Shared Instructional Leadership of School Administrators: Its Relationship to Teachers' Self-Efficacy

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ABSTRACT

The study determined the relationship between shared instructional leadership among school administrators and teachers' self-efficacy. The study employed a concurrent parallel mixed method using a descriptive-evaluative-correlational research design. The descriptive design was used to ascertain the level of shared instructional leadership of school administrators and teachers and the level of self-efficacy of teachers. The evaluative design was employed to underscore the significant differences between shared instructional leadership and self-efficacy among groups of respondents. Meanwhile, the correlational design assessed the critical relationship between shared instructional leadership and teachers' self-efficacy. Data revealed that administrators and teachers have a very high level of shared instructional leadership and self-efficacy, which was derived based on the survey's descriptive results. There was a significant difference among groups of respondents and no statistically significant difference among shared instructional leadership and self-efficacy. The alternative hypothesis that no meaningful relationship exists between shared instructional leadership and teacher self-efficacy was also accepted.

Introduction

In the ever-evolving landscape of education, the efficacy of instructional leadership has become a focal point for researchers, practitioners, and policymakers alike [1]. As schools increasingly transition from traditional hierarchical models towards collaborative approaches, understanding how shared leadership practices influence teachers' beliefs in their instructional capabilities is necessary [2]. The inquiry into the chain between shared instructional leadership and teacher self-efficacy is motivated by recognizing that effective leadership is not the sole responsibility of a single individual but rather a collective endeavor. It is also noteworthy that school administrators, teachers, and other school members should collaboratively set goals, design curriculum, and implement effective instructional strategies [4]. Hence, the expertise needed to enhance teaching and learning is expected to be distributed across the school community. As such, it encourages a more democratic and participatory decision-making process where input from various stakeholders is valued and incorporated into the overall educational framework. This collaborative approach fosters a sense of ownership among teachers, empowering them to actively contribute to improving instructional practices and student outcomes.

Moreover, shared instructional leadership extends beyond decision-making to encompass ongoing professional development and support [4]. School administrators work collaboratively with teachers to identify areas for growth, provide mentorship, and facilitate a continuous cycle of improvement. This approach not only strengthens the professional development of individual educators but also creates a culture of collective responsibility for the success of every student [5]. In essence, shared instructional leadership recognizes that effective leadership is a shared endeavor that draws on the diverse strengths and insights of the entire school community to create an environment conducive to high-quality teaching and learning.

The study determined the relationship between the level of shared instructional leadership of school administrators and teachers' self-efficacy in the public elementary schools in Calabanga West District. Specifically, it underscored the following questions:

1. What is the level of practice of shared instructional leadership of school administrators and teachers in public elementary schools, along with shared vision, instructional support, organizational management, interpersonal relations, and personal effectiveness?
2. What is teachers' self-efficacy level along with classroom management, instruction, and student engagement?

3. Are there significant differences among respondents regarding shared instructional leadership and self-efficacy?

4. Is there a significant relationship between the level of shared instructional leadership and teachers' self-efficacy?

5. What are the challenges encountered and strategies school administrators and teachers employ in implementing shared instructional leadership?

As schools navigate the complexities of modern education, understanding the dynamics between shared leadership practices initiated by school administrators and teachers' efficacy in their instructional capabilities becomes crucial. This study underscored the nuanced interplay between shared instructional leadership and teacher self-efficacy, offering insights that could inform leadership development programs, enhance professional collaboration, and ultimately contribute to creating a more supportive and empowering educational environment.

Literature Review

Shared instructional leadership has been shown to impact teacher leadership development positively. According to Ref. [6], shared leadership practices promote teacher autonomy and self-efficacy, essential for developing teacher leadership. Similarly, Ref. [7] found that shared leadership practices were positively associated with teacher leadership development. Several studies have explored the impact of shared instructional leadership on student learning outcomes. Ref. [8] found that shared leadership positively impacted student achievement in primary schools in Saudi Arabia. Similarly, Ref. [9] found that shared instructional leadership positively impacted student learning outcomes in high-poverty schools. Shared instructional leadership has also positively impacted teacher collaboration and professional development. On the other hand, Ref. [10] found that shared leadership practices were positively associated with teacher collaboration.

Research has also found that shared instructional leadership increases teacher job satisfaction and retention. For example, Ref. [10] found that shared leadership practices were positively associated with teacher job satisfaction and retention in Iranian schools. Similarly, Ref. [11] found that shared instructional leadership was positively associated with teacher job satisfaction and intention to stay in Colombian schools. The analysis conducted by Ref. [12] on the effects of a shared vision of teachers' leadership on classroom teaching bared that the elementary school, where systemic alignment and a positive, engaging culture were associated with teachers' willingness to implement instructional change, and the high school, where a minor difference in the shared vision regarding ownership resulted in role conflict, periods of

teacher-teacher leader disengagement, and teacher instructional changes dependent on feelings of ownership and relevance.

