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Research Article

Effective Teaching Observation And School Leadership Practices As Predictors Of Teacher Self-Efficacy

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ABSTRACT

This study examined the relationship of effective teaching observation and school leadership practices to teacher self-efficacy among 300 public secondary school teachers in Davao City. Anchored in Bandura's Social Cognitive Theory, the research utilized a quantitative non-experimental design employing correlational techniques to determine the levels, relationships, and predictive power of the variables under study. Data were gathered using validated survey instruments measuring teaching observation, school leadership practices, and teacher self-efficacy. Descriptive statistics, Pearson product-moment correlation, and multiple regression were applied in the analysis. Findings revealed that teachers rated their levels of effective teaching observation, school leadership practices, and self-efficacy as very high. Correlation analysis showed that effective teaching observation had a very strong positive relationship with teacher self-efficacy, while school leadership practices demonstrated a moderate but significant relationship. Regression analysis further indicated that effective teaching observation emerged as the strongest predictor of teacher self-efficacy, while school leadership practices also contributed significantly but with a smaller effect. Collectively, the two independent variables explained 73.4% of the variance in teacher self-efficacy, underscoring their combined importance in strengthening teachers' professional confidence and competence. The study concludes that structured, constructive teaching observations and supportive leadership practices are vital in enhancing teachers' belief in their capabilities. It commends institutionalizing systematic feedback mechanisms, strengthening distributed leadership, and expanding professional development opportunities to further foster teacher growth and efficacy.

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INTRODUCTION

Teacher self-efficacy plays a central role in shaping instructional quality, classroom management, and students' engagement in learning. Teachers with strong self-efficacy demonstrate greater resilience, adopt more effective teaching strategies, and are more motivated to support diverse learners (Qin, Ho, & Khoo, 2025). However, many teachers struggle to sustain high levels of confidence due to insufficient instructional feedback, inadequate leadership support, and limited opportunities for reflection and professional development.

One important mechanism for strengthening teacher self-efficacy is effective teaching observation. When structured, constructive, and growth-oriented, teaching observations offer meaningful feedback that helps teachers identify strengths and refine areas for improvement. Research shows that regular, high-quality observation and feedback improve instructional practices and increase teachers' belief in their professional competence (Campbell et al., 2024; Park & Kim, 2022; Toropova et al., 2021).

Another critical factor is school leadership practice. Leaders who encourage collaboration, provide instructional guidance, involve teachers in decision-making, and recognize professional contributions contribute significantly to teachers' motivation and self-efficacy (Hasanah, 2025). Distributed leadership, in particular, strengthens collective responsibility and fosters an environment of trust and continuous improvement.

In addition, school leadership serves as a crucial environmental factor shaping teacher motivation and performance. Supportive leadership that is collaborative, communicative, and empowering positively influences teachers' work attitudes and self-beliefs (Leithwood et al., 2020). Distributed leadership, in particular, strengthens teachers' sense of agency by providing participation in decision-making processes and encouraging professional responsibility.

Effective teaching observation has a substantial positive link with teacher self-efficacy. When observations are constructive and growth-oriented, they give teachers clear feedback, promote instructional strengths, and encourage reflective practices, resulting in enhanced confidence in teaching abilities (Nguyen et al., 2025). Teachers who receive regular, helpful observation reports are more confident in managing classrooms and providing outstanding instruction (Fackler, Sammons & Malmberg, 2021). Moreover, leaders who involve teachers in decision-making and professional development foster a sense of trust and empowerment, which strengthens teachers' belief in their ability to influence student learning (Hasanah et al., 2025). Both teaching observation and leadership practices are significant predictors of teacher self-efficacy.

While international literature has established strong links among leadership,

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feedback, and teacher efficacy, there remains a significant gap in localized research within Philippine public secondary schools, particularly in Davao City. Thus, this study examined the combined and individual influence of effective teaching observation and school leadership practices on teacher self-efficacy.

Specifically, this study sought to:

1. Determine the level of effective teaching observation in terms of planning, management, and instruction;
2. Ascertain the level of school leadership practices in terms of principal and teacher leadership;
3. Determine the level of teacher self-efficacy in terms of student engagement, instructional preparation, behavioral competency, and teaching skills;
4. Identify the significant relationships among effective teaching observation, school leadership practices, and teacher self-efficacy; and
5. Determine the combined influence of teaching observation and leadership practices on teachers' self-efficacy.

