Mediation Effect of Self-Efficacy on Situational Leadership Style and Leader's Support to Teacher's Performance

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Abstract

This study determined the most dominant situational leadership style of the school heads; the level of leader's support of the school heads; the extent of self-efficacy of the school head as described by the teacher-respondents; and the performance level of the respondents towards work. Moreover, it investigated if situational leadership style and level of support of school head are significantly related to the extent of their self-efficacy and level of teachers' performance; and if the extent of self-efficacy significantly mediates the relationship between situational leadership style and leader support onto teachers' performance. The researcher found out that the most dominant situational leadership styles are the selling style, participating style, and delegating style. Overall, the school heads are highly supportive of their teachers. The self-efficacy of the school heads was highly observed by the respondents. Also, the performance level of the teacher-respondents towards work was highly observed. Moreover, situational leadership style and the level of the leader's support of the school heads contributed to the significant relationship between the extent of self-efficacy and the level of teacher performance, which are also significantly related to each other. There is a partial mediation exist on the extent of self-efficacy to the relationship between situational leadership style and the level of teacher's performance, and on the extent of self-efficacy to the relationship between the level of leader's support and the level of teacher's performance.

Keywords: *leader's support; self-efficacy; situational leadership style; teacher's performance*

1. Introduction

A leader may increase productivity in the workplace by adopting any one of several leadership styles. One such style is situational leadership, in which a leader adapts his or her approach to leading based on the specifics of a certain scenario or assignment (Indeed, 2020).

Telling, selling, participating, and delegating are all examples of situational leadership approaches. When a group needs continual guiding and careful monitoring, that's when a person can tell that style is at play. Leaders with a telling style may make all the calls and then relay them to their employees. Selling is employed when group or personnel lacks the drive to complete a task or fulfill a responsibility. Most often, teams will utilize "participate" when they have the skills necessary to execute a job but lack the motivation or self-assurance to do it. While delegating is done when a group performs well with little oversight.

Gaille (2018) claims that adaptability is a hallmark of the situational leadership style. It makes the workplace more pleasant for everyone involved. It considers the many stages of growth. It raises the head leader's consciousness. It improves a group's capacity to collaborate effectively. As a result, the workout regimen benefits but it tends to prioritize short-term wants over long-term ones. In task-focused settings, it may not be useful. Maturity is a difficult concept to pin down. Some government officials feel it does not go into enough detail. It depends on how competent the leader is. It promotes reliance among businesses. It could lead to chaos within the organization.

Teacher self-efficacy then refers to a teacher's confidence in his or her ability to motivate students to learn and participate in class, even when those students are difficult or unmotivated (Lazarides & Warner, 2020). Mastery experiences, vicarious experiences, verbal persuasions, physiological feedback, and emotional state were identified as the five primary sources of self-efficacy beliefs in this analysis.

Mastery experiences, as defined by Ackerman (2020), occur when an individual tackles and overcomes a

difficult problem. People educate themselves that they can gain new abilities, which is a large part of the reason why practice is the greatest approach to acquire a skill or enhance performance. Vicarious experience, on the other hand, is learning through watching and imitating someone else. Individuals are more likely to adopt their role models' optimistic self-perceptions when those role models exhibit a similar degree of self-efficacy. Teachers are only one of many potential sources of students' vicarious experiences. The power of words to inspire and motivate is described by the verbal persuasion factor; telling people that they are competent and can face any difficulty ahead will boost their self-efficacy and help them achieve their goals.

To continue, teacher also might utilize data regarding students' responses to their class, it is about physiological feedback. Finally, the emotional status, which refers to the role that one's environment and general health and happiness have in fostering and sustaining confidence in one's own abilities. When individuals are fit and well, it is much simpler to increase their self-efficacy than when they are sick or suffering from mental health issues like anxiety or depression or a significant physical illness.

In addition, the Civil Service Commission Memorandum Circular No. 06, series of 2012 was implemented via the DepEd Order No. 2, s. 2015 titled "Rules on the Establishment and Implementation of the Result-Based Performance Management System (RPMS)" that requires the office to issue a template for assessing the performance of both teaching and non-teaching personnel. It mandates that all government entities adopt the Strategic Performance Management System (SPMS) and follow its rules for doing so. Highlighted performance areas include teaching and learning process, pupil's outcome, community engagement, and professional growth and development. The instructors' efforts should be concentrated on the following key result areas (KRA).

Thus, the main objective of this study is to determine the observation level of situational leadership style of the school heads in terms of telling style, selling style, participating style, and delegating style and the level of leader's support of the school heads in terms of content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning, community linkages and professional engagement and personal growth and professional development and observance level of self-efficacy of the school heads in terms of mastery experience, vicarious experience, verbal persuasion, physiological feedback and emotional status and the performance level of the teachers towards work in terms of teaching-learning process, pupil's outcome, community involvement and professional growth and developments. Specifically, the study intends to determine the significant relationship between situational leadership style of the school head and the extent of self-efficacy and level of teacher's performance, the level of leader's support of the school heads and the extent of self-efficacy and level of teacher's performance. Moreover, the study determined the significant relationship between the extent of self-efficacy and the level of teacher's performance. Further, the study aims to determine the extent of self-efficacy significantly mediating the relationship between the situational leadership style and the level of teacher's performance and the extent of self-efficacy significantly mediating the relationship between the leader's support and the level of teacher's performance.

1.1 Theoretical Framework

The following sources were used to give an anchor and support for the current investigation:

Some theories explain the significance of identifying the moderated mediation effect of self-efficacy and leader support on school heads' situational leadership style and teachers' performance.

Usman (2016) claims that effective leadership is crucial to the success of any educational institution, from goal setting through actualization. Several studies have found a correlation between student initiative and academic success in school. Objective accomplishment and school effectiveness are seldom guaranteed in the absence of leadership. Leaders are often crucial to the success of initiatives to improve education. The leader is put to the test when it comes to creating a valuable way of life that permeates even the smallest parts, metrics, and frameworks. It is common to find that a school may either decline, maintain its status quo, or rise to prominence with a different set of priorities while adhering to the same regulations and norms and employing the same teaching staff and pupils from comparable backgrounds.

One theory that has application for educational leaders is Blanchard's Situational Leadership Theory. Abilities like "capability," "information," and "expertise," as well as "responsibility," "certainty," and "inspiration," are all used. Its purpose is to represent a spectrum of development (Kenton, 2020). It proves that effective leaders inspire their followers to take initiative and develop their skills, rather than looking to them for guidance. Follower performance improves when the leader makes realistic, optimistic assumptions, and declines when the leader makes unrealistic, pessimistic ones.

According to Vaari (2015), a situational leader may adopt any of the following management stances as needed. The verb "tell" implies "direct" or "guide." This method is used when a group needs constant monitoring and guidance.

Bandura's Self-Efficacy Theory, on the other hand, focused on how capable a person felt in certain situations

(Tugsbaatar, 2021). Heads of schools are qualified and competent in their roles as both instructional leaders and administrators. Promising new school heads are well-versed in all relevant norms and actively seek out expert advice when needed. The forebears have the know-how and confidence to carry out the predetermined chosen action.

