



Educational Leadership of School Heads, Socio-Emotional Competencies, and Teachers' Self Efficacy in Division of Santa Rosa City

Lucily J Buquiz^{1*}, Susana C. Bautista²

¹⁻² University of Perpetual Help System Laguna, Philippines

* Corresponding Author: **Lucily J Buquiz**

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Abstract

In today's educational landscape, effective leadership plays a crucial role in fostering a positive academic environment, improving teacher performance, and supporting student achievement. Leithwood *et al.* (2020) highlight that school leaders who embrace an educational leadership approach significantly influence both teacher efficacy and student engagement. Additionally, Harris and Jones (2021) stress that to overcome contemporary educational challenges, leaders must create a supportive and motivating workplace where socio-emotional competence is essential. In this context, this study looked into the constructs of educational leadership of school heads, socio-emotional competencies, and teachers' self-efficacy. This research aimed to determine the relationship of educational leadership of school heads, socio-emotional competencies, and teachers' self-efficacy in Division of Sta Rosa City. This study employed a descriptive-correlational research design to describe and correlate the said variables of the study. A sample size of 156 respondents was selected through random sampling from the total number of 260 teachers in the Division of Santa Rosa City. A survey instrument that was modified and adopted from prior studies was employed after being validated by the experts and was tested for its reliability using Cronbach's alpha measure of internal consistency. A significant relationship was found between educational leadership and socio-emotional competencies. Instructional leadership was significantly correlated with all socio-emotional components, while transformational, strategic, and community leadership also exhibited varying degrees of association with socio-emotional factors. Furthermore, all leadership dimensions had a significant relationship with teachers' self-efficacy, with transformational leadership showing the strongest correlation ($r=0.709$). Similarly, all socio-emotional competencies were significantly related to teachers' self-efficacy, with social awareness ($r=0.617$) showing the highest correlation. It was concluded in the study that the school heads exhibit strong leadership and high socio-emotional competencies, enhancing teacher development and school management. Teachers demonstrate high self-efficacy, reflecting confidence and commitment to student success. Stronger educational leadership, especially transformational leadership, boosts both socio-emotional competencies and teacher self-efficacy.

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1. Introduction

In the contemporary educational landscape, effective leadership has become increasingly vital in shaping a positive academic environment, enhancing teacher performance, and promoting student success. According to Leithwood *et al.* (2020)^[75], school leaders who adopt an educational leadership style significantly impact both teacher efficacy and student engagement. Furthermore, research by Harris & Jones (2021)^[54] emphasizes that in addressing modern educational challenges, leaders must

cultivate a supportive and motivating workplace where socio-emotional competence is paramount.

This competence encompasses the ability to navigate complex interpersonal relationships, resolve conflicts, and inspire staff, which is echoed in the findings of Zepeda (2022)^[136], who advocates for emotional intelligence as a key attribute of effective school leadership. As schools face increasing pressures from accountability measures and diverse student needs, the importance of such leadership competencies has never been more apparent, highlighting a critical area for ongoing professional development (Gurr & Drysdale, 2023)^[151]. By fostering a positive organizational culture, school leaders can significantly influence the overall educational experience, ultimately leading to improved outcomes for both teachers and students.

Leithwood *et al.* (2020)^[75] conducted a comprehensive meta-analysis revealing that transformational leadership by head teachers significantly enhances both teacher performance and student achievement. Their findings highlight the importance of cultivating a shared vision and fostering collaborative cultures within schools. Additionally, research by Robinson (2021)^[101] suggests that head teachers who focus on developing socio-emotional competencies create environments that enable teachers to thrive, ultimately leading to improved student well-being and academic performance.

Furthermore, a study by Day & Sammons (2022)^[37] found that effective leadership practices, characterized by strong communication and supportive relationships, are essential in mitigating stress and promoting job satisfaction among educators. In another notable work, Rudd *et al.* (2023)^[103] investigated the role of head teachers in implementing social-emotional learning (SEL) initiatives. They found that leaders who actively advocate for SEL not only enhance the emotional climate of their schools but also improve academic outcomes for students. These studies collectively underscore the importance of strong leadership in fostering positive school environments and improving the educational experience for both teachers and students.

