

# The Influence Of Instructional Leadership And Organizational Socialization On Teacher Self-Efficacy

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## ABSTRACT

The study was conducted to determine the singular and combined influence of instructional leadership and organizational socialization on teacher's self-efficacy among teachers in Santo. Tomas West District in the Division of Davao del Norte. Quantitative non-experimental research utilizing descriptive correlational research design was used in this study with a sample of 334 permanent elementary public-school teachers selected from 10 schools in Santo. Tomas, West District, Division of Davao del Norte. The researcher used three sets of adopted research questionnaires answered by the respondents. Data analysis tools used were weighted mean, Pearson-r and regression analysis to test the hypotheses. The descriptive equivalent of Very High was given to the level of independent instructional leadership. According to the findings, curriculum implementation had the greatest mean with a very high descriptive equivalent, whereas maximizing instructional time had the lowest mean with a very high descriptive equivalent.

**Keywords:** instructional leadership, organizational socialization, self-efficacy, perception, education, Philippines

## INTRODUCTION

Teachers' perceptions of the efficacy of the teaching team, rather than individual teachers' effectiveness, are represented by teacher efficacy (Liu, 2021). Teacher efficacy is a significant term that varies greatly between schools and is linked to student accomplishment and performance in a systematic way. As a result, low self-efficacy individuals frequently perceive challenging jobs as dangers they should avoid. Moreover, they frequently avoid setting goals and show little dedication to the ones they do. Teachers with high teaching self-efficacy mentally and behavior showed satisfaction, motivation, and readiness at work compared to teachers with low self-efficacy (Ma'mun and Suryana 2019).

The proposed conceptual model was confirmed, with both principal and teacher beliefs (i.e., self-efficacy) having an impact on their behaviors and commitment. Revealing how instructional leadership practices and leader self-efficacy beliefs combine to generate collective teacher efficacy and commitment (Philip, Rezvan, Nooriyah, & Masoumeh, 2018). Teacher leadership had a direct effect on teacher trust, and while teacher leadership had no direct effect on instructional practices, the mediation effect of teacher self-efficacy had an indirect effect (K?!nç, Belliba?, & Bekta?, 2021). Self-efficacy theory's central tenet is that people's beliefs in their ability to produce desired effects through their own actions are the most significant determinants of the behaviors they choose to engage in and how much they persist in their efforts in the face of setbacks and difficulties (Bandura, 1997, p. vii). The self-efficacy theory also contends that these efficacy beliefs are vital for behavioral change tactics that are both professionally and self-guided, as well as for psychological adjustment, psychological issues, physical health, and other areas. (Maddux 2012)

The instructional leadership practices have demonstrated to be an imperative factor to teachers' self-efficacy. The relationship between the instructional leadership practices and the teachers' self-efficacy has a strong relationship (Isa & Medina, 2019). This leadership contribution significantly affects students'

achievement which is the result of teachers' self-efficacy as teachers learn and improve their abilities (Mu'man and Suryana 2019).

There was a few research that focused on transformational and instructional leadership as predictors of school leaders' self-efficacy in various forms. However, there is the absence of organizational socialization on teacher's self-efficacy. As a result, the purpose of this study is to investigate school leaders' instructional leadership and the extent to which it has a significant impact on self-efficacy, which will be useful in determining their status in the field of education, particularly in language learning and communication.

## **METHOD**

This chapter presents the research design, the research locale, the population and sample, the research instrument, the data collection, and the statistical tools.

### **Research Design**

The objective of the quantitative non-experimental correlational study included in this study was to ascertain whether there is any connection between organizational socialization and instructional leadership that has a substantial impact on teachers' self-efficacy (Creswell 2014, cited by Gardner, M., Abrams, McGee, & Hogan 2022).

Correlation research is a crucial part of a research project, according to Creswell as cited by Evin, 2022, since it focuses on discovering correlations between two or more variables in the same population or between the same variables in two populations. Understanding the relationships and interconnections between human events is a motivating factor behind scientific research in all social science disciplines, and this motivation overrides even the most nuanced model distinctions between different research approaches. The goal of this descriptive, non-experimental, quantitative correlational study is to look at instructional leadership, organizational socialization, and self-efficacy at a public school in Santo Tomas, Davao del Norte.