Self-efficacy, as emphasized by Ackerman (2020), refers to feelings of plenty, productivity, and fitness in adjusting to life's challenges. They also proposed that meeting and maintaining one's standards of public presentation increases one's sense of self-worth, whereas failing to do so had the opposite effect.

Self-confidence in one's talents is part of the process, but it should not be mistaken for a guarantee of success (Naqvi, 2014). Believing in one's abilities and reacting to setbacks with dogged persistence is the essence of self-efficacy. It is a belief structure that promotes goal fulfillment. A school administrator's confidence in his or her abilities might pave the way to greater success. One possible element contributing to the adequacy of school directors is the level of self-efficacy held by school heads. This represents the protagonist's confidence in his or her abilities. It's the everyday application of values, beliefs, and motivations. Given the current climate of accountability and high-stakes testing, these concepts are relevant in the realm of state-funded training organizations. In addition, highly self-confident administrators are convinced of their abilities to inspire constructive change and encourage subordinates to take on more responsibility.

Almost everyone is aware of the aims they should pursue, habits they should alter, and goals they could reach. Of course, most people also know that putting these plans into action is easier said than done (Cherry, 2020). Since teachers are in charge of the classroom's instructional cycle, their level of authority can be inferred from the way they carry out their duties (Pendidikan, 2018).

1.2 Conceptual Framework

A paradigm in which an IVDV relationship is used to communicate the study is preferred. Researchers identified which of four situational leadership styles—telling, selling, participating, and delegating—were used more often by school administrators as the independent variable. Content knowledge and pedagogical assistance, student diversity and assessment and reporting, curriculum and planning, community partnerships, active participation, further education, and career advancement were all a part of the leaders' involvement.

Teacher-respondents' descriptions of the principal's self-efficacy in terms of mastery experience, vicarious experience, verbal persuasion, physiological feedback, and emotional state all factored into the mediating variable. The study also focused on determining respondents' levels of effectiveness in their works in terms of the teaching-learning process, student outcomes, community service, and ongoing professional development. Because of these factors, the researcher was able to develop a plan to help classroom teachers do better.
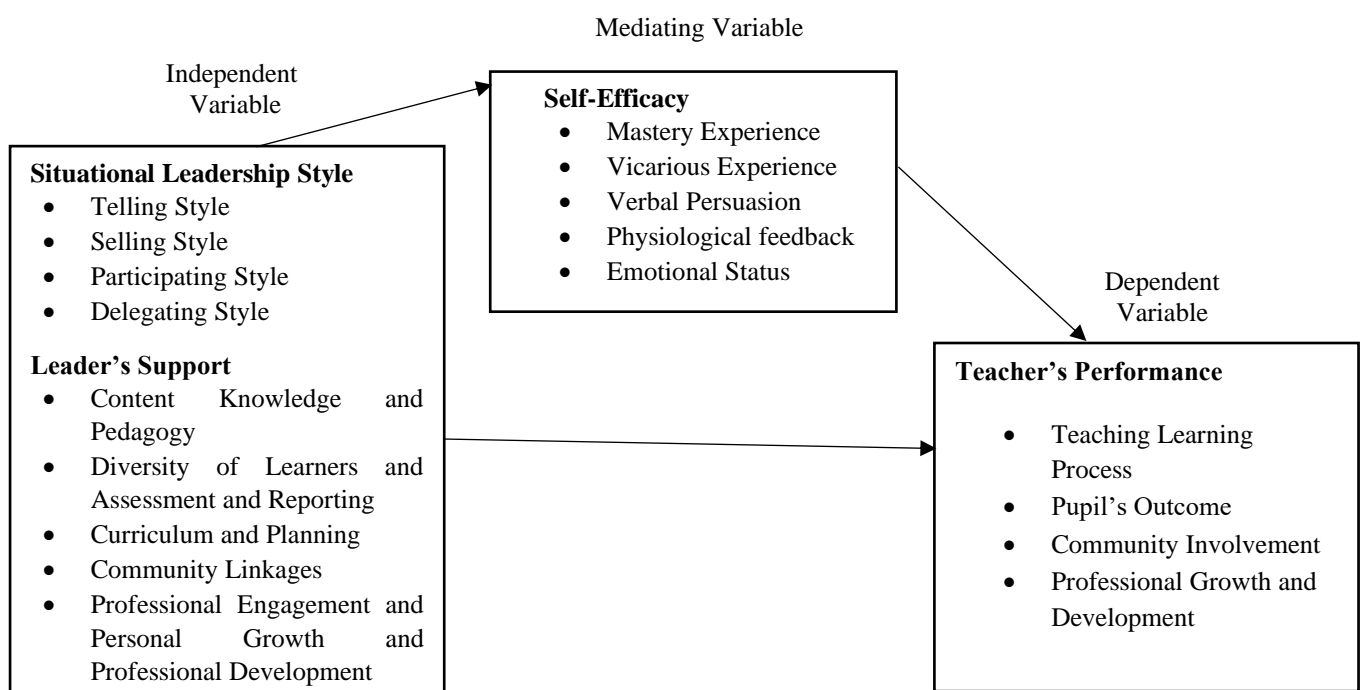

Figure 1. Research Paradigm

1.3. Statement of the Problem

This study attempted to determine the effect of situational leadership styles, leader support, and self-efficacy on teachers' performance.

Specifically, it sought to answer the following questions:

1. To what observation level is the situational leadership style of the school heads be described in terms of:
   1.1 Telling Style;
   1.2 Selling Style;
   1.3 Participating Style; and
   1.4 Delegating Style?

2. What is the level of leader's support of the school heads in terms of:
   2.1 Content Knowledge and Pedagogy;
   2.2 Diversity of Learners and Assessment and Reporting;
   2.3 Curriculum and Planning;
   2.4 Community Linkages; and
   2.5 Professional Engagement and Personal Growth and Professional Development?

3. To what observance level is the self-efficacy of the school head described by the teacher-respondents in terms of:
   3.1 Mastery Experience;
   3.2 Vicarious Experience;
   3.3 Verbal Persuasion; and
   3.4 Physiological Feedback; and
   3.5 Emotional Status?

4. What is the performance level of the teacher-respondents towards work in terms of:
   4.1 Teaching-Learning Process;
   4.2 Pupils' Outcome;
   4.3 Community Involvement; and
   4.4 Professional Growth and Development?

5. Is there a significant relationship between the situational leadership style of the school head and the:
   5.1. Extent of Self-Efficacy; and
   5.2. Level of Teacher's Performance?

6. Is there a significant relationship between the level of leader's support of the school heads and the:
   6.1. Extent of Self-Efficacy; and
   6.2. Level of Teacher's Performance?

7. Is there a significant relationship between the extent of self-efficacy and the level of teachers' performance?

8. Is the extent of self-efficacy significantly mediating the relationship between the situational leadership style and the level of teachers' performance?

9. Is the extent of self-efficacy significantly mediating the relationship between the leader's support and the level of the teacher's performance?