Head teachers with high socio-emotional intelligence foster a supportive environment that boosts teacher morale, enhances student engagement, and improves overall school performance. Smith *et al.* (2021)^[113-115] indicates that effective emotional management and transparent communication from leaders significantly enhance staff motivation and well-being. Conversely, Harris & Johnson (2023)^[61] found that a lack of socio-emotional competence in leadership can lead to increased stress, reduced job satisfaction, and diminished teaching effectiveness.

Teachers play an essential role in shaping both students' academic success and their personal development. Researchers have highlighted the importance of teacher self-efficacy—the belief that educators have in their ability to influence student learning and outcomes—as a significant factor impacting classroom effectiveness. According to Tschannen & Woolfolk (2020)^[126], self-efficacious teachers are more likely to employ innovative instructional strategies and demonstrate persistence in the face of challenges, fostering a positive learning environment.

Similarly, Bandura (2021)^[11] emphasizes that self-efficacy influences teacher resilience and adaptability, which ultimately correlates with enhanced student engagement and achievement. Recent studies further illustrate how various factors contribute to teacher self-efficacy. For instance,

professional development opportunities, as detailed by Klassen & Chiu (2022)^[68], significantly bolster teachers' confidence in their teaching abilities.

Furthermore, leadership support plays a critical role, as evidenced by the work of Burch *et al.* (2023)^[19], which shows that administrative backing can enhance teachers' self-efficacy and job satisfaction. On the contrary, low self-efficacy can lead to an unwillingness to adopt new instructional approaches, increased stress levels, and diminished job satisfaction, underscoring the need for supportive frameworks in educational settings (Skaalvik & Skaalvik, 2021)^[112].

However, despite these numerous studies that investigated the phenomenon, no study yet has been conducted particularly in the Division of Santa Rosa City which talks about the educational leadership of school heads, socio-emotional competencies, and teachers' self-efficacy.

Hence, this study aimed at determining the educational leadership of school heads, socio-emotional competencies, and teachers' self-efficacy in the Division of Santa Rosa City. Eventually, this study could serve as feedback to school heads regarding their educational leadership, socio-emotional competencies, and teachers' self-efficacy. Likewise, it could provide baseline data to educators on how these factors influence teaching effectiveness and professional growth, making them aware of their roles in fostering a supportive learning environment. Lastly, it could also serve to enhance the educational leadership of school heads and their socio-emotional competencies and teachers' overall self-efficacy.

2. Methods

This study determines the educational leadership of school heads, the socio-emotional competencies, and the teachers' self-efficacy in the Division of Santa Rosa City using a descriptive-correlational research design. Copeland (2022) states that the aim of descriptive research is to describe a phenomenon and its characteristics. This research focuses more on what rather than how or why something happens. Correlational research refers to a non-experimental research method that examines the relationship between two variables through statistical analysis. Correlational research does not account for the effects of extraneous variables on the variables under study. Specifically, this study describes the educational leadership of school heads, the socio-emotional competencies, and teachers' self-efficacy. Likewise, it examines the significance of relationships, through correlation, between and among these variables.

The study population consisted of 260 elementary teachers in the Division of Santa Rosa City. The actual sample of 156 respondents was computed using the Raosoft Calculator with a confidence level of 95% and a margin of error of 5% (Rahi, 2019). The selection of respondents was conducted using a simple random sampling technique.

A questionnaire was utilized to acquire the necessary primary data for the study. To ensure convenience in responding to the questions, a four-point (4-point) Likert scale was used. The instrument was divided into three (3) parts: Part 1 focused on the educational leadership of school heads, Part 2 pertained to the socio-emotional competencies of school heads, and Part 3 covered the teachers' self-efficacy in the Division of Santa Rosa City.

The researcher sought the advice of her adviser to assess the substance and suitability of the items. The questionnaire was then submitted for face validation to a panel of experts

consisting of a researcher, a statistician, and a specialist in the field. The suggestions and recommendations of the panel were incorporated into the draft of the questionnaire. Thereafter, the instrument was statistically subjected to a content validation process using Cronbach's Alpha. The

computed Cronbach's alpha coefficient for educational leadership was 0.978, for socio-emotional competencies 0.988, and for teachers' self-efficacy 0.942, indicating that the data collected were valid and reliable.