According to Ref. [13], the Department of Education (DepEd) understands that instructional preparation is critical to successful teaching and learning. This contributes to the competencies of the school principal because instructional planning is determining what learning opportunities students will have in school by planning the content of instruction, selecting teaching materials, designing learning activities and grouping methods, and deciding on the pacing and allocation of instructional time. This provided a roadmap for school leaders to be highly skilled.

Self-efficacy is used in therapeutic, medical, business, and educational contexts. This data has supported the claim that self-efficacy is a crucial motivating factor. The social cognitive theory provides the theoretical setting for self-efficacy. According to this theory, three interdependent factors are necessary for human functioning. Each step of a feature affects and is affected by every other stage. Thoughts may affect people's conduct, which can affect their environment. Consequently, societal and environmental influences may impact people's beliefs [14].

Ref examined the numerous mediated benefits of instructional leadership. [15], focusing on its direct connections to teachers' professional development and self-efficacy. Three hundred thirty-five elementary and secondary school teachers who worked there were the critical responders of the study, which was conducted in Penang, Malaysia. The study employed a partial least squares structural equation modeling method to examine the data. The results showed that teachers' self-efficacy and their faith in their principals are the mediated effects of instructional leadership and teacher professional development.

According to Ref. [16], teachers' self-efficacy, school-level efficacy, and other school characteristics like collaboration, instructional leadership, and participation all predict their self-reported cognitive activation and classroom management. The 2018 TALIS data from 4255 instructors in 246 schools was assessed in Austria. Multilevel analyses discovered relationships between instructors' self-efficacy, self-reported cognitive activity, and classroom management at both the teacher and school levels. Neither context influence nor cross-level interaction was statistically significant for self-reported mental activity.

Teachers' driving beliefs, namely their self-efficacy and feeling of responsibility for educational achievements, can impact their professional decision-making and teaching strategies. The latter was mentioned in the study by Ref. [17], where it was shown that instructors' motivating beliefs affected whether or not they supported autonomy-supportive instruction, predicting the autonomy support that students reported. Student engagement was

extremely accurately predicted by the degree of autonomy support the students wrote. Students said instructors' motivating attitudes did not directly expect instructional practices and engagement, and there were few indirect effects via teacher- and student-reported autonomy support. There was no significant link between the controlling strategies, as stated by the teacher and the students. Understanding the frequently missing link between teacher motivation and student performance depends on the degree of misalignment between teacher- and student-reported teaching practices. The effectiveness of instruction is essential for students' academic success. Still, little research has been done on how teaching quality changes as students progress through secondary school and how teacher motivating variables influence these changes.

Another research on teacher self-efficacy by Ref. [18] described how teachers' enthusiasm and self-efficacy predicted changes in students' class-level evaluations of teaching quality over the course of one academic year at the start of secondary school. A poll of 1,096 students and their homeroom instructors was conducted, and the results were analyzed. Student perceptions of classroom management, emotional support, and instructional clarity at the class level considerably decreased. Teacher-reported self-efficacy and enhancements in teaching quality did not significantly correlate. In their study on teacher self-efficacy in a special education classroom, Ref. [19] noted that teaching experience and instructional environments impacted self-efficacy. The self-efficacy of instructors increased due to their acquaintance with inclusive education policies. Pre-service teacher education, professional development, and hands-on interaction with people with disabilities were all important influencing variables.

Material and Methods

The study employed a concurrent parallel mixed method using a descriptive-evaluative-correlational research design. The descriptive design was used to ascertain the level of shared instructional leadership of school administrators and the level of self-efficacy of teachers. The evaluative design was employed to underscore the significant differences between shared instructional leadership and self-efficacy among groups of respondents. Meanwhile, the correlational design assessed the critical relationship between shared instructional leadership and teachers' self-efficacy. In like manner, the descriptive qualitative method was used to describe the challenges encountered and strategies school administrators and teachers employed in implementing shared instructional leadership.

The study, involving school administrators and teachers from large and medium-sized schools, was conducted in Calabanga West District. Respondents included administrators with

roles like Principal II, Principal I, Headteacher, Teacher-in-charge Officer-in-charge, and Grade Level Deans (Teachers I, II, III, and Master Teachers I and II), serving for at least one year. Teachers comprised Teachers I, II, and III with a minimum one-year service. Administrators had a 100% response rate, while 80% of the identified 148 teachers completed the survey for various reasons. For qualitative insights, purposive sampling led to twelve in-depth interviews with school heads, master teachers, grade-level chairpersons, and teachers, reaching data saturation at respondent twelve.