### **Research Locale**

The study was conducted at Santo Tomas, Davao del Norte. Santo Tomas is a landlocked municipality in the coastal province of Davao del Norte. The municipality has a land area of 221.80 square kilometers or 85.64

### **Population and Sample**

The respondents included in this study were all 334 permanent public-school teachers of Santo Tomas West District in the Division of Davao del Norte. There are 55 male teachers and 279 female teachers out of a total of 334 teachers. They were chosen as the respondents of this study. Permanent public-school teachers who are on leave, the school in-charge and the school heads will be excluded as participants of this study. Those teachers who will refuse to sign the informed consent will be excluded. Even after the respondents signed the informed consent, they have the freedom to withdraw anytime as a participant if they are no longer willing to answer the questionnaire.

This research employed purposive sampling technique, total population sampling to generate accurate data that can be utilized for further improvement of practices for both teachers and school heads (Serra, Psarra, & O'Brien, 2018). A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study.



**Figure 2.** Map of the study's locale

Purposive sampling is also known as judgment, selective, or subjective sampling. In total population sampling a researcher chooses to examine the entire population that has one or more shared characteristics – used to generate reviews of events or experiences, which is to say, it is common to studies of groups within larger populations (Walker 2004).

With total population sampling a researcher chooses to examine the entire population that has one or more shared characteristics. This kind of purposive sampling technique is commonly used to generate reviews of events or experiences, which is to say, it is common to studies of groups within larger populations (Ghosh, Myung, & Sankaran, 2018).

### **Research Instrument**

This study used two (2) sets of standardized or adopted questionnaires to assess the instructional leadership of school heads and self-efficacy of teachers. In describing the instructional leadership, the following five-point Likert scale was used:

The survey questionnaires underwent a validation process to ensure the content validity. The first draft of the research instrument was submitted to the research adviser for comments, suggestions, and recommendations to improve its presentation with the corrections to be included and integrated. The final copies were submitted to a panel of experts for refinement. The final revision was made by incorporating the corrections, comments and suggestions given by the expert validators before the gathering of data.

The ratings of the validators will be computed and consolidated to know the status of the questionnaires and after computed, the validators' mean rating was. Further, reliability index shall be observed through pilot testing on the same target respondents in other places. The data to be gathered shall undergo Cronbach Alpha test to identify the items to be removed and to be revised so that the adopted questionnaires will address the comprehension of the target respondents according to their level before the final conduct. It was revealed that instructional leadership got the score of 932. and organizational socialization got the result of .932, while the self-efficacy, the dependent variable, got a result of .794. In assessing the replies of the respondents, the following rating scales were used:

For the instructional leadership, the analysis of the responses was categorized into five levels, to wit:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that the instructional leadership is manifested at all times.
3.40 – 4.19	High	This means that the instructional leadership is manifested most of the time.
2.60 – 3.39	Moderate	This means that the instructional leadership is manifested often.
1.80 – 2.59	Low	This means that the instructional leadership is manifested sometimes.
1.0 -1.79	Very Low	This means that the instructional Leadership is not manifested.

For the level of organizational socialization, responses were interpreted as follows:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that the item on organizational socialization is always manifested.
3.40 – 4.19	High	This means that the item on organizational socialization is oftentimes manifested.
2.60 – 3.39	Moderate	This means that the item on organizational socialization is sometimes manifested.
1.80 – 2.59	Low	This means that the item on organizational socialization is seldom manifested.
1.00 – 1.79	Very Low	This means that the item on organizational socialization is never manifested.

When describing the self-efficacy, the following 5-point Likert scales were used:

Range of Means	Descriptive level	Interpretation
4.20 – 5.00	Very High	This means that the teachers self- efficacy is always manifested
3.40 – 4.19	High	This means that the teachers self -efficacy is often manifested
2.60 – 3.39	Moderate	This means that the teachers self- efficacy sometimes manifested
1.80 – 2.59	Low	This means that the teachers self- efficacy seldom manifested
1.0 -1.79	Very Low	This means that the teachers self- efficacy not manifested

### Data Collection

A letter asking permission to conduct study was sent to Schools Division Superintendent through the school heads of identified schools. After the approval of the Schools Division Superintendent to conduct the study, the researcher personally administered the survey questionnaires to the respondents in the schools identified after the informed consent had been signed. The researcher then retrieved the questionnaires after the respondents had answered. The researcher then checked, tabulated, and consolidated the results and then gave it to the statistician for the analysis of data.