There is no significant relationship between effective teaching observation and teacher self-efficacy and school leadership practices and teacher self-efficacy.

This section includes several readings, related literature and studies give an overview of the recent study and provides discussion on the principles, concepts, ideas and viewpoints from various authors who have provide valuable inputs on the independent variable is the effective

teaching observation which focuses planning, management, and instruction(Louisiana Department of Education,2021) and school head leadership practices which focus on perception of school leadership (Adams, Sayed, Esau, & Arendse 2025).

The dependent variable is Teacher self-efficacy which focuses on efficacy of students' engagement, efficacy in instructional preparation, efficacy in behavioral competency and efficacy of teaching skills (Bandura,2020). Discussions were taken from different books, journals, electronic information resources and unpublished materials which are related to the study.

According to Martinez and Wang'(2022) study found that active participation in observation processes, including self-reflection and peer feedback, significantly enhances teachers' self-efficacy by promoting internalization and application of feedback. Furthermore, continuous professional development and regular observation foster a cycle of improvement in teachers, enhancing individual efficacy and contributing to a more effective and collaborative school culture (Johnson and Lee 2023; Gershenson and Papageorge (2021)).

School leadership practices are critical for fostering an environment that enhances teacher and student results. Leadership also Inclusive, visionary, and supportive leadership improves teachers' instructional practices and students' academic performance (Hallinger & Wang, 2022;

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Richards & O'Neil, 2022). Moreover, effective leaders promote a common vision, establish clear goals, and prioritize continual development, greatly impacting school culture and encouraging teachers and students, and also school leaders that consistently execute fair policies contribute to a strong school climate by encouraging fairness, providing resources, and creating a safe, inclusive learning environment for all children (Sebastian & Allensworth, 2022; Sebastian, Huang, & Allensworth 2021).

Teacher self-efficacy is associated with improved classroom organization, student motivation, and instructional success (Zee & Koomen, 2022). According to Bandura (1997), self-efficacy develops through mastery experiences, vicarious learning, and positive reinforcement. Teachers who believe in their abilities are more likely to persist in difficult instructional situations and adapt innovative teaching methods (Hong & Zhang, 2021). Self-efficacy, as first defined by Bandura, is critical to how people approach challenges and endure in the face of adversity. highlight that self-efficacy, the ability and confidence to apply talents effectively, significantly influences motivation, resilience, and performance in various domains, including education. Teacher self-efficacy as stated by Sharma (2022) significantly impacts instructional practices and student outcomes in various domains, including education, influencing motivation, resilience, and overall performance (Lent & Brown, 2024; Wang & Lent 2024).

This study is anchored in Bandura's Social Cognitive Theory (SCT) and explains the relationship between effective teaching observation and school leadership practices, highlighting the central role of self-efficacy in human functioning. SCT suggests that teachers' self-efficacy in educational settings is significantly influenced by external factors like feedback and school leadership quality, as constructive feedback and exemplary teaching practices enhance their belief in effective instructional strategies (Bandura, 1997). Moreover, Social Cognitive Theory (Bandura, 1997) emphasizes that self-efficacy develops through personal success experiences, modeling, and feedback. Teaching observation and leadership practices act as external influences shaping teachers' internal beliefs. He identifies four primary elements that influence self-efficacy: mastery experiences, vicarious experiences, social persuasion, and physiological states. Mastery experiences, such as successes and failures, are seen to be the most potent source. Vicarious experiences, such as seeing others achieve, can also enhance self-efficacy, especially when people identify with the model (Usher et al., 2023; Zee & Koomen, 2022; Hong & Zhang, 2021).

Eventually, teacher self-efficacy is an important factor in determining student motivation and engagement. Teachers who are confident in their teaching skills are more likely to inspire excitement, establish high expectations, and offer encouragement, resulting in a great learning experience for pupils (Tschannen-Moran & Woolfolk Hoy, 2020; Tschannen-Moran 2007).

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One supporting theory is the Feedback Intervention Theory (Kluger & DeNisi, 2019) posits that feedback is essential for behavioral and performance improvement. Constructive teaching observations guide teachers in developing mastery and improving instructional confidence, which emphasizes the effects of excellent teaching observations on teacher self-efficacy. This feedback allows teachers to focus on feasible goals and alter their approach. The success of feedback interventions is determined by the information provided and the delivery context, under SCT principles (Kluger & DeNisi, 2019).