2. Literature Review

2.1 Situational Leadership Style

According to an article published by Indeed (2021), "situational leadership" is a kind of management in which a team's leader changes their approach based on the circumstances of the job at hand. This kind of administration places less emphasis on the leader's own abilities and more on his or her willingness to adapt to the specific needs of a school's faculty and students. This method of leading has been credited to Ken Blanchard and Paul Hersey, who coined the terms "Situational Leadership Theory" and "Situational Leadership Model" to describe it.

Schine (2021) also argued that the situational leadership approach had numerous positive outcomes. Changing tack to fit the circumstances is simple. It's simple and easy to understand. It takes into consideration a wide range of work habits and character traits. It's been shown to improve teamwork, communication, output, and morale. It inspires heads of state to be open and honest about their agendas and facilitates originality in positions of authority. It enables leaders to take an active role in their employees' personal growth. It takes into consideration tough situations and unexpected roadblocks. Finally, it emphasizes connecting with others. It gives the leader more say over the final product.

However, it's not without some significant downsides. Long-term activities and objectives are ignored. It's possible that people have different expectations. The leader's attitude is something that must be relied on by those

under them. It works well in non-rigid settings, rather than those that are task- or deadline-oriented. It's possible that the leader doesn't have the right kind of experience to take everyone's points of view into consideration. A leader's authority is tested. It's not always easy for a leader to gauge their team members' degree of maturity. Leadership is an art rather than a science since there are no set rules to follow. Not all leaders have the tools necessary to deal with difficult circumstances.

According to Truex (2019), situational leadership is shifting one's leadership style to better inspire followers and accommodate certain circumstances. This fashion is malleable and adapts to its surroundings. Leaders must have the ability to gauge the mental health and maturity of their subordinates. They need to hone their persuasive abilities. Their leadership style should be adaptable to the circumstances and the people they are leading. They need to win over their coworkers' confidence. They must maintain an emotional equanimity. They need to practice solving problems on their own. Finally, they need to hone their coaching techniques.

Meanwhile, the purpose of the research conducted by Ruslan et al. (2020) was to investigate the relationship between a school head's situational leadership style and the effectiveness of teachers in elementary schools. The findings indicated that the school head's situational leadership style influences teachers' effectiveness, that teachers' levels of professionalism influence teachers' effectiveness, and that both factors influence teachers' effectiveness.

On the other hand, Pendidikan (2018) aims to investigate the effects of school climate and leadership style on kindergarten teachers' effectiveness. It revealed that kindergarten teachers were significantly influenced by the situational leadership style of their school heads, the performance of kindergarten teachers was significantly influenced by the school environment, and the performance of kindergarten teachers was influenced by both factors.

As per Tabrizi & Rideout (2019), the benefits and drawbacks of situational leadership have been investigated. This leadership framework prescribes certain behaviors as the norm. Leadership in a variety of settings and organizations may benefit from the advice provided by situational theory. This strategy provides a framework for guiding leaders in making decisions about their businesses and their teams. In this method, successful leaders are those who can adapt their methods to fit the needs of the team and the tasks at hand. Since the entire Iranian educational system, as well as the broader social culture, follows a top-down model, a situational leadership approach is desperately needed. Research, review, and re-establishment of issues like participation in curriculum and assessment development, career development and leadership, and developing school leaders must be afforded to all regions to increase leaders' efficacy and create a more realistic model based on a global approach.

2.2 *Leader's Support*

An educator's ability to convey a subject's conceptual approach, relational understanding, and adaptive reasoning to students is a crucial part of the educational process (Kathirveloo et al., 2014). According to Hernbloom (2021), pedagogical content knowledge describes how instructors help students learn and develop within a particular field of study.

Effective pedagogies, as indicated by Husbands & Pearce (2012), are dependent on teacher conduct, teacher knowledge & understanding, and teacher beliefs. Long-term learning outcomes as well as immediate objectives must be considered while designing an effective pedagogy.

To ensure that all students have equal access to and participation in learning experiences, Gronseth et al. (2021) proposed the practice of "universally designing instruction," which entails the identification and deliberate planning of components and characteristics that do, in fact, present accessibility issues for students. The methods through which designers may cultivate sympathetic understandings and add flexibility to fulfill the requirements of varied learners vary in accordance with the wide range of learners' features, interests, and experiences.

The students at a school might vary greatly in terms of their ethnicity, social status, religion, literacy, athletic prowess, background, gender, and personality. Inspiring teachers to recognize and celebrate their students' individuality requires a curriculum that teaches this skill. Having a variety of viewpoints may lead to fruitful educational results. Those results, which will be discussed further below, may have lasting effects on students' lives even after they've graduated.

Power School's (2022) piece makes a compelling case for the value of promoting diversity, equality, and inclusion in the classroom. Students benefit from learning about and being exposed to diversity in a variety of ways, including increased empathy and creativity, improved collaboration and communication skills, and a deeper understanding of and appreciation for various cultures.

Most people's first thought when they hear the term "diversity" is "racial diversity." Race, ethnicity, gender, sexual orientation, religion, socioeconomic background, physical ability, and learning style are just few of the topics that must be addressed when having an honest conversation about diversity, particularly in the classroom. Here are some more gains that can be made by educating students about diversity. Among these benefits are the following: increased student confidence, higher academic accomplishment, and the development of original thinking.

In addition, Goethe & Colina (2017) noted that many studies and discussions have focused on diversifying STEM (science, technology, engineering, and mathematics) programs and the workforce they produce. Once these individuals enter the workforce or higher education institution, however, their unique qualities are often disregarded. There is evidence that members of minority groups are less likely to seek higher levels of education and employment in the STEM fields. Instead of concentrating just on recruiting, STEM educators may aid in the retention of diverse students by using culturally appropriate pedagogical strategies. All students gain from exposure to other points of view when STEM departments learn to use diversity. When students of all backgrounds are permitted to learn and grow together, everyone benefits.

Planning a course's curriculum entails selecting and arranging the lessons that will be covered. The choices about what and how students learn are within the purview of the curriculum designer (Baldwin, 2022).

According to Faria (2022), lessons need to be carefully planned to make sure they cover all necessary material and are up to snuff with basic education requirements set by the school or government. A teacher's curriculum planning responsibilities include making sure that all necessary subjects are covered and that the lessons adhere to institutional or statutory requirements for a sound educational foundation. In most cases, instructors can't do their jobs well unless they have a clear vision for where their classes are going. Teachers may gain a clear picture of what must be covered during the semester or year by creating a curriculum plan that lays out a systematic approach to covering the material.

Drits-Esser & Stark (2015) added that teachers working together with university facilitators to design curricular materials is one option that encourages active learning and reflection. Teachers' scientific knowledge, perceptions about science, ideas about science teaching and learning, and science teaching practice were all shown to change because of the research. Teachers can actively learn via the process of cooperation by questioning their own assumptions and using their newfound knowledge in the classroom.

Curriculum design, as defined by Schweitzer (2019), is the methodical, planned, and intentional arrangement of lessons inside a course or class. It's a tool for lesson preparation, in other words. When creating lessons, educators plan out activities, assign responsibilities, and set timelines.