Table 1: To determine the educational leadership of school heads in Division of Santa Rosa City, the following scale was used:

| Assigned Points | Numerical Ranges | Categorical Responses/Verbal Interpretation |
|-----------------|------------------|---|
| 4 | 3.25-4.00 | Strongly Agree |
| 3 | 2.50-3.24 | Agree |
| 2 | 1.75-2.49 | Disagree |
| 1 | 1.00-1.74 | Strongly Disagree |

Table 2: To determine the school heads' socio -emotional competencies and teachers' efficacy in Division of Santa Rosa City, the following scale was used:

| Assigned Points | Numerical Ranges | Categorical Responses |
|-----------------|------------------|-----------------------|
| 4 | 3.25-4.00 | Very High |
| 3 | 2.50-3.24 | High |
| 2 | 1.75-2.49 | Low |
| 1 | 1.00-1.74 | Very Low |

For this descriptive-correlational research study, the questionnaire was considered the best data-gathering tool. Prior to data collection, the researcher seek permission from the Division Office of Santa Rosa for the distribution of the research instrument. Following this, the researcher informed the administration about the study and requested the total number of faculty for the academic year 2024-2025. The questionnaires were distributed online to the respondents

using Google Forms. The respondents were assured of the privacy and confidentiality of their identities. They voluntarily and privately completed the survey questionnaire via Google Forms. The information gathered was then tallied and statistically analyzed.

3. Results and Discussions

Table 3: Educational Leadership of School Heads

| Indicator | Weighted Mean | Verbal Interpretation | Rank |
|--|---------------|-----------------------|------|
| 1. Instructional leadership | 3.87 | Strongly Agree | 1 |
| 2. Transformational leadership | 3.85 | Strongly Agree | 2 |
| 3. Strategic leadership | 3.83 | Strongly Agree | 3 |
| 4. Community and Stakeholders engagement | 3.81 | Strongly Agree | 4 |
| Overall Weighted Mean | 3.84 | Strongly Agree | |

Table 3 reflect that school heads demonstrate a high level of Educational Leadership, with an overall weighted mean of 3.84, interpreted as Strongly Agree. Among the four leadership dimensions assessed, Instructional Leadership ranks highest (mean = 3.87), indicating that school heads are strongly focused on guiding teaching and learning. This is followed by Transformational Leadership (mean = 3.85), Strategic Leadership (mean = 3.83), and Community and Stakeholders Engagement (mean = 3.81), all of which are also rated highly. School heads were highly effective educational leaders, particularly in instructional leadership, followed by strong capabilities in inspiring change, strategic planning, and engaging with the wider community. School heads exhibit well-rounded and effective leadership across all key areas, with a notable strength in improving instructional quality. Their comprehensive leadership approach supports school improvement and fosters a collaborative, goal-oriented educational environment.

The results of the study affirm the findings of Smith & Jones (2021) [113-115, 54], who highlighted the significance of instructional and transformational leadership in fostering school improvement. Their research emphasizes that effective instructional leadership is crucial in enhancing teaching quality and student outcomes. Similarly, the emphasis on transformational leadership resonates with the work of Brown, who noted that transformational leaders effectively inspire and motivate staff towards a shared vision. Strategic leadership aligns with the findings of Garcia and Nguyen (2022), who argue that long-term vision setting, and resource allocation are essential for sustained school performance. Lastly, while community and stakeholder engagement received comparatively lower ratings, the concerns raised by Lee *et al.* (2023) suggest that enhancing these connections can significantly boost leadership effectiveness and support school initiatives.

Table 4: Socio-emotional Competencies of School Heads

| Indicator | Weighted Mean | Verbal Interpretation | Rank |
|--------------------------------|---------------|-----------------------|------|
| 1. Self-awareness | 3.76 | Very High | 5 |
| 2. Self-management | 3.77 | Very High | 4 |
| 3. Social awareness | 3.79 | Very High | 1.5 |
| 4. Responsible decision making | 3.79 | Very High | 1.5 |
| 5. self-regulation | 3.78 | Very High | 3 |
| Overall Weighted Mean | 3.78 | Very High | |

Table 4 presents the assessment of the Socio-emotional Competencies of school heads, with an overall weighted mean of 3.78, verbally interpreted as Very High. This indicates that school heads consistently demonstrate strong socio-emotional skills in their leadership roles. The highest-rated competencies are Social Awareness and Responsible Decision Making (mean = 3.79 each), reflecting the heads' ability to understand others' perspectives and make ethical, informed decisions. These are followed closely by Self-regulation (mean = 3.78), Self-management (mean = 3.77), and Self-awareness (mean = 3.76), all of which also received Very High ratings.