Another supporting theory is Transformational Leadership Theory (Leithwood & Sun, 2021) explains how supportive and motivating leadership enhances professional motivation and commitment, thereby increasing teachers' sense of efficacy. This approach promotes teacher growth through mentorship, shared vision, and accomplishment recognition, resulting in a positive school culture. These theories collectively explain how observation practices and leadership behaviors strengthen teachers' professional beliefs and competencies,

Figure 1 shows the conceptual model showing the relationships of the variables. The independent variables are divided into two, effective teaching observation and school leadership practices, each with the following specific indicators that affect teacher self-efficacy: Planning, Management, Instruction and perception of school leadership practices.

The framework proposes that higher quality teaching observation and stronger leadership practices significantly influence teachers' perception of their own professional effectiveness

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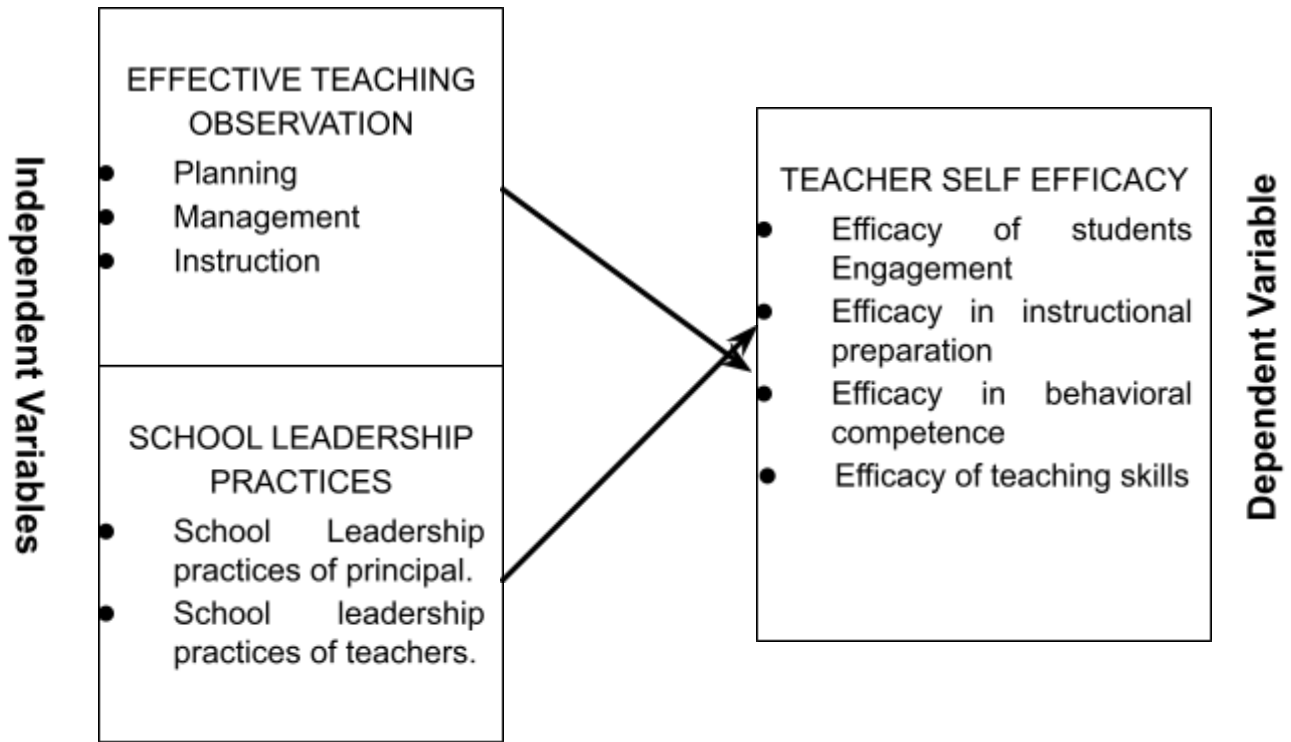


Figure 1. Conceptual Framework showing the variables.