### Statistical Tools

The following statistical tools were utilized for a more comprehensive interpretation and analysis of the data.

The following are the statistical tools to treat the data to be gathered:

**Weighted Mean.** This was used to determine the level of instructional leadership and self-efficacy of school heads.

**Pearson-r.** This was used to determine the significant relationship between instructional leadership and self-efficacy of school heads.

**Regression Analysis.** This was used to determine the significant influence of instructional leadership to self-efficacy and to determine the domain in the instructional leadership that significantly influences self-efficacy.

## RESULTS

The data obtained from the respondents of the study were presented, analyzed, and interpreted in this section based on the research objectives previously stated. The order of discussions on the mentioned topic is as follows: to determine the level of instructional leadership, to determine the level of organizational socialization, to determine the level of teacher self-efficacy, to determine the relationship between instructional leadership and teacher self-efficacy, and to determine the singular and combined influence of instructional leadership and organizational socialization on teacher self-efficacy.

### Level of Instructional Leadership

Shown in Table 1 is the level of instructional leadership with a mean of 4.58 with a descriptive level of Very High. The result shows curriculum implementation with the highest mean of 4.68. This is followed by professional development with a mean of 4.66 in second. Third, feedback on teaching-learning with a mean of 4.61. Fourth, maintain visible presence with a mean of 4.60. Fifth, instructional resource provider with a mean of 4.56. Then followed by monitoring students' progress with a mean of 4.48 in sixth, and came last with the lowest mean of 4.44, maximizing instructional time. All of which have a descriptive level of Very High.

**Table 1.** *Level of instructional leadership*

Indicators	SD	Mean	Descriptive Level
Instructional resource provider	0.64	4.56	Very High
Maintain visible presence	0.57	4.60	Very High
Professional development	0.54	4.66	Very High
Maximize instructional time	0.83	4.44	Very High
Monitoring student's progress	0.67	4.48	Very High

### Level of Organizational Socialization

Shown in Table 2 is the weighted means of each criterion were computed, in which the level of organizational socialization with an overall mean of 3.83 with a descriptive level of High. The results revealed that the organizational goals and values came first and the highest with a mean of 4.60. This is followed by job knowledge with a mean of 4.42 in second, both with a descriptive level of Very High. Third, people with a mean of 2.57, Fourth, performance proficiency with a mean of 2.53, and with the lowest of 2.42, language. The remaining three indicators with a descriptive level of Low.

**Table 2.** *Level of organizational socialization*

Indicators	SD	Mean	Descriptive Level
Job knowledge	0.79	4.42	Very High
Organizational goals and values	0.59	4.60	Very High
Performance proficiency	1.41	2.53	Low
Language	1.45	2.42	Low
People	1.36	2.57	Low
<b>Overall</b>	1.38	3.83	<b>High</b>



### Level of Teacher Self-efficacy

Shown in Table 3 is the level of teacher self-efficacy with an overall mean of 4.15 with a descriptive value of High. The results revealed that classroom context came first and the highest with a mean of 4.58 with a descriptive level of Very High. Then, school context, in second and the lowest mean of 3.56 with a descriptive level of High.

**Table 3.** *Level of teachers' self-efficacy*

Indicators	SD	Mean	Descriptive Level
Classroom context	0.61	4.58	Very High
School context	1.40	3.56	High
<b>Overall</b>	1.14	4.15	<b>High</b>

### Significance of the relationship between

**Instructional Leadership and Teachers' Self-efficacy** Shown in Table 4.1 is the result of the test of relationship between instructional leadership and teacher self-efficacy. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .506 with a p-value of <0.05 signified the acceptance of the null hypothesis. It means that there is no significant relationship between instructional leadership and teacher self-efficacy.