According to Jomuad (2020), the goal of community links is to ensure that students' academic work is relevant to their lives outside of school. His research centered on the ways in which educators work to better integrate their institutions with their surrounding neighborhoods. As a result of his research, he concluded that the strong spirit of collaboration between the school and community may be shown via the exchange of knowledge and the pooling of resources, all while advancing the sociocultural setting of our educational system.

Similarly, Stefanski et al. (2016) found that when schools and communities work together, it benefits students' education, the schools themselves, and the families and communities in the surrounding area. Through these collaborations, the school can provide additional health and social services to students and their families while also engaging the local community. Partnerships between schools and their surrounding communities take many forms, each informed by the unique dynamics of the students, teachers, and families involved.

According to Harfitt (2018), academic institutions and schools shouldn't be the only places where instructors may get knowledge and experience. The world outside of classrooms and lecture halls is an important knowledge area that is often ignored by educational institutions and TEIs. It was discovered that TEIs have a significant knowledge space and knowledge holder role in the teacher education process because of the way they operate within their local communities. Non-governmental organizations (NGOs) and other community partners play an essential role in the growth of preservice teachers, to the point where they may be considered co-educators in the intricate yet rewarding process of teacher preparation.

Parental involvement has shown to increase students' success in school when schools and communities work together. Parental participation in the form of checking homework, reading to children, and helping in schools is associated with improved academic performance and conduct in kids (Fernandez, 2016).

Using school or community facilities and equipment; pooling other resources; working together to apply for grants and raise money; enlisting the help of volunteers; enlisting the guidance of professionals and others with specialized knowledge; disseminating relevant information; fostering connections; gaining positive publicity; sharing in the planning, execution, and evaluation of programs and services; and increasing access to internships, employment, and other professional development opportunities are all components of this model.

In their research, Asiyah et al. (2021) sought to answer the question, "How do elementary school teachers in Indonesia perceive the impact of professional development, innovative work, and work commitment on student learning outcomes?" Work commitment influences the quality of teacher learning, and this research found that professional development had a considerable favorable effect on that. Furthermore, creative efforts were found to affect the standard of education as well. The findings of this research support the claim that investing in teachers' professional growth will boost student achievement and increase the availability of talented workers.

According to Harper-Hill et al. (2020), teachers are more likely to be engaged in their classrooms when

professional development opportunities have features. However, putting this new knowledge into practice in a way that benefits all students remains difficult. To better understand why certain professional development opportunities, lead to changes in teaching practices, it may be useful to have a deeper knowledge of teachers' motivations for participating in such opportunities. It was shown that teachers' judgments of the legitimacy and authenticity of the information and the person providing the content significantly influenced their participation in professional learning opportunities that resulted in practice change. Teacher motivation and engagement are examined considering the overarching concept of credibility and authenticity.

The goals of professional development programs may be oriented toward the requirements of an individual department or the institution. Less individualization is typical. Individual career development is inextricably linked to continual professional education. It has the potential to inspire a fresh perspective on one's place in the classroom or a novel method of teaching. Educators who are "professionally engaged" embrace a more in-depth degree of contact between themselves and the subject of their study. An invested professional care about the result, or why they are involved in the project in the first place. Passion for a teacher's ideas isn't enough for professional engagement; rather, it's the effective application of professional learning that ultimately leads to the fulfillment of those ideas. By making the subject concrete via participation, teachers can reflect on their own teaching and better serve their students (Bryan, 2021).

Teachers may increase their motivation and commitment to their job by drawing on the professional community's wealth of organizational and social resources, such as those that boost their sense of self-efficacy. School leaders should emphasize shared norms and collaborative accountability when implementing changes since they help form a growth-oriented school culture that encourages teachers' desire to cooperate and enhances their confidence in the classroom (Cai et al., 2022).

2.3 Self-Efficacy

Altun (2017) approaches the notion of commitment from an educational standpoint. He emphasizes that teacher A person's self-efficacy is their confidence in their own abilities to do a given activity or realize an intended outcome. Self-assurance is the belief that one could regulate one's actions, affect one's surroundings, and maintain one's enthusiasm for a task. People's sense of self-efficacy may extend to many various spheres of life, including academics, careers, interpersonal connections, and more (Cherry, 2022). Experiences of mastery, vicarious experience, persuasive speech, physiological feedback, and emotional state all play a role in this study's definition of self-efficacy.

Mastery experiences, vicarious experiences, verbal persuasion, and emotional and physiological conditions were identified by Ackerman (2020) as the four key origins of self-efficacy beliefs.

When individuals take on a difficult task and do it successfully, they receive what are called "mastery experiences." Having a model to look up to and want to be like is a simple definition of vicarious experience. A leader's words may have a significant effect on an individual's self-efficacy, as described by the verbal persuasion factor; for example, reassuring a youngster that she can handle whatever difficulty she encounters can boost the child's confidence and resolve. The significance of environment and general health and well-being to the formation and maintenance of self-efficacy is referred to in emotional and physiological states.

According to Garrido (2020), the most important factor is how one's past performance was appraised because of mastering experience. A mastery experience is one in which a person successfully overcomes a previously insurmountable obstacle. Putting in time to practice is a certain approach to become better at whatever it is they're trying to master. Social models offer a valuable second source of self-efficacy via exposure to simulated real-world situations.

According to Cherry (2020), people's confidence in their own abilities grows whenever they accomplish a goal. Vicarious experience is another source of self-efficacy. Self-efficacy may also be bolstered by seeing other individuals accomplish the same goal. The ability to influence others is another. It's possible to convince people that they have what it takes to be successful. Emotional reactions are the last wellspring of confidence in one's own abilities. An individual's self-efficacy is heavily influenced by his or her own behaviors and emotional reactions to events which can be learned from others. A person's perception of their own talents in each circumstance may be affected by their mood, emotional state, physical response, and stress levels. A low feeling of self-efficacy in public speaking may emerge in someone who suffers from severe anxiety before giving speeches.

Moving on, Gallagher (2012) said that self-efficacy theory places premium on the person and the person's own estimation of his or her own talents as primary factors in determining successful results. Therefore, self-efficacy theory, as well as the larger social cognitive theory that includes self-efficacy, endorses a democratic ideal that suggests all individuals are competent and capable of being successful provided they are afforded the opportunities

and self-efficacy to do so.

Vicarious experiences were named by Buns (2018) as one of the key sources of self-efficacy. Future self-efficacy is increased when a task is completed successfully, and decreased when the activity is not completed successfully. Self-efficacy may also be gained via observation of others, or "modeling." This amounts to learning from a master via observation. People's confidence in their own abilities rises when they see their peers succeed, and it falls when they see their peers struggle.

According to Kelleher (2016), studies have shown that leaders with low self-efficacy are unable to effectively handle stressful situations. Numerous education reforms have likely placed limits on administrators due to their stringent guidelines, criteria, and rubrics. Even though researchers have only recently begun to pay sustained attention to the direct, causal relationships between efficacy sources and career self-efficacy, interventions such as professional development, reflection, and self-knowledge have been shown to increase self-efficacy.