The dependent variable of this study is teacher self-efficacy, which according to (Johnson, & Lee 2023; Tschannen-Moran, & Woolfolk Hoy 2021) is categorized into four indicators, efficacy of student engagement refers to a teacher's belief in their capacity to effectively engage students in learning activities. Efficacy in instructional preparation refers to a teacher's confidence in their ability to create and organize effective lessons and resources. Efficacy in behavioral competency refers to assessing a teacher's confidence in managing classroom conduct and fostering a pleasant learning environment. Efficacy of teaching skills refers to a teacher's belief in their ability to effectively communicate

knowledge through a variety of instructional styles and assessments.

The result of this study will provide insights and information that can help to the educational administrators for these following reasons:

This study holds global relevance as it contributes to the ongoing discourse on strengthening educational systems and improving teaching quality worldwide. As countries continue to invest in teacher development and instructional improvement, evidence-based insights on effective teaching observations and school leadership become essential for building more

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responsive and equitable learning environments.

Aligned with Sustainable Development Goal (SDG) No. 4: Quality Education, the study supports efforts to ensure inclusive, equitable, and high-quality education for all. By examining how teaching observations and leadership practices influence teacher performance, the research provides practical knowledge that can guide educational reforms aimed at improving learning outcomes and overall school effectiveness.

Beyond its global and policy significance, the study upholds key social values, particularly the promotion of accountability, professionalism, and continuous learning within the education sector. Strengthening teaching observations and leadership practices fosters a culture of collaboration, reflection, and shared responsibility, values that are essential for nurturing competent and motivated teachers.

The findings of this study will directly benefit school heads, teachers, and educational administrators. For school heads and administrators, the insights generated can serve as a foundation for designing, revising,

and implementing programs that enhance the quality of teaching observations, supervisory practices, and instructional leadership. Such improvements are expected to support more effective and supportive feedback mechanisms, ultimately contributing to better teaching performance and higher educational quality. For teachers, the study highlights areas where professional support and development can be strengthened, empowering them to enhance their instructional practices and overall self-efficacy.

Finally, the study provides meaningful contributions for future researchers. The results, conclusions, and recommendations can serve as a valuable reference for identifying new issues, research gaps, and emerging trends related to educational leadership, teaching evaluation, and teacher development. This study may also inspire further investigations that deepen understanding and improve practices within the broader educational landscape.

METHOD

This section describes how the study was conducted, study respondents, materials, design and procedures as applicable.

Research Respondents

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The respondents of this study were 300 public secondary school teachers in Davao City. The sample size was determined based on acceptable standards in correlational research, where a sample of 250–300 is considered sufficient to detect medium to large effect sizes at a 95% confidence level (Creswell & Creswell, 2020).

The study adopted stratified random sampling with proportionate allocation to ensure that the selection of respondents adequately reflected the distribution of teachers across the population. Stratified random sampling with proportionate allocation was employed to ensure representativeness. The strata were defined according to school district, and school size. Within each stratum, teachers were randomly selected to participate in the study. Inclusion criteria required that participants be permanent/ regular teachers, have at least three (3) years of teaching experience, and be assigned to public secondary schools.

Materials/Instruments

The questionnaire for effective teaching observation was adapted from a study on teacher quality and teacher effectiveness a mixed methods multiple case study of no child left behind high qualified teachers and teacher effectiveness which used to integrate into the research, (Smith, 2021). The questionnaire for effective teaching observation has the following indicators: planning, management and instruction. On the other hand, the questionnaire for school leadership practices was adapted from “The

Teachers were invited to take part in the survey and were informed of their right to decline without any consequence. Likewise, respondents were assured that they could withdraw from the study at any point during the data collection process, and those who chose not to participate or to discontinue were not penalized in any way.

Informed consent was secured from all participating teachers prior to data collection. To uphold ethical considerations, teachers were permitted by their respective school principals to participate in the survey. Only teachers who freely provided consent were included, while those who refused or withdrew were excluded. Furthermore, respondents were assured that all information provided would remain confidential and anonymous, and survey questionnaires returned unaccomplished were disposed of securely to protect the integrity of the data.

influence of school leadership practices on classroom management, school environment, and academic under-performance”, Johnson, (2021). It used to integrate into the research. The questionnaire for school leadership practices has the following indicators: Perceptions of school leadership practices. Moreover, the questionnaire for teacher self-efficacy adapted from “Factors contributing to teachers self-efficacy: A case of Nepal”, Sharma,P (2022). which used to integrate into the research. Its indicators are

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efficacy of students' engagement, efficacy in instructional preparation, efficacy in behavioral competency, and efficacy of teaching skills.