**Table 4.1.** *Significance of the relationship between instructional leadership and teacher self-efficacy*

Instructional leadership	Self-efficacy		Overall
	Classroom context	School context	
Instructional resource provider	.492**	.197**	.408**
	(0.000)	(0.001)	<b>(0.000)</b>
Maintain visible presence	.480**	.123*	.353**
	(0.000)	(0.033)	<b>(0.000)</b>
Professional development	.553**	.178**	.430**
	(0.000)	(0.002)	<b>(0.000)</b>
Maximize instructional time	.491**	.296**	.473**
	(0.000)	(0.000)	<b>(0.000)</b>
Monitoring student's progress	.575**	.318**	.535**
	(0.000)	(0.000)	<b>(0.000)</b>
Feedback on teaching – learning	.575**	.195**	.454**
	(0.000)	(0.001)	<b>(0.000)</b>
Curriculum implementation	.572**	.158**	.428**

	(0.000)	(0.006)	<b>(0.000)</b>
<b>Overall</b>	.613**	.241**	.506**
	<b>(0.000)</b>	<b>(0.000)</b>	<b>(0.000)</b>

**Significance of the relationship between Organizational Socialization and Teacher Self-efficacy**

Shown in Table 4.2 is the result of the test of relationship between organizational socialization and teacher self-efficacy. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .211 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between organizational socialization and teacher self-efficacy.

**Table 4.2.** Significance of the relationship between organizational socialization and teacher self-efficacy.

Organizational socialization	Self-efficacy		Overall
	Classroom context	School context	
Job knowledge	.619**	.306**	.552**
	0	0	0
Organizational goals and values	.660**	.248**	.537**
	0	0	0
Performance proficiency	0.046	-.552**	-.336**
	-0.431	0	0
Language	0.023	-.496**	-.313**
	-0.696	0	0
People	0.071	-.548**	-.320**
	-0.222	0	0
Overall	.189**	-.484**	-.211**
	-0.001	0	0

**Singular and Combine influence of Instructional leadership and Organizational Socialization on Teacher Self-efficacy**

With the presence of regression, the researcher would like to examine deeply if there are possible direct and indirect relationships. When the self-efficacy of instructors was regressed on the instructional leadership and organizational socialization, it generated an R<sup>2</sup> of .367, as shown in Table 6. The ANOVA value of this regression is 86.511 significantly influences the self-efficacy of instructors. The R<sup>2</sup> .367 indicates that 36.7 % of the variance in self-efficacy is attributed to instructional leadership and organizational socialization. This means that 63.3% of the variance in self-efficacy is attributed to other variables not covered in this study. Examining further, the table shows that among the variables, instructional leadership has the greatest contribution (Beta =0.782, p- value= 0.000) and the lowest is, instructional leadership and organizational



socialization with (Beta = -.380, p-value=0.000).

**Table 5** Multiple Regression Analysis of the Influence of Instructional Leadership and Organizational Socialization

Teaching Behavior					
(Predictors)	<i>B</i>	<i>beta</i>	<i>Std. error</i>	<i>t</i>	<i>Sig.</i>
(Constant)	0.000	2.064	.218	9.458	0.000
Instructional Leadership	0.771	0.782	0.060	13.104	0.000
Instructional Leadership and Organizational Socialization	-.426	-0.38	0.052	-7.248	0.000
Organizational Socialization	<i>Excluded variable</i>				
<i>R</i>	.306				
<i>R</i> <sup>2</sup>	.094				
F	15.353				
<i>p</i>	.000				

## DISCUSSION

This chapter presents the discussion of the data on instructional leadership, organizational socialization, and teaching behavior.

### Level of Instructional Leadership

Instructional leadership with a descriptive equivalent of Very High. Starting with the first indicator, instructional resource provider with a descriptive equivalent of Very High; commencing with the first question, encourages the teachers to use instructional materials freely; followed by organizes and delivers the instructional materials to teachers; provides the teachers sufficient access to instructional material; provides students with sufficient access to the instructional materials, and recommends resources in areas in which teachers need; then guides teachers in using instructional resources, and takes feedback on availability of the instructional resources, all questions with a descriptive equivalent of Very High.

Next indicator is to maintain the visible presence with a descriptive equivalent of Very High. First question, is visibly present in school for teachers and students; next, personally attends co-curricular activities of the school, followed by conducts meetings to discuss instructional matters; conducts meetings to discuss instructional matters, and then discusses with teachers the matters related to the instruction; this is followed by is physically available for instructional issues, and visits classes regularly to observe teaching and learning, all questions with a descriptive equivalent of Very High.

