



**TEACHER IN CHARGE (TIC) INSTRUCTIONAL LEADERSHIP AND
ITS RELATIONSHIP WITH TEACHER EFFICACY**

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INTRODUCTION

The global pandemic had its dreadful drawbacks not only in economic aspects, health and business and livelihood but also to education as it brought largely a huge learning gap which schools head instructional leadership, teacher involvement and stakeholders support combined cannot solve. The pandemic has elevated the number of non-numerates and non-readers which brought a lot of challenges among teachers and parents. Innovations and interventions were activated but learning gaps exist and teachers have to find coping strategies in order to fill in the learning gaps.

These major changes brought by pandemic post a great challenge. This puts greater emphasis on school heads accountability on instructional effectiveness of teachers.

In the Philippines, a very evident role of that most school heads are giving more attention to resources management and generation. Most principals or school heads especially in the public schools are more focused on linkages and partnership with stakeholders for classrooms, school

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facilities and other special projects. As observed, less and less attention is given to managing, monitoring and evaluating the quality of instruction given by teachers.

This specific situation among schools both in elementary and secondary brings the educational leaders to refocus on instructional leadership potentials and competencies of school heads/principals and how they are related to teaching effectiveness and student achievement.

Within the elementary school division of Iloilo's Schools District of Cabatuan, not every elementary school has a full-time school head.

Some elementary schools have only Teacher-In-Charge (TIC) assigned to supervise the school and do all the responsibilities of a school head aside from the teaching loads as a classroom teacher. This is where the instructional leadership abilities of TIC come into play and how did it contribute to the teacher collective efficacy and performance of the school as a whole since these assigned TIC to some extent lack administrative and leadership trainings.

The roles of the school head as an instructional leader, directly affects teachers to their teaching and indirectly to the performance of the students, teachers and of the school as a whole. It has been noted that the goal of the school is to deliver quality learning outcomes as seen evidently to school performance as translated from learner's performance.

This can be achieved through quality instruction of the teachers. The quality of instruction is sustained and relies greatly to how the principal leads the entire school and on how he/she

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give utmost importance to instruction. When principal supervises, supports, monitors, works with, mentors and trains teachers, it builds the teachers morale and confidence towards their teaching.

Teacher efficacy becomes the main concern in improving student achievement and increasing school performance. In the public school, teachers are challenged with huge class sizes, meager salary, limited resources, lack of support on the teachers' professional development, students' motivation, lack of family support and involvement and many other concerns that may affect their teachers' level of efficacy.

Thus, in order for the school to become successful in providing quality education, school heads need to transform and activate instructional leadership coupled by teacher efficacy to achieve outstanding school performance with outstanding student achievement.

Statement of the Problem

The purpose of this study was to assess the effectiveness of teachers and the degree of Teacher-In-Charge (TIC) instructional leadership in the elementary schools in the Cabatuan I and II School District in the academic year 2023–2024.

Specifically, this sought to answer the following research questions:

1. What is the level of the TICs' instructional leadership when taken as a whole and when classified according to size of school, educational attainment and length of service as TIC?

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2. Are there significant differences in the level of TICs' instructional leadership when classified according to size of school, educational attainment and length of service as TIC?

3. What is the level of teachers' efficacy when taken as a whole and when classified according to size of school, educational attainment, and length of service?

4. Are there significant differences in the level of teachers' efficacy when classified according to size of school, educational attainment, and length of service?

5. Is there a significant relationship between TICs' level of instructional leadership and teachers' level of efficacy?

Significance of the Study

This study hoped to be significant to the following:

Teacher-in-Charge. This can provide them idea to plan holistic faculty development programs that can address teachers' direct and indirect needs as they go through the process of rigid administrative and leadership training as TIC of the school.

Teachers. This study can give teachers ideas, insights and strategies on how to keep improve themselves and productively maximize their potentials. In addition, this study can help teachers identify related factors that contribute to their collective-efficacy for them to improve and work on it.