The study employed the Shared Instructional Leadership Scale, a checklist created by the researcher, and the Teacher Sense of Efficacy Scale adapted from Ref. [20] to assess efficacy in various areas. In-depth interviews, guided by open-ended questions, explored challenges and strategies in shared instructional leadership among school administrators and teachers.

Results

A. Level of Shared Instructional Leadership of Administrators and Teachers

The level of shared instructional leadership revealed that school administrators and teachers have a very high level, which means there is a synergetic connection among the school community members. Table 1 shows the results of administrators' and teachers' shared instructional leadership.

Table 1. Level of Shared Instructional Leadership of Administrators and Teachers

Dimensions	A	B	Mean	Int.
Personal Effectiveness	3.63	3.33	3.48	VH
Organizational Management	3.62	3.29	3.46	VH
Interpersonal Relations	3.61	3.30	3.45	VH
Instructional Support	3.60	3.27	3.43	VH
Shared Vision	3.63	3.19	3.41	VH
Mean	3.62	3.28	3.45	VH

*Legend: A – Administrators; B – Teachers; Scale/Interval: 3.26 – 4.00=Very High (VH); 2.51 – 3.25=High (H); 1.76 – 2.50=Low (L); 1.00 – 1.75=Very Low (VL)

Along with shared vision, it got the highest mean of 3.48, followed by organizational management, a mean of 3.46; subsequent, interpersonal relations, a mean of 3.45; then, instructional support, a mean of 3.43; and last was shared vision, a mean of 3.41. Both school administrators and teachers encompass a hallmark of shared instructional leadership. In other words, school administrators and teachers employed a high level of shared instructional leadership in their schools. It involves teachers, administrators, and other stakeholders actively making important decisions related to curriculum, instruction, and school improvement.

Furthermore, shared instructional leadership fosters a collaborative learning environment where administrators and teachers collaboratively contribute to shaping

educational practices. This collaborative model ensures that decision-making is inclusive, drawing on administrators' and teachers' diverse perspectives and expertise. The implications extend to improved communication, a sense of ownership among educators, and a more responsive approach to addressing challenges. A very high level of shared instructional leadership not only enhances the professional growth and job satisfaction of teachers but also contributes to the overall effectiveness of administrators in steering the school toward its educational goals. This collaborative leadership approach represents a unified commitment to excellence, innovation, and continuous improvement within the academic community.

B. Level of Self-Efficacy of Teachers

Table 2 shows the results of the teachers' levels of self-efficacy.

Table 2. Level of Self-Efficacy of Teachers

Dimensions	Mean	Int.
Student Engagement	8.28	VH
Classroom Management	8.27	VH
Instruction	8.26	VH
Mean	8.27	VH

*Scale/Interval: 7.41 - 9.00=Very High(VH); 5.81 – 7.40=High(H); 4.21 – 5.80=Moderate (M); 2.61 – 4.20=Low (L); 1.00 - 2.60= Very Low (VL)

In totality, teachers' self-efficacy level revealed that teachers have a very high level along the dimensions. Along with student engagement, it got the highest mean of 8.28, followed by classroom management, a mean of 8.27; and the last was instruction, a mean of 8.26. This meant that teachers of Calabanga West District had a very high level of self-efficacy in classroom management, instruction, and student engagement. Teacher self-efficacy is a driving force in classroom management, instruction, and student engagement. Teachers who possess confidence in their abilities create well-structured, positive learning environments, employ innovative teaching practices, and motivate students to engage in their education actively. The interplay between teacher self-efficacy and student engagement highlights the profound impact that teachers' beliefs in their capabilities have on the quality of the educational experience. Recognizing the importance of self-efficacy in these areas is crucial for promoting a dynamic and successful learning environment where educators and students thrive.

It also profoundly affects instructional practices. Teachers with strong self-efficacy believe in their capacity to facilitate learning effectively. This belief inspires them to set high student expectations, employ innovative teaching methods, and adapt their strategies to meet diverse learning needs. Confident teachers are more willing to experiment with different approaches, integrate technology, and seek professional development opportunities. This results in

engaging, dynamic instruction that captures students' interest and motivates them to participate in their learning actively.