Third is the professional development with a descriptive equivalent of Very High. Available for teachers' professional development and encourages teachers to improve their classroom practices. This is followed by plans for faculty meetings for professional development and arranges teachers' meetings to help them grow professionally. Develops follow up plans for assessing professional development, and plans professional development opportunities according to needs, all questions with a descriptive equivalent of Very High.

Fourth, maximize instructional time with a descriptive equivalent of Very High. Encourages all teachers to come to class well-prepared and in time came first, and is followed by ensures that all students are present in the class during class time; next, protects classroom instructional time from outside interruptions; the, solves issues related to discipline to maximize instructional time; makes sure that students are not allowing to office during class came next, and uses class time of teachers for regular meetings, all questions with a descriptive equivalent of Very High.

Sixth indicator, monitoring student's progress with a descriptive equivalent of Very High. Asking the teachers to send the students' progress reports to parents came first, followed by discussing students' results with teachers for curricular strengths; then, meeting teachers individually to discuss student progress issues, and reviewing students' work when evaluating classroom instruction, all questions with a descriptive equivalent of Very High.

The seventh indicator, feedback on teaching – learning, with the descriptive equivalent of Very High; praises outstanding students on their achievement publicly and follows students' performance in parent teacher meetings; provides public praise to those teachers who perform well. Next, reinforces the teachers in staff meetings/newsletters/memos, then, provides verbal and written feedback to my teachers, all questions with descriptive equivalent of Very High.

And the last and eight indicator, curriculum implementation with a descriptive equivalent of Very High. Ensures that teachers teach the required curriculum comes first and is followed by encouraging a lesson plan for making curriculum effective. Next, encourages teachers to engage their students in activities, meets teachers to get reports about curriculum implementation, and ensures students' marks provide about curriculum implementation, all questions with a descriptive equivalence of Very High.

The overall result supports, Akram, Kiran, & ?L?AN (20170 stated that the seven subscales identified through exploratory factor analysis were instructional resource provider, maintaining visible presence, teachers' professional development, maximizing instructional time, monitoring student progress, giving feedback on the teaching and learning process, and curriculum implementer. The questionnaire's seven dimensions all demonstrated substantial positive relationships. The results also of a broader study on academics' willingness to use a critical approach to curriculum implementation. These academics' critical tendencies to adopt a critical perspective to curriculum implementation are highlighted (Heloise & Sylvan, 2021).

### **Level of Organizational Socialization**

Organizational socialization with a descriptive level of High. Starting with the first indicator, job knowledge with a descriptive equivalent of Very High; understanding all the duties of his/her job entails, then learn how to successfully perform in an efficient manner. This is followed by having mastered the required tasks of the job and have learned how things “really work” on the inside of the organization.

Next, under the same indicator, know the most influential people in the organization. Then, are good resources in describing the background of his/her work group/department; understand specific meanings of words and jargon in their profession; understand what most of the acronyms and abbreviations of his/her profession and have not mastered the specialized terminology and vocabulary of the organization, all with a descriptive equivalent of Very High.

Second indicator, organizational goals and values with a descriptive equivalent of Very High. The highest, support the goals that are set by the organization, and is followed by understanding the goals of the organization. Then, are good examples of an employee who represents the organization's values; goals are

also the organization's goals; believe that he/she fits well in the organization and are good representatives of the organization. Finally, easily identify teachers as "one of the gangs" within a group, all questions with descriptive equivalent of Very High.

Second indicator, performance proficiency, with a descriptive equivalent of Low; the highest is have not yet learned "the ropes" of the job with a descriptive equivalent of Moderate. Then followed by having not fully developed the appropriate skills and abilities to successfully perform the job; next, do not have a good understanding of the policies in the organization, and are not always sure what needs to be done in order to get the most desirable work assignments, respectively with a descriptive equivalent of Low.

Third indicator, Language, with a descriptive equivalent of Low; the first question is excluding some teachers in informal networks or gatherings of people within the organization, and exclude some teachers in social get together given by other people in the organization with a mean of 2.39 with a descriptive equivalent of Low.

Fourth indicator, People, with a descriptive equivalent of Low. Have not mastered the organization's slang and special jargon, and do not always understand the organization's abbreviations and acronyms.