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School Heads. This study can increase their knowledge on the need for effective instructional leadership and human resource management initiatives that would focus on developing highly efficacious teachers so that they can perform better and create a positive school climate and environment.

Learners. This study can directly benefit the students because an instructional leader type of a school head and a highly efficacious teacher produce a competent learners who have meaningfully engaged in learning experiences in a school with very positive learning environment where their foundation of learning dwells.

Department of Education Officials. This study can eventually provide a baseline data or an empirical data that can help them in designing centralized trainings for school heads. Also, it can provide them basis for policy and planning of teacher trainings that help them improve their instructional effectiveness; thus, improving school performance and effect student learning.

Schools Division Office Personnel. This study can provide them empirical data on how to further improve teacher's effectiveness through various training programs and professional development activities related to instruction. This may also provide them basis on how to craft evaluation tool to measure school performance that involves school heads instructional leadership, teacher involvement and student achievement.

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Future Researchers. This study can be a source of related information to future researchers who may conduct a study related to instructional leadership and teacher efficacy and can explore to other variables not specified in the study.

The Research Paradigm

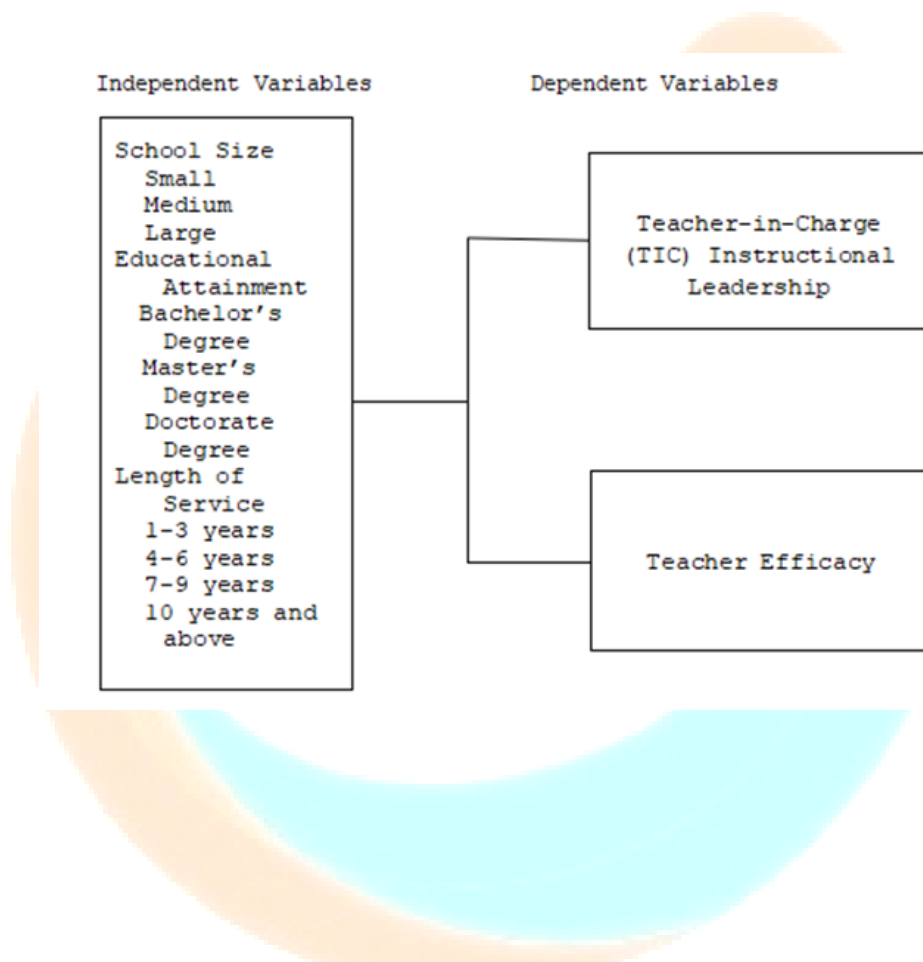


Figure 1. The Schematic Diagram Shows the Interrelatedness of the Variables in the Study

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Research Design

A survey is a method for gathering information in a methodical and regular manner. Typically, this entails formulating a series of inquiries that are either posed through an interview or a questionnaire (Community Based Research Handbook, 2012, as referenced in Subang, 2022).

