4.00 = *Very Good*.

The findings suggest that school heads effectively cultivate organizational cultures anchored in shared values, collaborative leadership, and stakeholder participation. The relatively higher ratings for mission and educational values, management and leadership, and community engagement indicate that school leaders prioritize strategic direction and collaborative governance in managing their schools. These practices are consistent with instructional leadership principles, which emphasize establishing a shared vision and fostering supportive learning environments that promote school improvement (Hallinger & Wang, 2021).

Meanwhile, the comparatively lower rating of learning resources may reflect the ongoing challenges faced by public schools in ensuring adequate facilities, instructional materials, and technological resources. Similar observations have been reported in educational leadership literature, where

Table 2. *School Heads' Educational Leadership as Perceived by School Heads and Teachers (N = 168)*

Domain	Mean	SD	Interpretation	Rank
Assessment	3.69	0.42	Very Good	1
Teachers and Staff	3.67	0.39	Very Good	2
Learning Processes	3.67	0.41	Very Good	3
Students	3.65	0.43	Very Good	4
Finance, Legal, and Operations	3.64	0.42	Very Good	5
Parents	3.58	0.46	Very Good	6
High Impact Technology	3.58	0.37	Very Good	7
Customizing Curriculum	3.56	0.44	Very Good	8
Leading Change	3.50	0.43	Very Good	9
School Environment	3.49	0.47	Very Good	10
Curating Content	3.25	0.59	Very Good	11
Overall Educational Leadership	3.57	0.33	Very Good	

Note. Scale interpretation: 3.26–4.00 = Very Good.

The respondents regarded the educational leadership practices of school heads as very good, with an overall composite mean of 3.57 (SD = 0.33). Assessment was rated highest among the leadership aspects (M = 3.69), while teachers and staff (M = 3.67) and learning process (M = 3.67) were close behind. The data imply that school heads strongly conduct instructional leadership by promoting formative assessment, professional development, and learner-centered teaching approaches. Such leadership actions are compatible with instructional leadership models, which see the monitoring of learning outcomes and the support of teacher development as core duties of effective school leaders (Hallinger & Wang, 2021).

Similarly, the strong scores in students, finance, legal and operations, and parent involvement demonstrate that school leaders have balanced leadership approaches that extend beyond classroom instruction to encompass organizational management and stakeholder collaboration. The findings support the concept that strong educational leaders can build supportive settings that improve instruction through sound governance, stakeholder involvement, and shared accountability (Leithwood et al., 2020).

Conversely, curating content registered the lowest mean score (M = 3.25), although it remained within the very good descriptive level. This relatively lower rating may suggest continuing opportunities to strengthen the development and accessibility of high-quality instructional resources, including digital libraries, updated learning materials, and technology-enhanced content delivery. Likewise, the comparatively lower ratings for the school environment and leading change imply the need to enhance further organizational culture,

innovation, and change management initiatives to sustain continuous school improvement.

Overall, the findings portray school heads as instructional leaders who effectively support assessment practices, teacher development, and student learning while maintaining sound organizational management. Nevertheless, strengthening curriculum resource development and transformational leadership initiatives may further enhance educational leadership practices and improve teaching effectiveness and school performance.

Teachers’ Efficacy as Perceived by School Heads and Teachers. Teachers’ effectiveness was rated very high by the respondents (composite mean = 3.48, SD = 0.37). Across the three dimensions, student involvement had the highest mean (M = 3.48), followed closely by instructional techniques (M = 3.48) and classroom management (M = 3.47). The small difference across categories indicates that instructors tend to be quite confident in their ability to facilitate learning, use effective instructional approaches, and create productive classroom settings.

Table 3. *Teachers’ Efficacy as Perceived by School Heads and Teachers (N = 168)*

Domain	Mean	SD	Interpretation	Rank
Student Engagement	3.48	0.39	Very High	1
Instructional Strategies	3.48	0.42	Very High	2
Classroom Management	3.47	0.43	Very High	3
Overall Teachers’ Efficacy	3.48	0.37	Very High	

Note. Scale interpretation: 3.26–4.00 = Very High.

The relatively higher rating for student engagement indicates that teachers perceive themselves as capable of motivating learners, fostering meaningful participation, and cultivating positive attitudes toward learning. Likewise, the high scores on instructional techniques indicate that instructors feel confident in modifying their classes, using various evaluation methods, and reacting to the different learning requirements of pupils. The findings are consistent with Teacher Self-Efficacy Theory, which suggests that instructors with higher efficacy beliefs are more likely to use creative teaching strategies and persevere in the face of instructional difficulties (Bandura, 1997).

Likewise, the high score on classroom management indicates that instructors feel confident in creating organized learning environments, establishing classroom routines, and managing student conduct. These efficacy beliefs have been linked to increased instructional effectiveness, more student engagement, and more favorable classroom environments. Teachers with high self-efficacy are more resilient and more committed to supporting student learning (Tschannen-Moran & Hoy, 2001), and teacher efficacy contributes positively to instructional quality and teacher well-being (Zee & Koomen, 2016).

To further illustrate the distribution of teachers' efficacy, respondents were classified by their overall efficacy levels.