The three instruments were validated by four internal and one external expert. The expert validation results yielded an average weighted mean of 4.5. In evaluating the on effective teaching observation, school leadership practices and teacher self-efficacy, the 5 point Likert scale were used with the following range of means with its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means

measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

A pilot test involving 30 teachers yielded a Cronbach's alpha of 0.971, indicating excellent internal consistency and reliability, which resulted to the reliability of all the items in the questionnaire such as effective teaching observation, 0.970, school leadership practices, 0.971 and teacher self-efficacy of 0.970.

Design and Procedure

This study employed a quantitative, non-experimental correlational research design to determine the relationships and predictive influence of effective teaching observation and school leadership practices on teacher self-efficacy. A correlational design was appropriate as it examined existing relationships among variables without manipulating any conditions (Creswell & Creswell, 2020). This help to determine the level of effective teaching observation, school leadership practices and teacher self-efficacy. Quantitative research focuses on the statistical analysis of data obtained through survey questionnaires using computational methodologies (Smith, 2021).

The researcher collected numerical data from the population to verify correctness. Descriptive research involves the precise

selection of respondents through a survey (Creswell & Creswell, 2020). The design provide description on the relationship between effective teaching observation, school leadership practices and teacher self-efficacy.

The correlation technique is a non-experimental method used to examine the relationship between two or more variables without any reserve. The study also examines the degree of association by examining its correlation with other variables. Andrade (2021) emphasizes correlational investigations, which investigate the impact of the independent variable on the dependent value. The study utilized this technique to determine the correlation between effective teaching observation, school leadership practices, and

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teacher self-efficacy as the dependent variable.

The researcher obtained permission from the superintendent of the school division, district supervisors, and school heads of 300 teachers who were respondents to the study. Also, before the actual data collection, the researcher secured a certificate of compliance from U MERC (UMERC) to ensure compliance with some ethical considerations in research. All collected surveys were encoded in an Excel template after being verified and checked for completeness of answers. The data was examined and interpreted in accordance with the study's objectives after tallying and checking the results. Based on the findings of the investigation, conclusions and recommendations were developed.

The following statistical tools were used in the computation of data and testing the hypotheses at 0.05 level of significance: mean was used to determine the level of effective teaching observation, school leadership practices and teacher self-efficacy in answer to research objectives 1,2,3. Pearson product moment correlation (Pearson r) use to determine the significance of the relationship between effective teaching observation, school leadership practices and teacher self-efficacy among public secondary school teachers. In response to research objectives number 4. As to the objective number 5, Regression was applied to determine effective teaching observation and school leadership practices as predictors of teacher self-efficacy.

The study, particularly before data collection, addressed ethical concerns and considerations. Respondents' participation voluntary and anonymous, and all data obtained kept strictly confidential in compliance with the Data Privacy Act of 2012. Before data collection, each target respondent provided with an informed consent form.

The study followed ethical requirements by avoiding high-risk circumstances for respondents and taking into account protective measures such as psychological, financial, and physical preparations as outlined in U MERC form 2.2. Hence, this paper was subjected to an ethics review by the panel of experts from the University of Mindanao Ethics Review Committee (UMERC) and found to be in order and compliant with the minimum standards of research ethics as prescribed by the University. The researcher was granted a certificate of approval with U MERC Protocol no. _____. The study focuses mostly on secondary teachers that serve as a useful resource for future educational research. The researcher ensured that the resources used were paraphrased and expressed according to their thoughts, and the study passed through a plagiarism check using turnitin at the institution.

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RESULTS AND DISCUSSION

Presented, analyzed and interpreted in this chapter were the data obtained from the respondents on teacher self-efficacy as a function of effective teacher observation and school leadership practices that are based on

the sub-problems previously stated. The order of the discussion on the mentioned topics are as follows: level of effective teacher observation; their level of school leadership practices; and teacher self-efficacy.

Level of Effective Teacher Observation

The findings in Table 1 reveal that the overall level of effective teacher observation was rated very high, $X = 4.56$, $SD = 0.42$, indicating that teachers consistently demonstrate effective teaching practices across planning, management, and instruction. Among the indicators, instruction received the highest rating, $X = 4.57$, suggesting that teachers excel in delivering lessons and engaging students in the learning process and is always observed. This result underscores the centrality of instructional quality as a core dimension of teaching effectiveness. Previous studies emphasize that instructional competence is strongly associated with improved student outcomes, particularly when teachers employ varied strategies to meet diverse learning needs (Stronge, 2018).