C. Significant differences among the aspects of shared instructional leadership and self-efficacy among groups of respondents

In totality, there was a significant difference only among the groups of respondents. This finding can be linked with the recent study of Ref. [21] that emphasized the importance of embracing shared instructional leadership practices to address the diverse needs of students from various socio-economic and cultural backgrounds. It can be noted that collaborative decision-making involving teachers, administrators, and other stakeholders is essential for designing inclusive instructional strategies that cater to the unique needs of diverse student populations. See Table 3 for the results of the differences among the aspects of shared instructional leadership among respondents.

Table 3. Differences among the Aspects of Shared Instructional Leadership among Groups of Respondents

Source	Sum of Squares	df	Mean Square	F	Sig.	Int
Aspects	.472	4	.118	1.606	.170	Not Significant
Groups	28.359	1	28.359	386.150	.000	Significant
Aspects*Groups	.588	4	.147	2.001	.092	Not Significant
Error	73.808	1005	.073			
Total	11903.690	1015				
Corrected Total	103.486	1014				

*Legend: p<0.05 = Not Significant; p≤ 0.01= Significant

This contemporary perspective aligns with the evolving landscape of education, highlighting the role of shared leadership in promoting equity and inclusivity.

Identifying significant differences among groups of respondents in the context of distributed leadership dimensions holds profound implications for educational leadership and organizational dynamics. Distributed leadership, characterized by the decentralization of leadership responsibilities across various stakeholders, such as teachers, administrators, and even students, is premised on the notion that diverse perspectives contribute to effective decision-making and improved educational outcomes [10]. When analyzing the responses of different groups, such as teachers, administrators, and staff, to distributed leadership dimensions, it becomes apparent that varying perceptions may exist. Recognizing these significant differences is crucial in understanding the nuanced dynamics within a school or educational institution. Table 4 shows the differences among the aspects of teachers' self-efficacy.

The non-significant result suggested that, at the given significance level of 0.05, there was insufficient evidence to reject the null hypothesis, which means there were no differences in

self-efficacy among the respondents. This implied that, based on the data and statistical analysis, the aspects of self-efficacy appeared similar across the groups being studied.

Table 4. Differences Among the Aspects of Self-Efficacy of Teachers

	Sum of Squares	df	Mean Square	F	Sig.	Int
Among Aspects	.033	2	.016	.028	.972	Not Significant
Within Group	211.065	366	.577			
Total	211.098	368				

Legend: p<0.05 = Not Significant; p≤ 0.01= Significant

It is important to note that while the statistical analysis did not detect significant differences, practical or meaningful differences might still exist, and further exploration or qualitative research may be warranted to understand the nuances within each group.

The self-efficacy of teachers is a multifaceted construct influenced by various factors beyond the scope of shared instructional leadership employed by school administrators [7]. While collaborative leadership practices significantly shape the school culture and instructional environment, teachers' self-efficacy is also influenced by individual experiences, professional development opportunities, peer interactions, and personal teaching philosophies. Teachers' confidence in their abilities is a dynamic interplay of internal and external factors extending beyond administrators' immediate influence [8].

D. Significant relationship between the level of shared instructional leadership and teachers' self-efficacy

Table 5 shows that all groups among the teachers were found to have a negligible correlation. When the significance of the correlation between the level of shared instructional leadership and the level of teacher self-efficacy was determined, all resulted in p-values greater than 0.05 level of significance. Hence, correlations between the level of shared instructional leadership and the level of self-efficacy of the teachers showed no significant correlations.

With these findings, the alternative hypothesis that there is no significant relationship between the level of shared instructional leadership and teacher self-efficacy was accepted. This means that the teachers' level of shared instructional leadership stands independently from their self-efficacy. This is because the indicators to measure the level of shared instructional leadership of teachers differ from the level of self-efficacy.

The absence of a significant relationship between shared instructional leadership and teacher self-efficacy may be attributed to various factors within the school context. Firstly, the implementation and effectiveness of shared instructional leadership practices may vary widely across different schools or institutions.

Table 5. Relationship Between the Level of Shared Instructional Leadership and Teacher Self-Efficacy