The overall results support the possibility of achieving company strategic goals when Human Resources Management Practices (HRMP) are matched with them. Furthermore, aligning HRMP with one another improves the likelihood of achieving strategic objectives (The impact of vertical and horizontal alignment on HR management actions to achieve strategic corporate objectives). The association between website accomplishment ideals and organizational appeal was also influenced by individualism. Individuals' collectivism ideals masked the association between capacity to reach an employee and attractiveness (Harrison & Stone, 2018).

### **Level of Teacher Self-efficacy**

Self-efficacy with a descriptive equivalent of High based on the result. Starting with the first indicator, classroom context with a descriptive equivalent of Very High; the first question believes that their teaching produces a positive change in students' lives and followed by having an impact on the morals and values of students. Then help students remember what was learned in previous classes.

On the same indicator, this is followed by having the capacity to encourage students to express their thoughts and feelings freely in the class; are interesting and motivating, and teaching is flexible and adaptive, and know how to tie teaching with students' everyday interests. Consequently, identify and deal with students' problems before they get worse, adjust the level of difficulty of his/her teaching to suit the students so they can understand and learn. The belief that he/she is highly capable, and they are very creative in his/her work with students.

Consequently, act in such a manner that would not lead to a crisis during conflict situations; involve students in decisions concerning learning issues; this is followed by can joke to students without affecting their respect, can handle student disturbances in the classroom without raising voice, and can let students laugh or joke in the classroom without losing grip on the class, respectively; and finally, easily share feelings with students if decided to do so, all questions with a descriptive equivalent of Very High.

The next indicator is the school context with a descriptive equivalent of High. First on the list is to have friendly relationships with colleagues at school; next, enjoy a good rapport with the administrator at school. This is then followed contribute to molding school educational and administrative policies and characteristics; are actively involved in important decision-making processes at school; Consequently, can play an important role in solving serious school problems, and think that their principal would readily accept

teachers' plans or suggestions for promoting the school's educational and social goals, respectively with a descriptive equivalent of Very High.

Under the same indicator, do not think that school administrators are sufficiently familiar with the teachers or their views; next, have difficulty in making demands of the school administration; then, feel that their school administrators are not sympathetic to teachers or their ideas for promoting the school's educational or social goals; prefer to retreat or give up when faced with too many difficulties in relations with colleagues or administrator, and don't know whom to turn to when there are problems at school, respective with a descriptive equivalent of Moderate. Then again, I do not know who really makes the important decisions in school, and cannot establish good relations with colleagues at school, both with a descriptive equivalent of Low.

The overall result conforms to emotional weariness, depersonalization, and a lack of personal accomplishment were all linked to the school context. Emotional weariness, depersonalization, and a lack of personal accomplishment were all linked to low self-esteem. The suggested model accounted for the total variance in emotional tiredness, in depersonalization, and in decreased personal accomplishment (Ali & Baghery, 2018).

### **Significance of the relationship between Instructional Leadership and Teacher Self-efficacy**

Based on the result of the relationship between instructional leadership and teacher self-efficacy, it was revealed that there was no significant relationship between the indicators of instructional leadership and teacher self-efficacy. Student monitoring progress. Second, maximize instructional time. Third, feedback on teaching – learning; Fourth, professional development; Fifth, curriculum implementation; Sixth, instructional resource provider, and maintain visible presence.

The findings supported Shengnan and Philip's (2018) partial mediation model, which found that principal instructional leadership had moderate direct and indirect effects on teacher professional learning. The impacts of principal time management and self-efficacy on principal instructional leadership were minor.

### **Significance of the relationship between Organizational Socialization and Teacher Self-efficacy**

Based on the result of the relationship between organizational socialization and teacher self-efficacy, it was revealed that there was no significant relationship between the indicators of organizational socialization to teacher self-efficacy, job knowledge came the highest. Second, is the organizational goals and values. Third, performance proficiency; fourth, people; and fifth, language.

Millennials want positive working relationships with their supervisors, coworkers, and residents because of the humanitarian nature of their jobs. They also favor employment schedules that are more flexible. Additionally, an unsupportive work environment and workplace pressure to suit the requirements of older residents hurt millennials' motivation to continue in the industry (Sutcliffe & Dhakal, 2018).