According to Holleb (2016), people's views about their future capacities to demonstrate behaviors that result in a desired outcome while encountering a difficulty are known as self-efficacy beliefs. Mastery learning, vicarious learning, verbal persuasion, and emotional signals are the four key sources of knowledge that contribute to one's self-efficacy beliefs. Teachers' confidence in their own abilities may be bolstered by professional development opportunities that provide both direct and indirect opportunities for mastery learning.

There are a wide variety of difficulties that leaders must overcome, as DeWitt (2017) pointed out. Inadequate preparation and training, an increasing workload, and the fact that most leadership activities are handled by a single person all contribute to this problem. Attribution analysis and interpretation of the four sources of effectiveness information such as mastery experience, vicarious experience, verbal persuasion, physiological feedback and emotional status are thought to be the key effects on efficacy views. Beliefs in one's own competence are situationally dependent; nonetheless, individuals do not generally feel competent in all domains. School heads may have confidence in their leadership abilities in some situations, but this confidence may or may not carry over to comparable situations. The collective effectiveness of school leaders was a key connector between district circumstances, school conditions, and the impacts of school conditions on student success. Collective effectiveness among school administrators was also positively related to successful leadership strategies.

According to Cleaver et al. (2019), school heads offer teachers with feedback to help them better understand what is expected of them and how they may improve their own administrative, instructional, behavioral, and competency-based practices. School heads can only provide helpful criticism when they have access to up-to-date data on both students' academic progress and teachers' pedagogical prowess. Some of the data school heads rely on comes from dubious sources, such "walk-throughs," which are quick, informal inspections of classroom activity. Instead of doing routine walk-throughs, school heads should use more targeted forms of feedback, such as coaching, to help teachers improve their weaker areas of instruction.

One of the most challenging tasks for a school head is to evaluate teachers and provide them with constructive comments. When a school head gives a teacher constructive criticism, many of them will defend themselves, especially if the school head has only heard bad things about them or has only visited their classroom once. But school heads need to find effective ways to give feedback to teachers if they want to foster a productive learning environment and ensure that everyone is upholding professional standards. Making time for instructors, having clear standards, encouraging goal setting, providing timely feedback, highlighting areas of strength, and creating an upbeat atmosphere are all part of this (Resilient Educator, 2022).

Skaalvik (2020) investigated the connections between school heads' belief in their own abilities to provide instructional leadership, their level of emotional weariness, their level of engagement, and their desire to leave the profession. He found that instructional leadership self-efficacy was inversely associated to emotional weariness and positively related to engagement, suggesting that the scale had strong criterion validity. Motivation to stop was also inversely connected to self-efficacy. Both emotional weariness and involvement served as intermediaries in this relationship. Self-efficacy for inspiring teachers was the most significantly linked aspect of instructional leadership self-efficacy with emotional tiredness and engagement. Self-efficacy in providing a secure and supportive learning environment for pupils was the variable with the weakest association to these others (Hesbol, 2019).

According to Bellemans & Devos (2021), they analyzed Bandura's sources of self-efficacy and speculated on possible additional factors. Despite being mostly little triumphs that don't pertain to anything particularly noteworthy, the findings show that mastery experiences appear to be the most significant source of primary self-efficacy. Knowledge and the ability to persuade others via words or relationships are also stressed.

2.4 Teach*er's Performance*

The effectiveness of educators has a significant impact on student learning. Teachers who have a strong sense of belonging to their school and their students are more likely to go above and beyond in their work for students and the school. Performance evaluations should look for evidence of teachers' interest in and involvement in school-wide programs and extracurriculars (Lawrence & Deepa, 2016; Peascosa, 2015).

According to Hulpia et al. (2012), student leadership is now more than just a position; it's a collaborative effort that benefits everyone involved. Educators' primary role in the classroom is that of facilitator, and they should excel at this role.

Daher (2013) argued that the teaching-learning process is crucial because it provides a means of evaluating the efficacy of instruction using empirical data and scientific standards. Lesson preparation is an essential part of every classroom's work and is the responsibility of each teacher. If students are going to acquire the knowledge and abilities that will lead to more healthful lifestyle choices, teachers must use a student-centered approach that encourages their participation in the learning process.

Even more importantly, no one can dispute the fact that incorporating ICT into the classroom is one of the most promising treatments for improving education. Incorporating ICT into the classroom has been shown to have far-reaching positive effects on the educational experience for students and faculty alike. When properly implemented, ICT has the potential to elevate the quality of education by turning learning and teaching into an interactive process embedded in the actual world (Sangra & Sanmamed, 2016).

Assessment of learning outcomes was highlighted when discussing how to enhance the educational experience for students. Periodic student-answered tests are the most popular kind of evaluation of learning outcomes, despite being unnecessary in modern education. Indicators under the student's result include assessments of learning outcomes like written works and performances (Arizona State University, 2016).

The article on reflective journals published by Teacher Vision (2016) explains that students utilize notebooks or sheets of paper to record and reflect upon their own ideas and experiences. Students who are learning new ideas or just starting to wrestle with complicated topics that go beyond right and incorrect responses might benefit greatly from the process of reflecting on their own thoughts and emotions. However, Tartwijk and Driessen (2009) claimed that students learn more effectively when their instructors encourage them to keep a portfolio.

As the Association for Supervision and Curriculum Development (ASCD, 2016) points out, however, not all teachers often have students reflect on their own learning. In addition, educators may devise individualized plans for nurturing each student's potential. The school systematically creates suitable professional development programs to boost teachers' performance (Education Bureau, 2016) so that they may better meet the demands of their varied student body.

According to research conducted by California State University, Sacramento (CSUS, 2014), home visits have the potential to improve children' academic outcomes, encourage parent engagement, lessen disciplinary issues, and boost students' general dispositions toward school. If done correctly, it may improve opportunities for relationships among educators, parents, and children.

Dela Rosa (2013) said that a home visiting program may foster constructive interactions between the school and the family. Teachers may benefit from this visit by learning more about their students' individual abilities and difficulties. Cultural understanding, reporting on academic accomplishment, rallying parental support for higher academic performance, and equipping parents with the means to do so are all viable outcomes. During the home visit, the educator takes notes on the student's current health, any pertinent family concerns, and any prior disciplinary difficulties at school or elsewhere. Teachers can better connect with their pupils and their families when they are able to see them in their natural habitats.

The Parents-Teachers Association (PTA) emphasizes that generating money is not its main role, despite the common misunderstanding that it is. PTA meetings, which typically take place once every three months, may be a great place to talk about anything and everything related to education (Simmons, 2016).

Mart (2013) claimed that for instructors to be compliant to the school and to student learning, they need to be enthusiastic about teaching. Teachers may better themselves by participating in professional development opportunities including seminars, trainings, and workshops.

In addition, substantial linkages between enthusiastic instruction and high-quality student learning are explained by Mart (2013). Students will work harder in school if they believe their instructors are invested in the material and have high expectations for them. Bouchillon (2016) argued that it is crucial to follow the latest educational trends since they dictate what is generally agreed to be the most effective method of instructing pupils. Teachers should update their skills, methods, and pedagogical stances as needed to best serve their students. However, financial difficulties are viewed as one of the most significant barriers to teachers' professional development (Chin et al., 2022). One of the difficulties educators' faces is balancing their own personal and professional development.