An overview of the features of a study population at a specific point in time is what a survey is intended to provide. As stated in (Lantoria, 2016), the majority of descriptive and correlational studies are suitable for the survey approach (David, 2005).

According to (Subang, 2022) citation of Cabag (2008), survey-correlational research design sought to elucidate the perceived shown relationship between measurable variables.

Additionally, a correlational research design looks for relationships between variables without putting any of them under the researcher's control or manipulation. A correlation shows how strongly and/or in which direction two or more variables are related to one another. A correlation's direction can be positive or negative (Cherry, 2023).

Respondents of the Study

The study's participants involved the teachers including those who were assigned as teacher-in-charge from elementary schools in the Schools District of Cabatuan I and II. The respondents were thirty three (33) teachers and thirteen (13) teacher-in-charge. Purposive sampling was employed in choosing the respondents. The respondent's characteristics were

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obtained in this study such as size of their school, educational attainment and length of service as teachers and teacher-in-charge.

Data Gathering Procedures

The Division Superintendent of the Iloilo Division granted written consent to carry out the study. When the request was approved, the different elementary school heads in the district of Cabatuan were met and were given letters with the attached approved request from the Division Superintendent. During the meeting with the school heads, the purpose and the procedure in the conduct of the study were explained to them by the researcher. The tentative schedule of the conduct of the research was arranged with them based on their availability. The teacher participation in the study was communicated to the school leaders by the researcher.

Regarding the list of primary schools in the Cabatuan district, the list of teachers-in-charge, and the total number of teachers per school, the District Planning Coordinator was consulted. The desired number was purposively chosen. The researcher personally gave the instruments to the purposively selected teacher-in-charge and teachers for every elementary school. The instruments were retrieved, responses of the respondents were tallied and encoded and processed then subject for analysis and interpretation using the Statistical Package for Social Sciences (SPSS) version 21.

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Research Instrument

The information required for this study was gathered using two research instruments. These were the Teacher Collective Efficacy Scale and the Principal Instructional Leadership Scale.

Principal Leadership in Instruction Scale. This research tool, which was used in the Pingil (2015) study, was based on the Alig-Mielcarek (2003) instructional leadership paradigm. There are thirty parts to the instrument. Each question on the instrument had one of the following possible answers: Not Evident (1), Fairly Evident (2), Very Evident (3), Very Highly Evident (5), and Least Evident (2).

Teacher Collective Efficacy Scale. A researcher-made instrument was based on Collective Teacher Efficacy Model by Goddard, Hoy & Hoy (2000)and used in the study of Pingil (2015). The instrument is consist of 20 items. Each item was answered using the 5-point Likert scale from which the teachers indicated their responses by checking (5) Very Highly Evident; (4) Very Evident; (3) Fairly Evident; (2) Least Evident and (1) Not Evident.

Data Analysis

The relevant statistical tools were used in the collection, analysis, and interpretation of the data.

The scale for statistical interpretation of the mean with their corresponding verbal interpretation was used.

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Scale	Description	Interpretation
4.21 -5.00	Very Highly Evident	Very High
3.41 – 4.20	Very Evident	High
2.61 – 3.40	Fairly Evident	Moderate
1.81 – 2.60	Least Evident	Low
1.00 – 1.80	Not Evident	Very Low

Findings

The goal of the study was to ascertain the instructional leadership of the teacher-in-charge and how it related to the efficacy of the teachers in the elementary schools within the Cabatuan school system.

This present investigation employed Quantitative Research utilizing descriptive-correlational research design. The total number of teacher and teacher-in-charge respondents came from elementary schools in the schools district of Cabatuan. The teacher-in-charge and teacher respondents was chosen using purposive sampling.

The adopted Principal Instructional Leadership Scale and Teacher Collective Efficacy Scale was used as data gathering instrument from the study of Pingil (2015).