School heads possess strong socio-emotional competencies, especially in social awareness and responsible decision-making. Their abilities to manage themselves, regulate emotions, and understand their own behaviors are also highly regarded.

School heads demonstrate a very high level of socio-emotional competence, enabling them to lead with empathy, self-discipline, and ethical judgment. These competencies play a vital role in fostering positive relationships, sound decision-making, and a healthy school climate.

The results imply that school heads exhibited a robust

capacity for managing their emotions and interacting positively with others, which is essential for effective school leadership. Strengthening their self-awareness could lead to even greater leadership resilience and mindful decision making in various school contexts.

Recent studies have underscored the critical role of socio-emotional competencies in effective school leadership. Retardo (2024) emphasizes that school heads with commendable socio-emotional skills foster stronger school-community relationships, which are vital for delivering quality education and achieving high academic outcomes. Similarly, Dumandan and Ocay (2025) highlight that school heads exhibiting high emotional intelligence, particularly in self-awareness and self-management, demonstrate enhanced decision-making capabilities, further mediated by their proficiency in technology leadership. Furthermore, Alitagtag (2021) suggests that improving emotional intelligence among school heads, especially in areas like social awareness and responsible decision-making, can elevate their leadership effectiveness from "effective" to "highly effective." These findings collectively suggest that developing socio-emotional competencies is essential for school heads to lead effectively and foster positive educational environments.

Table 5: The Teachers' Self-efficacy in the Division of Santa Rosa City

| Indicator | Weighted Mean | Verbal Interpretation | Rank |
|---|---------------|-----------------------|------|
| 1. Teachers in the Division of Sta. Rosa City believe in their ability to deliver effective and engaging instruction. | 3.83 | Very High | 7 |
| 2. Teachers in the Division of Sta. Rosa City manage classrooms efficiently, maintaining discipline while fostering a positive learning environment. | 3.85 | Very High | 5 |
| 3. Teachers in the Division of Sta. Rosa City adapt to diverse student needs by modifying teaching strategies and providing differentiated instruction. | 3.80 | Very High | 8 |
| 4. Teachers in the Division of Sta. Rosa City set high expectations for student achievement and work towards academic excellence. | 3.77 | Very High | 10 |
| 5. Teachers in the Division of Sta. Rosa City employ innovative teaching methods and integrate technology to enhance learning outcomes. | 3.81 | Very High | 9 |
| 6. Teachers in the Division of Sta. Rosa City demonstrate resilience by overcoming challenges and staying committed to their teaching mission. | 3.89 | Very High | 2 |
| 7. Teachers in the Division of Sta. Rosa City seek continuous professional growth through training, workshops, and collaboration. | 3.86 | Very High | 3.5 |
| 8. Teachers in the Division of Sta. Rosa City assess student progress effectively and adjust teaching methods accordingly. | 3.84 | Very High | 6 |
| 9. Teachers in the Division of Sta. Rosa City foster strong relationships with students, parents, and colleagues to support learning and development. | 3.86 | Very High | 3.5 |
| 10. Teachers in the Division of Sta. Rosa City inspire students through encouragement, motivation, and a passion for lifelong learning. | 3.90 | Very High | 1 |
| Average | 3.84 | Very High | |

Table 5 reveals that teachers in the Division of Santa Rosa City exhibit a Very High level of self-efficacy, with an overall weighted mean of 3.84. The highest-rated indicator is their ability to inspire students through encouragement, motivation, and a passion for lifelong learning (mean = 3.90), reflecting a strong commitment to student growth and inspiration. Other highly rated areas include resilience in

overcoming challenges (mean = 3.89), and professional growth and relationship-building (mean = 3.86). Even the lowest-rated indicators, such as setting high expectations (mean = 3.77) and adapting instruction to diverse needs (mean = 3.80), still fall within the Very High range, indicating overall confidence and competence among teachers. Teachers in Santa Rosa City demonstrate very high

self-efficacy across all measured areas, particularly in motivating students, staying resilient, and continuously improving their teaching practice. They are confident in their instructional abilities, classroom management, and ability to adapt to students' needs.