### **Singular and combine influence of Instructional Leadership and Organizational Leadership on Teacher Self-efficacy**

One of the important purposes of this study is the multiple regression analysis determining which indicators of school connectedness best predicts the instructional leadership and ethical climate. The study states that there are no domains or there is no domain of instructional leadership and organizational socialization significantly influenced teacher self-efficacy.

However, it was found that their organizational and teacher self-efficacy revealed a positive and significant

relationship between the indicators of organizational socialization and teacher self-efficacy.

## CONCLUSION

Conclusions are formed in this part, as may be seen from the study's findings. The level of instructional leadership, an independent got a descriptive equivalent of Very High. Based on the results, the curriculum implementation got the highest mean with a descriptive equivalent of Very High, whereas, to maximize instructional time, the indicator with the lowest mean with a descriptive equivalent of Very High.

While the level of organizational socialization, another independent variable got a descriptive equivalent of High. The indicator that got the highest mean is the organizational goals and values which has a descriptive value of Very High. On the other hand, the indicator that got the lowest mean is the language which has a descriptive value of Low.

On the other hand, the level of teacher self-efficacy, the dependent variable, got the descriptive equivalent of High. The indicator that got the highest mean is classroom context with a descriptive equivalent of Very High. On the other note, the indicator that got the lowest mean is the school context with a descriptive equivalent of High.

Furthermore, the instructional leadership and teacher self-efficacy was accepted, which means there was no significant relationship between the instructional leadership and teacher self-efficacy.

On the organizational socialization and teacher self-efficacy which was rejected which means that there was a significant relationship between the organizational socialization and teacher self-efficacy. While, on cognitive performance and English language attitude which was rejected which means that there was a significant relationship between cognitive performance and English language attitude.

On singular and combined influence of instructional leadership and organizational socialization on teacher self-efficacy. When various markers of teacher self-efficacy and instructional leadership were considered, the results showed significance on the relationship. It can be concluded that instructional leadership has an impact on organizational socialization and teacher self-efficacy.

The overall recent findings of the study conform with the study of Shengnan & Philip (2018), that impacts of principal time management and self-efficacy on principal instructional leadership were minor. The study contributes to a growing body of evidence that shows a favorable link between principal leadership and teacher professional development, as well as the role of self-efficacy in molding educator practice.

Additionally, individual characteristics such as job involvement, self-efficacy, locus of control, cognitive ability, and situational factors such as climate and supervisor/coworker support have a positive relationship with training motivation, which leads to employee skill acquisition, training, transfer, and job performance (Awan & Fatima, 2018).

## Recommendations

Based on the foregoing findings and conclusions, several recommendations are offered. The overall level of instructional leadership, it appeared that maximizing instructional time should be given attention. On the organizational socialization, language should be given attention as well, and on teacher self-efficacy, school context can be put on the priority.

For these reasons, the school administrators are recommended to craft policies that would give enough for the teachers to use instructional time. One of which is by providing equipment and facilities that would save



in preparation and maximize the time in preparation as there are some tasks and assessments that require much time to prepare. This would help the teacher prepare and use the time and achieve the objective for the period. Conducting seminars and workshops can be of help in helping the teachers how to manage the time effectively. Also, school administrators should consider the language when it comes to socialization. Words of encouragement can greatly help and proper usage of words in the workplace can also uplift the teachers while doing the tasks. Finally, school context plays a vital role in the teachers' efficacy. Improving the facilities at school can lessen the worries of teachers. Such as clean facilities for comfort rooms, proper ventilation, and even drainage systems can be of help.

Teachers are recommended to use the facilities and equipment available. Also, teachers should attend training and seminars offered by school to enhance the skills in using the latest technology. Also, teachers are encouraged to use appropriate words that might cause division among teachers and students that would perhaps result into loss of confidence and trust. And finally, in the school context, teachers should give time in making the school a place where learners are excited to be. It can be done by decorating the room, sitting arrangements can also help other than the traditional arrangement.

Additional research into other elements that affect the individual and combined influence of instructional leadership and organizational socialization on teacher self-efficacy may be done as part of the study. Furthermore, replication of this work is encouraged to test and validate results in different settings.

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