The study made use of both descriptive and inferential statistics. In descriptive statistics, the percentage, mean, and count of frequencies were used. For inferential statistics, a significance

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threshold of.05. was used to the Spearman Rho Test, Kruskal Wallis H-test, and Mann-Whitney U-test.

The results of the investigation are listed below.

The instructional leadership of the teacher in charge was often extremely strong. When categorised as TIC based on factors including school size, educational achievement, and tenure, teacher-in-charges also exhibit extremely high levels of instructional leadership.

Furthermore, whether they are grouped as TIC based on school size, educational attainment, and duration of service, there is no discernible variation in the quality of instructional leadership among teacher-in-charge in the primary schools in the Cabatuan school district.

Additionally, the professors' overall efficacy as teachers was very good. Additionally, teachers exhibit very high efficacy when categorised based on factors such as school size, educational attainment, and duration of service.

Therefore, when instructors are categorised based on school size, educational attainment, and duration of service, the effectiveness of their instruction did not differ significantly among the elementary schools in the Cabatuan school district.

The findings of this study also indicate a strong correlation between teacher efficacy and instructional leadership. Teacher efficacy and instructional leadership have a substantial, positive association.

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Insights

Teacher-in-charge manifest almost all instructional leadership behavior as expected from as school headers like head teachers and principals who are more often assigned as school managers in elementary and secondary schools. Hence, they are truly instructional leaders. Teacher-in-charge assigned in elementary schools give prime attention to teaching and instruction by communicating shared goals, promoting professional development among teachers and monitoring, evaluating and providing feedback on the teaching and learning.

Public elementary school teachers in the schools district of Cabatuan strongly believe in and are confident at their capacity to take actions together to have positive impact on students.

Teachers can be said to have shown greater sense of accountability and responsibility on the learning outcomes of their grade school learners. With that being said, teachers exert more efforts, become creative, persistent, resilient and more dedicated in teaching elementary learners and eventually obtain learning success.

When teachers are assigned to become TIC, they embraced the challenge and learn to manage the school as expected of them and work along with teachers to improve the learning achievement of learners.

Teachers remain highly efficacious whether they deal with big or small number of students in their respective schools. The different educational attainment and length of service do not change their level of efficacy. This may be attributed to an established culture in the school

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through the teachers' shared beliefs and perceptions towards teaching and towards improving learning.

Teacher-in-charge as school leader or manager develop teacher collective efficacy as their significant and primary role. This important role of teacher-in-charge or any school leader enhances or improve teachers' performance and effectiveness through excellent instructional practices.

RECOMMENDATIONS

In light of the study's findings, the researcher suggested the following:

DepEd Officials through the Regional and Division Offices are recommended to make a clear communication on establishing clear policies and guidelines on training development for school leaders be it principals, head teachers or even teacher-in-charge in public schools especially in elementary level where most schools were assigned with teacher-in-charge. They are encouraged to focus on teacher efficacy as incorporated in the future training programs they will craft.

Teacher-in-charge though they may be holding a teaching position and assigned as school head are strongly encouraged to attend or enroll graduate studies courses to enhance their instructional leadership skills. They may also engage themselves in different levels of trainings provided by the schools division office or personally initiated.

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As to teacher efficacy aspect, teacher-in-charge with the technical assistance sought from higher supervisors may draft a faculty development in his or her small respective elementary school focusing on improving self efficacy.

Teachers on the other hand are also encouraged to continue to seek and employ innovative ways of teaching elementary learners since nowadays we are gearing towards achieving 21st century skills. They are recommended to utilized research-based instructional strategies that will capture learners' interest and will increase their learning motivation.

Elementary school learners or grade school learners may continue to adapt and engage in the teaching practices of teachers that help them meaningfully engaged in learning; thus, resulting to higher achievement level.

Future researchers may explore other variables not specified in this study such as trainings attended by teacher-in-charge and teachers, teacher-in-charge and teachers present rank or position. Also, this study is recommended to be further explored including school performance or student achievement as other variables.

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