Table 4. *Distribution of Teachers According to Overall Teachers' Efficacy (N = 168)*

Level of Teachers' Efficacy	Frequency	Percentage
Very High	115	68.45
High	53	31.55
Total	168	100.00

The distribution reveals that 68.45% of the respondents exhibited a very high level of teachers' efficacy, while the remaining 31.55% demonstrated a high level of efficacy. No respondent reported moderate or low levels of efficacy, indicating a generally strong sense of professional capability among public elementary school teachers in the Third Congressional District of Bohol. This finding suggests that teachers possess confidence in engaging learners, implementing effective instructional strategies, and managing classroom dynamics despite the diverse challenges encountered in contemporary educational settings.

Overall, the findings portray a teaching workforce characterized by strong professional confidence and instructional competence. Such efficacy beliefs may provide a favorable foundation for implementing educational innovations and sustaining continuous school improvement initiatives. Moreover, the consistently high ratings across the three domains underscore the importance of supportive educational management and instructional leadership in nurturing teachers' confidence and professional growth.

Relationship Among Educational Management, Educational Leadership, and Teachers' Efficacy. The correlation analysis revealed statistically significant positive relationships among educational management, educational leadership, and teachers' efficacy. Educational management showed a strong positive correlation with educational leadership ($r_{\text{sub}s} = .708, p < .001$), indicating that schools with more effective management practices tend to exhibit stronger leadership practices. Likewise, educational management was moderately correlated with teachers' efficacy ($r_{\text{sub}s} = .559, p < .001$). In contrast, educational leadership exhibited a moderately strong positive relationship with teachers' efficacy ($r_{\text{sub}s} = .633, p < .001$).

Table 4. *Spearman Correlation Matrix of Educational Management, Educational Leadership, and Teachers’ Efficacy (N = 168)*

Variables	1	2	3
1. Educational Management	—	.708**	.559**
2. Educational Leadership	.708**	—	.633**
3. Teachers’ Efficacy	.559**	.633**	—

Note. Spearman’s rho. $p < .001$ (two-tailed).

Among the three relationships, the strongest association was observed between educational management and educational leadership, suggesting that effective organizational management and instructional leadership are complementary dimensions of successful school administration. School heads who establish clear educational goals, manage resources efficiently, and cultivate collaborative school cultures are likewise more likely to demonstrate leadership behaviors that inspire teachers and promote instructional excellence. These findings support the perspective that management provides the organizational foundation upon which effective leadership practices are exercised (Leithwood et al., 2020).

The significant relationship between educational management and teachers’ efficacy further indicates that supportive management practices contribute to teachers’ confidence in engaging learners, implementing instructional strategies, and managing classroom activities. A well-managed school environment provides teachers with clear expectations, adequate resources, professional support, and opportunities for collaboration, all of which contribute to stronger efficacy beliefs. This observation is consistent with Social Cognitive Theory, which suggests that organizational conditions and social support influence individuals’ beliefs about their capabilities (Bandura, 1997).

Similarly, the positive association between educational leadership and teachers’ efficacy underscores the importance of instructional and transformational leadership in fostering teacher effectiveness. School heads who encourage professional growth, facilitate collaborative learning, and provide constructive feedback create environments in which teachers feel empowered to innovate and respond effectively to the diverse needs of learners. These findings are consistent with Meyer et al. (2022), who reported that principal leadership and teacher collaboration significantly contribute to teacher self-efficacy and instructional effectiveness.

Taken together, the findings suggest that educational management and educational leadership function as interconnected organizational processes that collectively strengthen teachers’ efficacy. While management establishes structures, policies, and resources, leadership provides vision, motivation, and professional support that enable teachers to perform confidently and effectively. The significant positive relationships among the variables highlight

the importance of adopting integrated management and leadership approaches to sustain teacher development and improve school performance.

CONCLUSION

The study concludes that public elementary school heads in the Third Congressional District of Bohol exhibit very good educational management and educational leadership practices. At the same time, teachers demonstrate a very high level of efficacy in student engagement, instructional strategies, and classroom management. These findings indicate that the participating schools maintain supportive organizational and instructional environments that foster professional competence and effective teaching practices.

Moreover, the significant positive relationships among educational management, educational leadership, and teachers' efficacy affirm that effective school management and leadership are complementary processes that contribute to teachers' confidence and instructional performance. School heads who establish a shared vision, provide instructional support, manage resources efficiently, and encourage collaboration create conditions that enable teachers to engage learners, implement effective instructional strategies, and manage classrooms successfully. Consequently, strengthening educational management and leadership practices may further enhance teacher efficacy and support continuous school improvement.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are offered:

1. School heads should continue strengthening educational management and instructional leadership practices by fostering collaborative decision-making, enhancing professional learning communities, and promoting a culture of continuous improvement.
2. The Department of Education and school administrators may design and implement leadership development programs focusing on instructional leadership, change management, strategic planning, and resource optimization to sustain effective school governance.
3. Professional development activities should emphasize innovative instructional strategies, learner engagement, classroom management, and collaborative practices that further enhance teachers' efficacy and instructional competence.
4. Schools should strengthen learning resource management and technology integration by investing in instructional materials, digital resources, and technology-supported teaching practices that improve the quality of teaching and learning.
5. Future researchers may employ mixed-methods or longitudinal

designs to explore the mechanisms through which educational management and leadership influence teachers' efficacy and to examine other contextual variables such as organizational climate, teacher motivation, and job satisfaction across different educational settings.

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