Teachers in the Division of Santa Rosa City possess a strong sense of self-efficacy, which is evident in their instructional practices, commitment to professional growth, and ability to foster meaningful relationships. This high level of confidence and competence contributes significantly to quality education and positive student outcomes in the division.

The results of the study affirm with Kholifah *et al.* (2023) [67] demonstrated that higher self-efficacy among vocational teachers in Indonesia positively impacts their teaching

effectiveness, particularly when mediated by digital technology proficiency and psychological well-being. Furthermore, a meta-analysis by Liu *et al.* (2024) [77] revealed a moderate positive correlation between teacher self-efficacy and resilience, suggesting that confident teachers are better equipped to overcome challenges and maintain commitment to their teaching mission. Additionally, research by Klassen & Durksen (2021) highlighted the importance of self-efficacy in adapting to diverse student needs and employing innovative teaching methods, especially during the COVID-19 pandemic. These studies collectively underscore the significance of fostering teacher self-efficacy to enhance instructional quality and support student success.

Table 6: Relationship between the Educational Leadership and the Socio-emotional Competencies of School Heads

| Educational leadership | Socio-emotional competencies | | | | |
|---------------------------------------|--|--|--|--|--|
| | Self-awareness | Self-management | Social awareness | Responsible decision making | Self-regulation |
| Instructional leadership | r=0.735** Moderate correlation p=0.000 | r=0.605** Moderate correlation p=0.000 | r=0.682** Moderate correlation p=0.000 | r=0.648** Moderate correlation p=0.000 | r=0.567** Moderate correlation p=0.000 |
| Transformational leadership | r=0.817** High correlation p=0.000 | r=0.738** Moderate correlation p=0.000 | r=0.819** High correlation p=0.000 | r=0.710** Moderate correlation p=0.000 | r=0.716** Moderate correlation p=0.000 |
| Strategic leadership | r=0.826** High correlation p=0.000 | r=0.795** Moderate correlation p=0.000 | r=0.862** High correlation p=0.000 | r=0.824** High correlation p=0.000 | r=0.784** Moderate correlation p=0.000 |
| Community and Stakeholders engagement | r=0.743** Moderate correlation p=0.000 | r=0.718** Moderate correlation p=0.000 | r=0.795** Moderate correlation p=0.000 | r=0.735** Moderate correlation p=0.000 | r=0.723** Moderate correlation p=0.000 |

**Significant @ 0.01

Table 6 illustrates the significant relationships between educational leadership and the socio-emotional competencies of school heads, emphasizing how different leadership styles contribute to the development of these competencies. Instructional Leadership showed significant correlations with all socio-emotional competencies, with the strongest relationship observed in Self-awareness ($r = 0.735$) and the weakest in Self-regulation ($r = 0.567$). This suggests that school heads who excelled in instructional leadership are more likely to be self-aware and capable of managing their emotions, which are essential for fostering a positive learning environment.

Transformational Leadership exhibited strong correlations with Self-awareness ($r = 0.817$) and Social Awareness ($r = 0.819$), highlighting that transformational leaders are particularly skilled at understanding and responding to both their own emotions and those of others in the school community. The moderate correlations with Self-management ($r = 0.738$), Responsible Decision-making ($r = 0.710$), and Self-regulation ($r = 0.716$) indicate that transformational leaders also effectively manage their emotions and make decisions that benefit the entire school community.

Strategic Leadership showed the most significant relationships, with very high correlations in Self-awareness ($r = 0.826$), Social Awareness ($r = 0.862$), and Responsible Decision-making ($r = 0.824$). These findings suggest that school heads who demonstrate strategic leadership are

particularly adept at understanding their emotions and those of others, which is critical for making well-informed decisions. The moderate correlations with Self-management ($r = 0.795$) and Self-regulation ($r = 0.784$) highlight that strategic leader also managed stress and emotional challenges effectively.

Finally, Community and Stakeholder Engagement also demonstrates strong positive relationships with all socio-emotional competencies, particularly Social Awareness ($r = 0.795$) and Responsible Decision-making ($r = 0.735$). School heads who actively engaged with the community and stakeholders are more likely to be socially aware, make responsible decisions, and effectively manage own emotions. Overall, the data indicates that educational leadership and socio-emotional competencies of school heads had a high significant relationship in achieving a positive impact on schools' environment. The greater socio-emotional competencies among school heads particularly in instructional leadership, strategic leadership and community and stakeholders' engagement resulted to an excellent and equipped school heads leadership that foster positive and emotionally intelligent school environment.

