

## **Instructional Leadership and Self-Efficacy of Public Secondary School Heads of Laguna: Basis for Administrative Framework**

**Rowan N. Elomina, Ph.D.**

<https://orcid.org/0000-0002-7159-7866>

[rowan.elomina@lspu.edu.ph](mailto:rowan.elomina@lspu.edu.ph)

Laguna State Polytechnic University – Los Baños Campus, Philippines

### **Abstract**

This study examined the instructional leadership and self-efficacy of 94 Laguna Secondary School Heads. The researcher used descriptive-correlational questionnaires to assess and measure variables. Weighted Mean, Standard Deviation, Cronbach Alpha, and Paired Samples t-Test were used to analyse the data. Respondents reported high instructional leadership and school head effectiveness. "Monitoring Learning," has a Very High Extent mean for instructional leadership school head efficacy. Minor indicator: "Evaluating Classroom Practices" (Very High Extent). School principals have stated and observed that instructional leadership differs. Professed and observed instructional leadership decreased. Respondent efficacy is high among instructional leadership school heads. "Creating an Appropriate Structure" has the highest Instructional Leadership School Heads Efficacy mean; "Evaluating Classroom Practices" has the lowest. Professed and seen School Head Self-Efficacy decreased. The findings determined the DepEd and school officials' administrative model. Teachers can help with instructional decisions and school-wide plans. Program supervisors and district supervisors may focus on instructional leadership and self-efficacy. Schools Division Staff may adopt this study's administrative framework. Indicators that were not covered in this study may be the focus of future research to find out how other management practices affect instructional leadership and self-efficacy.

*Keywords – instructional leadership, self-efficacy, management practices*