Time constraints and teachers' attitudes, as reported by Torff & Sessions (2014), are major factors in the success of professional development programs. Manan (2014), who agrees that it is crucial to grasp the direction of a teacher's performance, lends credence to this notion.

Work with students and an appreciation for their culture are essential components of effective professional growth. The Code of Ethics for Professional Teachers (RA No. 7836; PD No. 223) also stipulates that schools must support teachers' efforts to advance in their careers. The article in Education UIOWA (2016) states that educators' ethical guidelines are in place to safeguard students' rights. In accepting a teaching position, educators should be aware that they are also agreeing to abide by a code of ethics. All pupils should be treated equally, and teachers should never abuse their power.

3. Methodology

3.1 Research Design

For this study, the researcher utilized a descriptive-correlational design. It involved descriptive-survey and descriptive-correlational. Descriptive-survey was used to determine the most dominant situational leadership style of the school heads in terms of telling style, selling style, participating style and delegating style; it evaluated the level of leader's support of the school heads in terms of content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning, community linkages, and professional engagement and personal growth and professional development; it also identified the extent of the self-efficacy of the school head described by the teacher-respondents in terms of mastery experience, vicarious persuasion, physiological feedback, and emotional status; and lastly, it determined the performance level of the teacher-respondents towards work in terms of teaching-learning process, pupil's outcome, community involvement and personal growth and development.

3.2 Respondents of the Study

This study was conducted in the elementary schools of Sariaya West District, situated in the municipality of Sariaya, province of Quezon. The respondents were 160 which is the sample size of the teachers who are currently associated with the eight (8) public elementary schools in Sariaya West District. Purposive sampling technique was utilized in the enlistment of respondents for this study. The google form was provided to the targeted respondents through the assistance of the school heads in the district.

Table 1 shows the gender distribution of the 160 teacher-respondents, with 143 females and 17 males. Females outnumbered males, according to the gender distribution statistics.

In addition, the table shows the distribution of teacher-respondents by civil status. It shows that 119 of the respondents are married, two (2) are separated, 35 people are unmarried and four (4) are widowed. The table reveals that most of the teacher-respondents are married.

Moreover, the table shows the distribution of teacher-respondents by their age. It shows that 39 respondents were aged 30 years old and below, 60 respondents were aged 31-40 years old, 42 respondents were aged 41-50 years old, and 19 respondents were aged 50-60 years old. Most of the respondents were aged 31-40 years old.

Furthermore, the distribution of educational attainment reveals that 40 teacher-respondents have a bachelor's degree, 84 respondents have master's units, 31 respondents have master's degrees, four (4) respondents have doctorate units, and one (1) respondent have doctorate degrees. This indicates that most teacher-respondents are still taking gradute students to earn their units.

Likewise, 77 of the overall population of teacher-respondents are designated as Teacher I, 38 respondents as Teacher II, 39 respondents as Teacher III, and one (1) respondent as Master Teacher I. The data indicated majority of the respondents have a position of Teacher I.

Finally, the table shows the distribution of teacher-respondents by years of experience. It reveals that 77 respondents have taught for 1 to 10 years, 49 respondents for 11 to 20 years, 32 respondents for 21 to 30 years, and two (2) respondents for 31 years or more. It indicates that majority of the teacher-respondents are between one (1) to 10 years of teaching experience.

Table 1. PROFILE OF THE RESPONDENTS

Profile		Gender		Civil Status			
		Female	Male	Married	Separated	Single	Widow
School	Concepcion Ibaba ES	29	6	25	0	9	1
	Gov. Natalio & Susana Enriquez ES	18	1	17	1	1	0
	Janagdong 1 ES	7	0	5	0	1	1
	Janagdong 2 ES	6	1	6	0	1	0
	Lutucan 1 ES	10	1	10	0	1	0
	Lutucan CS	29	4	20	0	12	1
	Montecillo ES	14	2	13	0	3	0
	Sto. Cristo ES	30	2	23	1	7	1
Age	30 years and below	31	8	14	0	25	0
	31-40 years old	54	6	49	2	8	1
	41-50 years old	41	1	41	0	1	0
	51 years old and above	17	2	15	0	1	3
Educational Attainment	Bachelor's Degree Holder	37	3	33	1	5	1
	With MA Units	76	8	59	0	23	2
	Master's Degree Holder	25	6	24	1	5	1
	With Doctorate Degree Units	4	0	2	0	2	0
	Doctorate Degree Holder	1	0	1	0	0	0
Designation	Teacher I	69	8	50	0	27	0
	Teacher II	34	4	34	0	3	1
	Teacher III	34	5	30	1	5	3
	Master Teacher I	5	1	5	0	1	0
Years in Service	1-10 years	65	12	42	2	32	1
	11-20 years	46	3	47	0	2	0
	21-30 years	30	2	28	0	1	3
	31 years and above	2	0	2	0	0	0

3.3 Research Instrument

Researcher-made online survey questionnaire was utilized in this study. The indicators were teacher-made based on the literature review of the study. As a result of the reliability test it was found out that the items in each parameter posted good and excellent. In terms of situational leadership style, the sub-variables got a reliability test of 0.637 to 0.909 which means that the indicators used were acceptable to excellent. In leader's support, all the sub-variables got an excellent result with a Cronbach's alpha of 0.916 to 0.965. On the other hand, sub-variables in self-efficacy scored at 0.871 to 0.956 which indicates good to excellent results. Lastly, the sub-variables in teacher performance obtained 0.790 to 0.943 which revealed that the indicators used were acceptable to excellent.

3.4 Implementation

The researcher then secured a letter of consent to the Schools Division Superintendent (SDS) of the DepEd - Division of Quezon, the public schools' district supervisor (PSDS), and the school heads in Sariaya West District for the conduct of the said study.

Afterward, with the informed consent of the SDS, PSDS, and the school heads, public elementary school teachers, or the respondents of Sariaya West District were informed regarding the administration of the online survey. The school heads received an online survey questionnaire created by the researcher. The school heads sent the link to the respondents. The respondents were given appropriate time to complete the online survey to prevent or minimize the health hazards brought about by the pandemic of COVID-19.

3.5 Ethical Consideration

The privacy of the research participants was protected by the researcher. The study did not include the names of the respondents. The research data collected through the online survey form was kept in strict confidence. The data collected from the respondents were provided honestly by the researcher.

3.6 Data Analysis

Descriptive statistics such as weighted arithmetic mean, and standard deviation was utilized by the researcher to fully examine the responses of the teacher-respondents on the situational leadership and leader support of the school heads. Also, it was used to determine the self-efficacy of the school heads and performance of the teacher-respondents.

Pearson-product moment correlation coefficient was used to determine the relationship between the school head's situational leadership style and level of support of school head on the extent of their self-efficacy and level of teachers' performance; and if there is a relationship between the extent of self-efficacy and level of teachers' performance.

Mediation Analysis was employed to determine the significant mediation effect of self-efficacy on situational leadership style and leader's support to teacher's performance.