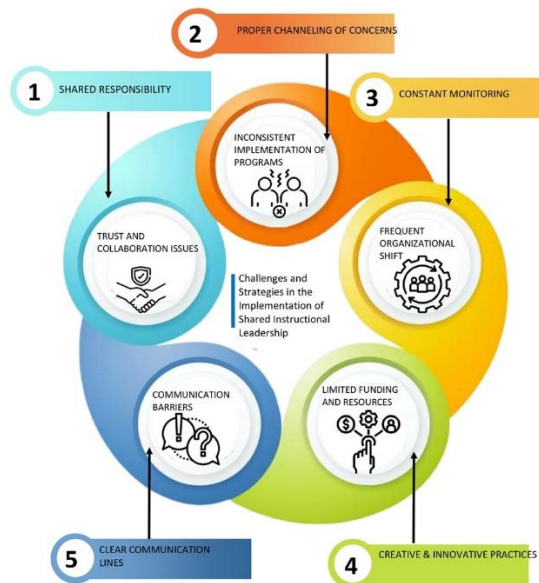| Level of Shared Instructional Leadership	Teacher's Self-Efficacy	r	P-value	Interpretation
Shared Vision	Classroom Management	0.137	0.131	Not Significant
	Instruction	0.064	0.481	Not Significant
	Student Engagement	0.146	0.107	Not Significant
Instructional Support	Classroom Management	-0.003	0.976	Not Significant
	Instruction	-0.004	0.964	Not Significant
	Student Engagement	0.052	0.566	Not Significant
Organizational Management	Classroom Management	0.108	0.232	Not Significant
	Instruction	0.040	0.664	Not Significant
	Student Engagement	0.119	0.191	Not Significant
Interpersonal Relationship	Classroom Management	0.024	0.795	Not Significant
	Instruction	-0.023	0.800	Not Significant
	Student Engagement	0.079	0.385	Not Significant
Personal Effectiveness	Classroom Management	0.096	0.293	Not Significant
	Instruction	0.079	0.384	Not Significant
	Student Engagement	0.061	0.506	Not Significant
Shared Instructional Leadership	Teachers' Self-Efficacy	0.137	0.051	Not Significant

Legend: $p<0.05$ = Not Significant; $p\leq 0.01$ = Significant

Suppose the collaborative efforts among instructional leaders are not well-coordinated or there is a lack of clear communication channels. In that case, teachers may not perceive a direct impact on their self-efficacy. The quality and consistency of shared leadership practices play a crucial role in influencing teachers' beliefs in their abilities to impact student learning outcomes positively.

E. What are the challenges encountered and strategies school administrators and teachers employ in implementing shared instructional leadership?

Fig. 1 illustrates the challenges encountered and strategies used by school administrators and teachers to implement shared instructional leadership. Trust and collaboration issues often arise as individuals accustomed to traditional hierarchical structures may struggle to adapt to more inclusive decision-making processes [6]. Establishing trust among teachers, administrators, and other participants becomes crucial, as does fostering a culture of open communication to ensure that diverse perspectives are valued and considered in decision-making [11]. Inconsistent implementation of programs poses another challenge in shared instructional leadership. Differing interpretations of instructional strategies, curriculum changes, or educational initiatives among team members can lead to fragmented implementation. Changes in leadership, restructuring, or shifts in organizational priorities can disrupt the continuity of collaborative efforts. Limited resources, both in terms of funding and material support, can hinder the capacity to implement shared leadership initiatives fully. Additionally, communication barriers, whether due to hierarchical structures or inadequate

channels for information flow, can impede the exchange of ideas and hinder the smooth functioning of shared instructional leadership models.

Fig. 1. Challenges encountered and Strategies Employed by School Administrators and Teachers in the Implementation of Shared Instructional Leadership

On the contrary, the framework also sprung strategies that aligned with the quantitative results of the study. Shared responsibility may be linked to a shared vision, which garnered a very high level of implementation. Proper channeling, constant monitoring, and clear communication lines all relate to organizational management and interpersonal relations, which resulted in a very high level of implementation in the quantitative part. Creative and innovative practices reflect the aspects of instructional support and organizational management, which was also construed to have a very high level of implementation [22].

Conclusion

In conclusion, the study indicates a strong commitment to shared vision, instructional support, organizational management, interpersonal relations, and personal effectiveness among school administrators and teachers. The findings highlight a notable proficiency in classroom management and a commendable level of self-efficacy among teachers in various aspects. While some areas received slightly lower ratings, the overall assessment suggests high confidence in instructional abilities. The research reveals no significant differences between shared instructional leadership and teacher self-efficacy but identifies variations in perceptions among different groups of respondents. Addressing challenges such as trust, collaboration, program implementation, organizational shifts, limited resources, and communication barriers requires a comprehensive and strategic approach. Embracing these

challenges as opportunities for growth and improvement is crucial for building a resilient shared instructional leadership framework that promotes educational excellence. Integrating creative practices, constant monitoring, clear communication, and shared responsibility is a powerful strategy for successful implementation, fostering an environment where innovation and continuous improvement thrive. As shared instructional leadership becomes increasingly crucial, these strategies provide a comprehensive roadmap for cultivating a culture of excellence and collective responsibility within schools.

Conflict of Interest

I declare that there is no conflict of interest in this study.

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