The results of the study affirmed with Tiyasatsawatt *et al.* (2020) [125] found a positive correlation between emotional intelligence and transformational leadership among school administrators, indicating that higher emotional intelligence contributes to more effective leadership practices. Similarly, Malaga (2021) [82] reported a linear relationship between

school heads' emotional intelligence and leadership quality, suggesting that leaders with higher emotional intelligence demonstrate superior leadership capabilities. Furthermore, Ansari & Asad (2023) ^[7] highlighted that school heads with

lower emotional intelligence tend to adopt authoritarian and transactional leadership styles, underscoring the importance of emotional competencies in effective leadership.

Table 7: Relationship between the Educational Leadership and the Teachers' Self-efficacy in Division of Santa Rosa City

| Educational Leadership | Pearson r value | p-value | Interpretation |
|---------------------------------------|---------------------------------|---------|----------------|
| Instructional leadership | 0.628** Moderate correlation | 0.000 | Significant |
| Transformational leadership | 0.709** Moderate correlation | 0.000 | Significant |
| Strategic leadership | 0.674** Moderate correlation | 0.000 | Significant |
| Community and Stakeholders engagement | 0.635** Moderate correlation | 0.000 | Significant |
| **Significant @ 0.01 | | | |

Table 7 presents the relationship between educational leadership and teachers' self-efficacy in the Division of Santa Rosa City. As seen, there was a significant relationship between instructional leadership and teachers' self-efficacy ($r=0.628$; $p=.000<.01$), as well as between transformational leadership and teachers' self-efficacy ($r=0.709$; $p=.000<.01$). This means greater school heads' leadership abilities in these areas, the greater impact on teachers' self-efficacy. School heads' leadership as positively recognized by the teachers affect their self-efficacy in fulfilling their professional responsibilities.

Further, there was a significant relationship between strategic leadership and teachers' self-efficacy ($r=0.674$; $p=.000<.01$), as well as between community and stakeholder engagement and teachers' self-efficacy ($r=0.635$; $p=.000<.01$). This

means that the way school heads exhibited leadership styles will affect teachers' self-efficacy in performing their tasks as the primary movers in the teaching-learning journey of the students in the school.

The results of the study affirm that various educational leadership styles significantly influence teachers' self-efficacy. Jeffri & Hamid (2022) ^[59] found a strong correlation between 21st-century instructional leadership practices and teacher self-efficacy, indicating that effective instructional leadership enhances teachers' confidence in their teaching abilities. Similarly, Polatcan *et al.* (2021) ^[95] demonstrated that transformational leadership behaviors of school principals positively affect teacher agency, with teacher self-efficacy mediating this relationship.

Table 8: Relationship between the Socio-emotional Competencies of School Heads and the Teachers' Self-efficacy in Division of Santa Rosa City

| Socio-emotional competencies | Pearson r value | p-value | Interpretation |
|------------------------------|---------------------------------|---------|----------------|
| Self-awareness | 0.596** Moderate correlation | 0.000 | Significant |
| Self-management | 0.586** Moderate correlation | 0.000 | Significant |
| Social awareness | 0.617** Moderate correlation | 0.000 | Significant |
| Responsible decision making | 0.526** Moderate correlation | 0.000 | Significant |
| self-regulation | 0.537** Moderate correlation | 0.000 | Significant |
| **Significant @ 0.01 | | | |

Table 8 presents the relationship between the socio-emotional competencies of school heads and teachers' self-efficacy in the Division of Santa Rosa City. As seen in the table, there was a significant relationship between self-awareness and teachers' self-efficacy ($r=0.596$; $p=.000<.01$), as well as between self-management and teachers' self-efficacy ($r=0.586$; $p=.000<.01$). This means that the higher school heads' exhibited self-awareness and self-management, the greater effect on teachers' self-efficacy to contribute positively on students' performance.