4. Results and Discussion

4.1 On Situational Leadership Style of the School of the School Heads and the Extent of Self-*Efficacy; and Level of Teacher's* Performance

Table 2

Test of Relationship Between Situational Leadership Style of the School Head and the Level of Teacher's Performance

Situational Leadership Style	Self-Efficacy					Teachers' Performance			
	Mastery Experience	Vicarious Experience	Verbal Persuasion	Psychological Feedback	Emotional Status	Teaching-Learning Process	Pupils' Outcome	Community Involvement	Professional Growth & Devt.
Telling Style	.453**	.336**	.357**	.343**	.452**	.299**	.354**	.216**	.170*
Selling style	.788**	.752**	.739**	.711**	.694**	.513**	.512**	.446**	.338**
Participating Style	.704**	.710**	.687**	.731**	.710**	.521**	.527**	.475**	.339**
Delegating Style	.754**	.722**	.715**	.726**	.712**	.592**	.615**	.519**	.416**

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table II shows the relationship between situational leadership style of the school heads and the extent of self-efficacy and level of teacher's performance. For self-efficacy, the situational leadership style shows positive and significant relationships. Telling style shows significant positive correlations with Mastery Experience (.453**), Vicarious Experience (.336**), Verbal Persuasion (.357**), Psychological Feedback (.343**) and Emotional Status (.452**). Selling style shows significant positive correlations with Mastery Experience (.788**), Vicarious Experience (.752**), Verbal Persuasion (.739**), Psychological Feedback (.711**) and Emotional Status (.694**). Participating style shows significant positive correlations with Mastery Experience (.704**), Vicarious Experience (.710**), Verbal Persuasion (.687**), Psychological Feedback (.731**) and Emotional Status (.710**). Lastly, Delegating style shows significant positive correlations with Mastery Experience (.754**), Vicarious Experience (.722**), Verbal Persuasion (.715**), Psychological Feedback (.726**) and Emotional Status (.712**).

This indicates that when school heads use an appropriate situational leadership style, it tends to result in better self-efficacy. School heads with strong levels of leadership style and self-efficacy are better able to handle difficulties and opposition. Even in very stressful circumstances, they maintain their composure and demonstrate self-control. They are also more ready to make the sacrifices necessary to provide for the requirements of their school and lead effectively.

For teacher's performance, the situational leadership style shows positive and significant relationships. Telling style shows significant positive correlations with Teaching-Learning Process (.299**), Pupils' Outcome (.354**), Community Involvement (.216**), and Professional Growth and Development (.170**). Selling style shows significant positive correlations with Teaching-Learning Process (.513**), Pupils' Outcome (.512**), Community Involvement (.446**), and Professional Growth and Development (.338**). Participating style shows significant positive correlations with Teaching-Learning Process (.521**), Pupils' Outcome (.527**), Community Involvement (.475**), and Professional Growth and Development (.339**). Lastly, Delegating style shows significant positive correlations with Teaching-Learning Process (.592**), Pupils' Outcome (.615**), Community Involvement (.519**), and Professional Growth and Development (.416**).

This indicates that when school heads utilize a good situational leadership style, it enhances the teachers' performances. It is because the situational leadership style significantly affects the work they do and how they interact. Understanding the leardership style can help improve communication, gauge other teacher's needs, and create positive connections with the pupils.

This is supported by Mudiyantun (2019) who looked at how teachers' performance was affected by the school head's situational leadership, how teachers' motivation at work affected their performance, and how teachers' motivation at work was affected by the school head's situational leadership. Positive effects of the school head's situational leadership on employee motivation were found. Situational leadership style is important in fostering the kind of intrinsically motivated and productive workforce that improves organizations.

4.2 *On Level of Leader's Support of the School Heads and the Extent of Self-Efficacy; and Level of Teacher's Performance*

Table 3

Test of Relationship Between Level of Leader's Support of the School Head and Extent of Self-Efficacy and the Level of Teacher's Performance

Leader Support	Self-Efficacy					Teachers' Performance			
	Mastery Experience	Vicarious Experience	Verbal Persuasion	Psychological Feedback	Emotional Status	Teaching-Learning Process	Pupils' Outcome	Community Involvement	Professional Growth & Devt.
Content Knowledge and Pedagogy	.748**	.687**	.682**	.661**	.661**	.546**	.540**	.543**	.371**
Diversity of Learners & Assessment and Reporting	.731**	.664**	.663**	.650**	.636**	.562**	.602**	.618**	.407**
Curriculum and Planning	.754**	.700**	.694**	.708**	.625**	.533**	.576**	.584**	.384**
Community Linkages	.780**	.778**	.753**	.751**	.678**	.559**	.606**	.636**	.373**
Professional Engagement & Personal Growth and Professional Development	.760**	.776**	.778**	.736**	.652**	.532**	.539**	.556**	.375**

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the relationship between level of leader's support of the school heads and the extent of self-efficacy and level of teacher's performance. For self-efficacy, the leader's support shows positive and significant relationships. Content Knowledge and Pedagogy shows significant positive correlations with Mastery Experience (.748**), Vicarious Experience (.687**), Verbal Persuasion (.682**), Psychological Feedback (.661**) and Emotional Status (.661**). Diversity of Learners & Assessment and Reporting shows significant positive correlations with Mastery Experience (.731**), Vicarious Experience (.664**), Verbal Persuasion (.663**), Psychological Feedback (.650**) and Emotional Status (.636**). Curriculum and Planning shows significant positive correlations with Mastery Experience (.754**), Vicarious Experience (.700**), Verbal Persuasion (.694**), Psychological Feedback (.708**) and Emotional Status (.625**). Community Linkages shows significant positive correlations with Mastery Experience (.780**), Vicarious Experience (.778**), Verbal Persuasion (.753**), Psychological Feedback (.751**) and Emotional Status (.678**). Lastly, Professional Engagement & Personal Growth and Professional Development shows significant positive correlations with Mastery Experience (.760**), Vicarious Experience (.776**), Verbal Persuasion (.778**), Psychological Feedback (.736**) and Emotional Status (.652**).

This indicates that when school heads provide strong leader's support, it tends to result in better self-efficacy. Leaders who are self-sufficient may depend on their own resources and ability to overcome obstacles and adapt to changing circumstances, which can help them support the teachers. High levels of leadership support are connected to self-efficacy. It has influence on both personal leadership effectiveness and the effectiveness of the team through

enough support. Leadership support includes wise decisions, motivation, persistence, and wellbeing which is transferred among the teachers.

For teacher's performance, the leader's support shows positive and significant relationships. Content Knowledge and Pedagogy shows significant positive correlations with Teaching-Learning Process (.546**), Pupils' Outcome (.540**), Community Involvement (.543**) and Professional Growth and Development (.371**). Diversity of Learners & Assessment and Reporting shows significant positive correlations with Teaching-Learning Process (.562**), Pupils' Outcome (.602**), Community Involvement (.618**) and Professional Growth and Development (.407**). Curriculum and Planning shows significant positive correlations with Teaching-Learning Process (.533**), Pupils' Outcome (.576**), Community Involvement (.584**) and Professional Growth and Development (.384**). Community Linkages shows significant positive correlations with Teaching-Learning Process (.559**), Pupils' Outcome (.606**), Community Involvement (.636**) and Professional Growth and Development (.373**). Lastly, Professional Engagement & Personal Growth and Professional Development shows significant positive correlations with Teaching-Learning Process (.532**), Pupils' Outcome (.539**), Community Involvement (.556**) and Professional Growth and Development (.375**).