Meanwhile, planning obtained the lowest, though still very high, rating $X = 4.54$. This indicates that while teachers are competent in lesson planning, there remains a need for continuous professional development to

strengthen teachers' skills in designing lessons aligned with curriculum standards, learner contexts, and 21st-century skills (Darling-Hammond et al., 2020). Effective planning is foundational to instruction and classroom management; thus, any gaps in this area may have downstream effects on student learning experiences.

The consistently high ratings across all indicators also reflect positively on teachers' professional competencies and adherence to instructional standards. This aligns with the framework of effective teaching articulated by Goss (2023), which highlights planning, classroom environment/management, and instruction as interrelated domains that contribute to successful teaching practice. The results suggest that teachers in the study context are performing well across these domains, which may reflect the impact of teacher education programs, ongoing training, and school-level support systems.

Table 1
Level of Effective Teacher Observation

<i>Indicator</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
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<i>Planning</i>	.48	4.54	<i>Very High</i>
<i>Management</i>	.45	4.56	<i>Very High</i>
<i>Instruction</i>	.43	4.57	<i>Very High</i>
OVERALL	.42	4.56	<i>Very High</i>

Level of School Leadership Practices

Table 2 presents the level of school leadership practices as evaluated in terms of principal and teacher leadership. The overall mean score of 4.39, SD = 0.49 reflects a very high level of school leadership practices, indicating that both principals and teachers are perceived as demonstrating strong leadership behaviors within the school setting.

Among the indicators, principal leadership practices obtained the highest mean score $X = 4.40$, $SD = 0.48$. This suggests that school principals are viewed as highly effective in carrying out their roles as instructional leaders, managers, and vision-setters of the school community. This finding aligns with Leithwood et al. (2020), who emphasized that principal leadership is second only to classroom instruction in its impact on student learning outcomes. Effective principals provide direction, create a supportive learning environment, and empower teachers to improve their professional practices.

Meanwhile, teacher leadership practices also rated very high $X = 4.39$, $SD = 0.53$, highlighting the active involvement of teachers in leadership functions such as mentoring peers, facilitating collaborative learning communities, and contributing to decision-making processes. Teacher leadership is increasingly recognized as a vital component of school improvement, as it fosters shared responsibility, enhances instructional quality, and builds a culture of collaboration (Kamaruzaman, Musa, & Hashim, (2020); Rashid, & Mansor, (2018). The very high rating reflects a strong culture of distributed leadership in which leadership responsibilities are not confined to the principal but are also shared among teachers.

Table 2
Level of School Leadership Practices

Indicator	SD	Mean	Descriptive Level
Principal Leadership Practices	.48	4.40	Very High
Teacher Leadership Practices	.53	4.39	Very High
OVERALL	.49	4.39	Very High

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Level of Teacher Self-Efficacy

Table 3 shows the level of teacher self-efficacy as measured across four domains: student engagement, instructional preparation, behavioral competency, and teaching skills. The overall mean score of 4.52, SD = 0.43 falls within the very high descriptive level, suggesting that teachers possess a strong sense of efficacy in their teaching practice. This high self-efficacy reflects teachers' confidence in their capacity to influence student learning and manage classroom processes effectively.

Among the indicators, efficacy in instructional preparation was rated the highest $X = 4.57$, $SD = 0.45$. This indicates that teachers feel particularly confident in planning and preparing lessons, designing instructional materials, and aligning teaching strategies with curriculum requirements. This is consistent with Tschannen-Moran, (2020;2021;2022) findings that self-efficacy in preparation is foundational to effective instruction, as teachers who believe in their ability to plan effectively are more likely to adopt innovative and student-centered approaches.

Close to this is efficacy in student engagement $X = 4.56$, $SD = 0.46$,

showing that teachers also feel very capable of motivating and engaging learners in classroom activities. This is significant, as engaging students is one of the most challenging yet essential aspects of teaching (Bandura, 1997). High efficacy in engagement suggests that teachers believe they can reach diverse learners, maintain their interest, and foster active participation, factors linked to improved student outcomes.