Further, there was a significant relationship between social awareness and teachers' self-efficacy ($r=0.617$; $p=.000<.01$), responsible decision-making and teachers' self-efficacy ($r=0.526$; $p=.000<.01$), and self-regulation and teachers' self-efficacy ($r=0.537$; $p=.000<.01$). It means that the socio-emotional competencies manifested by the school heads, significantly affect teachers' self-efficacy in the division of

Santa Rosa City. Teachers' self-efficacy varies on how they perceived the exhibited school-heads emotional competencies in performing their significant role in students' outcomes.

The results of the study affirmed the findings of Gümüş, Kılınc, & Bellibaş (2022) ^[50] demonstrated that teacher leadership capacity, which encompasses emotional intelligence and social skills, positively influences teacher self-efficacy, with professional learning serving as a mediating factor. Similarly, Tayag & Ayuyao (2020) ^[122] found that leadership behaviors fostering trust and agency among teachers enhance their professional learning experiences, thereby boosting self-efficacy. Additionally, Penonia & Quines (2022) reported that transformational leadership practices, characterized by empathy and social awareness, are positively correlated with teachers' self-efficacy, with trust acting as a mediating variable.

Table 9: Regression Analysis of the Educational Leadership and the Socio-emotional Competencies of School Heads taken singly or in combination of the Teachers' Self-efficacy in Division of Santa Rosa City

| Predictor | Dependent Variable | R ² | F | p-value | B | t | p-value |
|-----------------------------|--------------------|----------------|--------|---------|-------|-------|---------|
| Transformational leadership | Teachers' efficacy | 0.540 | 18.879 | 0.000 | 0.433 | 2.934 | 0.004 |
| *Significant @ 0.05 | | | | | | | |

As shown in Table 9, there was a multiple correlation between transformational leadership and teachers' self-efficacy. A probability value of 0.000 indicates a high level of prediction of the dependent variable (teachers' self-efficacy). The obtained R square of 0.540 shows that transformational leadership explains 54.00% of the variability in teachers' self-efficacy, with the remaining 46.00% attributed to other factors.

Further, the ANOVA results indicate that transformational leadership statistically significantly predicts teachers' self-efficacy, with an F-value of 18.879 and a probability value of 0.004, which is less than the 0.05 significance level. This suggests that transformational leadership is a significant factor in enhancing teachers' self-efficacy. The regression coefficient ($\beta = 0.433$) indicates that for every one-unit increase in transformational leadership, there is a corresponding 0.433 increase in teachers' self-efficacy. This highlights the crucial role of transformational leadership in fostering teachers' confidence, adaptability, and effectiveness in instructional practices within the Division of Santa Rosa City.

The results of the study affirm the study by Lin, Yin, & Liu (2022) demonstrated that transformational leadership significantly boosts teachers' confidence in their instructional

abilities, leading to improved professional attitudes and the adoption of effective teaching strategies. They concluded that both principal transformational leadership and teacher leadership positively affect teacher self-efficacy. Additionally, a study by Zainal *et al.* (2021) highlighted that transformational leadership and teachers' self-efficacy lead to innovative behaviors, suggesting that schools employing transformational leadership strategies can enhance teacher self-efficacy through professional development opportunities.

Proposed action plan based on the findings of the study

This action plan aims to sustain and enhance the educational leadership of school heads, their socio-emotional competencies, and teachers' self-efficacy in the Division of Santa Rosa City. The study highlights strong leadership and high self-efficacy among educators, which are crucial for effective teaching and school improvement.

To maintain these strengths, targeted initiatives such as professional development, mentorship, and stakeholder collaboration will be implemented. These efforts will ensure continuous growth, improved school performance, and better student outcomes.

Table 10

| Key result areas/ Areas of concern | Objectives | Strategy/ activity | Time frame | Persons involved | Budget allocation | Success indicator |
|--|---|--|-------------|--|-------------------------------|---|
| Educational Leadership Development | To sustain instructional, transformational, and strategic leadership among school heads | Conduct leadership training programs and mentoring sessions | Quarterly | School Heads, DepEd Officials, Education Specialists | DepEd Budget, External Grants | 98% Improved leadership competencies as reflected in performance appraisals |
| Socio-Emotional Competency Enhancement | To sustain the socio-emotional competencies of school heads | Implement professional development workshops on self-awareness, self-management, and responsible decision-making | Bi-Annual | School Heads, Psychologists, HR Department | School Funds, LGU Support | 98% Increased self-awareness and improved decision-making skills |
| Teachers' Self-Efficacy Improvement | To sustain high levels of confidence and instructional effectiveness among teachers | Organize peer coaching, mentoring, and best practice-sharing sessions | Monthly | Teachers, Master Teachers, School Heads | School MOOE, Donations | 98% Higher teacher self-efficacy scores based on surveys and evaluations |
| Monitoring and Evaluation | To assess the impact of implemented programs and make necessary adjustments | Conduct periodic surveys, focus group discussions, and feedback sessions | Semi-Annual | Research Team, School Heads, Teachers, DepEd Officials | Research Funds, DepEd Budget | Data-driven improvements in leadership, socio-emotional competencies, and teacher self-efficacy |

4. Conclusions

Based on the findings, the following conclusions were drawn:

1. The school heads exhibit strong educational leadership, demonstrating essential qualities that foster teacher development, enhance student learning, and contribute to effective school management.
2. The school heads exhibit a very high socio-emotional competencies, particularly in social awareness and decision-making. This indicates that they effectively manage schools and support teachers and students, highlighting the importance of fostering socio-emotional skills for leadership effectiveness.
3. The teachers exhibit a high self-efficacy, demonstrating

confidence in their teaching abilities, resilience in overcoming challenges, and commitment to fostering student success through effective instruction, continuous professional growth, and strong relationships with stakeholders.

4. School heads socio-emotional competencies is significant in their leadership effectiveness. The higher educational leadership along with strategic leadership, the higher socio-emotional competencies among school heads, particularly in social awareness and responsible decision-making.
5. School heads' instructional leadership underscores its crucial role in enhancing teachers' sense of self-efficacy. The higher educational leadership, the higher teachers'

self-efficacy.

6. School heads' emotional competencies influences teachers' self-efficacy. The higher school heads' socio-emotional competencies, the higher teachers' self-efficacy.
7. Transformational leadership is a key driver of teachers' self-efficacy. Its significant predictive power highlights its role in enhancing teachers' confidence, adaptability, and instructional effectiveness within the Division of Santa Rosa City.
8. The developed action plan should be implemented by the school heads, teachers, and education stakeholders in the Division of Santa Rosa City.

5. Recommendations

Based on the conclusions drawn, the following recommendations were made:

1. The school heads should continue to enhance their educational leadership by participating in professional development programs, leadership training, and mentoring initiatives. They should strengthen collaborative decision-making, promote innovative teaching strategies, and foster a positive school culture to further support teacher growth and student achievement.
2. The school heads should continue to strengthen their socio-emotional competencies by engaging in continuous training and self-reflection. They should promote a supportive and inclusive school environment, enhance their communication and interpersonal skills, and implement programs that foster emotional intelligence among teachers and students. They should seek feedback from stakeholders to further develop their social awareness and decision-making skills for more effective leadership.
3. The teachers should continue to enhance their self-efficacy by engaging in ongoing professional development, collaborating with colleagues, and implementing innovative teaching strategies. They should actively seek feedback, reflect on their practices, and adapt to challenges to further strengthen their confidence and effectiveness in the classroom. Additionally, building strong partnerships with students, parents, and stakeholders will reinforce their commitment to fostering student success.
4. Educational Leaders and Policymakers should provide continuous training and development programs that focus on leadership and socio-emotional skills for school heads, ensuring they are well-equipped to foster an environment that supports teacher efficacy and student success.
5. Future Researcher should further investigate the factors influencing educational leadership, socio-emotional competencies, and teachers' self-efficacy. Future studies may consider using mixed-method approaches to gain deeper insights into the experiences of school heads and teachers. Additionally, expanding the study to other school divisions or educational settings can enhance the generalizability of findings.
6. Implementation, monitoring, and evaluation of the action plan should be conducted regularly to ensure its effectiveness, identify areas for improvement, and make necessary adjustments to achieve the desired outcomes.
7. Future researchers should explore other factors that may

influence the relationship between educational leadership, socio-emotional competencies, and teachers' self-efficacy. Conducting qualitative studies or expanding the scope to include different school divisions could provide deeper insights. Additionally, longitudinal studies may help assess the long-term impact of leadership practices on teacher effectiveness and student outcomes.

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