On the other hand, efficacy in behavioral competency obtained the lowest mean $X = 4.49$, $SD = 0.49$, though still at a very high level. This indicates that while teachers feel confident in managing classroom discipline and promoting positive behavior, this remains a relative area of challenge compared to other domains. Effective classroom management is often influenced by external factors such as class size, student backgrounds, and school support (Sabornie, & Espelage, (2023), which may explain why teachers rated this slightly lower.

Table 3
Level of Teacher Self-Efficacy

Indicator	SD	Mean	Descriptive Level
Efficacy in student engagement	.46	4.56	Very High
Efficacy in Instructional Preparation	.45	4.57	Very High

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Efficacy in Behavioral Competency	.49	4.49	Very High
Efficacy in Teaching Skills	.46	4.52	Very High
OVERALL	.43	4.52	Very High

Table 4 presents the correlation results showing the relationship among effective teacher observation, perception of school leadership practices, and teacher self-efficacy. All correlation coefficients are significant at the 0.01 level (2-tailed), suggesting that these three variables are strongly and positively related.

The highest correlation was found between effective teacher observation and teacher self-efficacy, $r = .841$, $p < .01$. This indicates a very strong positive relationship, meaning that when teachers are observed to be more effective in planning, management, and instruction, they also tend to report higher levels of self-efficacy. This result is consistent with Bandura's (1997) social cognitive theory, which asserts that self-efficacy is reinforced through mastery experiences and feedback. Effective teaching practices, when validated through observation, may strengthen teachers' confidence in their abilities, leading to greater persistence, resilience, and motivation (Klassen, Rushby, Maxwell, Durksen, Sheridan, & Bardach 2021).

The second strongest relationship is between effective teacher observation and perception

of school leadership practices $r = .654$, $p < .01$. This suggests that teachers who demonstrate higher levels of teaching effectiveness also perceive their school leaders, both principals and teachers, as effective. This aligns with the concept of instructional leadership, where school leaders play a crucial role in creating supportive conditions that enable teachers to perform effectively (Leithwood et al., 2020). It implies that strong leadership practices foster environments where effective teaching is both observed and nurtured.

Meanwhile, the correlation between school leadership practices and teacher self-efficacy, $r = .559$, $p < .01$ is also significant, though moderate in strength. This finding implies that teachers who perceive their school leaders as supportive and collaborative are more likely to develop a stronger sense of teaching efficacy. Distributed and empowering leadership fosters teacher autonomy, trust, and professional growth, all of which contribute to enhanced self-efficacy (Tschannen-Moran, 2020).

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Table 4. Overall Significance on the Relationship between Levels of Effective Teacher Observation, Perception of school leadership practices and Teacher Self-Efficacy

	Effective Teacher Observation	Perception of school leadership practices	Teacher Self-Efficacy
Effective Teacher Observation	1	0.495**	0.841**
Perception of school leadership practices	.654**	1	0.559**
Teacher Self-Efficacy	0.841**	0.559**	1

** Correlation is significant at the 0.01 level (2-tailed).

Multiple Regression Analysis of Effective Teacher Observation and Perception of School Leadership Practices to the Teachers Self- Efficacy

The multiple regression analysis examined the predictive power of effective teacher observation and perception of school leadership practices on teacher self-efficacy. The results indicate that the model is statistically significant; $F = 410.522, p < .001$, with an $R = .857$ and an $R^2 = .734$. This means that approximately 73.4% of the variance in teacher self-efficacy can be explained by the combined effects of teacher observation and leadership practices, a very strong explanatory power.

Looking at the predictors individually, effective teacher observation emerged as the strongest predictor of teacher self-efficacy, $B = .754, \beta = .747, t = 21.710, p$

$< .001$. This suggests that teachers' observed effectiveness in planning, instruction, and classroom management strongly contributes to their belief in their own competence. The result supports Bandura's (1997) theory of self-efficacy, which highlights mastery experiences and performance accomplishments as the most influential sources of efficacy beliefs. When teachers experience success in their teaching practice and receive positive feedback through observation, they are more likely to develop higher confidence in their abilities.

On the other hand, perception of school leadership practices was also a significant predictor $B = .165, \beta = .189, t = 5.490, p < .001$, although with a smaller effect size compared to teacher observation. This finding suggests that while leadership practices do influence teacher self-efficacy, their effect is complementary rather than

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dominant. Teachers who perceive their school leaders, principals and peers, as supportive and empowering are more likely to feel confident in their teaching role. This supports previous research indicating that supportive leadership fosters trust,

collaboration, and professional growth, which in turn enhances teacher efficacy (Leithwood et al., 2020; Tschannen-Moran & Hoy, 2007).

Table 5

Multiple Regression Analysis of the Combined Influence of Effective Teacher Observation and Perception of School Leadership Practices to the Teachers Self- Efficacy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	.362	.148		2.446	.015
1 Effective observation	teacher.754	.035	.747	21.710	.000
Perception of school leadership practices	.165	.030	.189	5.490	.000
R	.857				
R²	.734				
F	410.522				
P	.000				

a. Dependent Variable: Teacher Self-Efficacy

The constant term B = .362, t = 2.446, p = .015 further indicates that even when both predictors are held constant, a baseline level of teacher self-efficacy still exists, suggesting that other unmeasured factors may also contribute to teachers' sense of efficacy.

The findings reveal that effective teaching observation is the strongest predictor of teacher self-efficacy. This supports Bandura's theory that mastery experiences and structured feedback reinforce self-belief. Teachers who receive meaningful

observation results develop greater instructional confidence.

School leadership practices also significantly influence teacher self-efficacy, reinforcing the importance of supportive, collaborative, and distributed leadership. Behavioral competency was slightly lower due to external classroom factors, confirming previous findings by Zee and Koomen (2022).

Limitation of the Study

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This study has several limitations that must be acknowledged. First, the data were collected using self-report questionnaires, which may be subject to social desirability bias. Second, the respondents were limited to public secondary school teachers in Davao City, and therefore findings cannot be generalized to all teachers in the Philippines or in private institutions. Third, the cross-sectional design of the study limits the ability to make causal inferences. Lastly,

although the instruments demonstrated high reliability, unmeasured contextual factors such as school culture and student demographics may have influenced the results.

Future research may employ a longitudinal or experimental design, expand the sample to other regions, and include qualitative data such as interviews or classroom observations to enrich understanding.

CONCLUSION AND RECOMMENDATION

The findings of this study revealed that public secondary school teachers in Davao City demonstrated very high levels of effective teaching observation in terms of planning, management, and instruction, as well as very high perceptions of school leadership practices. Their sense of self-efficacy across student engagement, instructional preparation, behavioral competency, and teaching skills was also rated very high, suggesting that teachers in this context possess strong professional confidence and competence.

confidence. Moreover, regression analysis established that effective teaching observation was the strongest predictor of teacher self-efficacy, while leadership practices also exerted a significant influence, though to a lesser degree. Taken together, these findings affirm the central role of constructive observation and collaborative leadership in shaping teachers' professional growth, aligning with Bandura's Social Cognitive Theory that emphasizes mastery experiences and feedback as essential sources of self-efficacy.

Results further indicated that effective teaching observation had a very strong positive correlation with teacher self-efficacy, highlighting the significant contribution of structured feedback and observation processes to teachers' belief in their instructional abilities. School leadership practices also showed a positive, though moderate, relationship with teacher self-efficacy, underscoring the complementary role of supportive leadership environments in fostering teacher

In light of the results and conclusions, several recommendations are offered:

Schools should strengthen teachers' lesson planning competencies by providing targeted training on instructional design, effective lesson sequencing, and alignment of learning competencies with classroom activities. Mentoring and peer review of lesson plans may also be institutionalized to support teachers with lower planning proficiency. Address specific areas by offering

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workshop-based interventions and coaching that allow teachers to improve the identified planning competency reflected by this indicator.

Administrators should enhance teacher leadership opportunities by delegating more decision-making roles, promoting shared governance, and offering professional development that cultivates leadership capacity among teachers. Strengthen classroom management practices related to the competency through peer modeling, observation feedback, and discipline-specific management strategies.

Provide continuous capability-building activities focusing on pedagogical

techniques, classroom facilitation skills, differentiated instruction, and learner-centered strategies to boost teachers' confidence in their teaching skills. Improve instructional delivery, possibly through lesson demonstrations, coaching sessions, and reflective teaching practices.

Teachers themselves are encouraged to engage actively in reflective practice, peer feedback, and collaborative learning communities to further enhance self-efficacy, while also pursuing training in areas where confidence is relatively lower, such as behavioral competency and classroom discipline.

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