This indicates that when school heads provide strong leader's support, it tends to result in better teachers' performance. Teachers are strengthened through coaching and genuine learning as a form of support from the school head. School heads provide assistance and chances for professional growth among the teachers. A high-quality educational environment for teachers is fostered in schools through effective leadership support. By acquiring the essential abilities required of school heads to provide support, teachers at all levels in the educational system may enhance their performance.

This is supported by Atsebeha (2016) wherein school heads' support affected the productivity of teachers. Teachers are inspired through leader's support. The supportive school head leads to the increase of teachers' performance. Teachers' work satisfaction was shown to be significantly related to school heads' support. Sirisookslip et al. (2015) also agreed with it that teachers' productivity and performance is affected by the leader's support. Teachers' productivity was shown to be strongly influenced by a supportive leadership style.

4.3 On the Extent of Self-*Efficacy and the Level of Teacher's Performance*

Table 4

Test of Relationship Between the Extent of Self-Efficacy and the Level of Teacher's Performance

Self- Efficacy	Teachers' Performance			
	Teaching-Learning Process	Pupils' Outcome	Community Involvement	Professional Growth & Devt.
Mastery Experience	.542**	.549**	.507**	.414**
Vicarious Experience	.481**	.478**	.484**	.382**
Verbal Persuasion	.539**	.495**	.536**	.425**
Physiological Feedback	.470**	.475**	.508**	.426**
Emotional Status	.487**	.581**	.485**	.366**

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the relationship between the extent of self-efficacy and level of teacher's performance. Self-efficacy shows positive and significant relationships with teachers' performance. Mastery Experience shows significant positive correlations with Teaching-Learning Process (.542**), Pupils' Outcome (.549**), Community Involvement (.507**), and Professional Growth and Development (.414**). Vicarious Experience shows significant positive correlations with Teaching-Learning Process (.481**), Pupils' Outcome (.478**), Community Involvement (.484**), and Professional Growth and Development (.382**). Verbal Persuasion shows significant positive correlations with Teaching-Learning Process (.539**), Pupils' Outcome (.495**), Community Involvement (.536**), and Professional Growth and Development (.425**). Psychological Feedback shows significant positive correlations with Teaching-Learning Process (.470**), Pupils' Outcome (.475**), Community Involvement (.508**), and

Professional Growth and Development (.426**). Lastly, Emotional Status shows significant positive correlations with Teaching-Learning Process (.487**), Pupils' Outcome (.581**), Community Involvement (.485**), and Professional Growth and Development (.366**).

This indicates that when school head manifest a high level of self-efficacy in terms of mastery experience, vicarious experience, verbal persuasion, physiological feedback, and emotional status, it will lead to a greater level of teacher's performance in terms of teaching-learning process, pupils' outcome, community involvement, and professional growth and development. It is because the self-efficacy of the school reflects their power to control their motivation and behavior which can affect the performance of the teachers. If the school head is highly motivated and shows good behavior, it will result to a greater work productivity among the teachers.

It is supported by the study of Cai et al. (2022) that teachers may increase their motivation and commitment to their job through the self-efficacy of the school heads. School heads should emphasize shared norms and collaborative accountability when implementing changes since they help form a growth-oriented school culture that encourages teachers' desire to cooperate and enhances their confidence in performing their duties.

4.4 Mediation Analysis of Self-Efficacy to the Relationship Between Situational Leadership Style and the Level of *Teacher's Performance.*

Table 5
Test of Mediation Analysis of Self-Efficacy to the Relationship Between Situational Leadership Style and the Level of Teacher's Performance

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.2338	.1029	.0306	.4370	2.2727	.0244
Indirect	.3279	.1214	.0965	.5729	2.7010	
Total	.5617	.0605	.4422	.6811	9.2862	.0000

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Situational LS --> Self-Efficacy	.9053	.0491	.8082	1.0023	18.4198	.0000
Situational LS --> Performance	.2338	.1029	.0306	.4370	2.2727	.0244
Self-Efficacy --> Performance	.3622	.0939	.1767	.5476	3.8581	.0002
SLS --> SE --> TP	.3279	.1214	.0965	.5729	2.7010	

Note: Partial mediation exists

Table 5 presents a mediation analysis examining the self-efficacy to the relationship between situational leadership style and the level of teacher's performance. The analysis aims to determine if the extent of self-efficacy of school heads significantly mediate the relationship between situational leadership style and the level of teacher's performance.

The direct effect represents the relationship between situational leadership style and the level of teacher's performance without considering the mediating role of the extent of self-efficacy. In this analysis, the direct effect estimate is 0.2338, with a 95% confidence interval ranging from 0.0306 to 0.4370. The t-value is 2.2727, and the associated p-value is 0.0244. This implies that situational leadership style directly and significantly impacts the level of teachers' performance. This finding highlights the importance of situational leadership styles of the school heads. The use of various leadership styles that depends on the school's situation can boost the teachers' performance. This suggest that the school head can change their situational leadership styles depending on the needs of the school.

Furthermore, the indirect effect represents the relationship between situational leadership style and the level of teacher's performance, mediated by the extent of self-efficacy of the school heads. In this analysis, the indirect effect estimate is 0.3279, with a 95% confidence interval ranging from 0.9650 to 0.5729. The t-value is 2.7010. This suggests that extent of self-efficacy of school heads play a significant role in situational leadership style into the enhancement of teachers' performance. Manifesting the self-efficacy of the school heads by controlling their own level of motivation and behavior will reflect on their situational leadership style. Their confidence on the use of various situational leadership styles can enhance the teachers' performance on teaching-learning process, pupils' outcome, community involvement, and professional growth and development.

Based on these results, there is partial mediation in the relationship between situational leadership style into

the enhancement of teachers' performance. In addition, the extent of self-efficacy mediates a significant portion of this relationship, as evidenced by the indirect effect estimate. However, there is still a significant direct effect between situational leadership style and level of teachers' performance, even when accounting for the mediating role of the extent of self-efficacy of the school heads.

4.5 Mediation Analysis of Self-*Efficacy to the Relationship Between Leader's Support and the Level of Teacher's Performance*

Table 6

Test of Mediation Analysis of Self-Efficacy to the Relationship Between Leader's Support and the Level of Teacher's Performance

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Direct	.3939	.0890	.2182	.5697	4.4270	.0000
Indirect	.1596	.0793	.0247	.3346	2.0126	
Total	.5535	.0495	.4557	.6513	11.1746	.0000

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Situational LS --> Leader's Support	.8064	.0423	.7229	.8900	19.0665	.0000
Situational LS --> Performance	.3939	.0890	.2182	.5697	4.4270	.0000
Leader's Support --> Performance	.1979	.0921	.0160	.3799	2.1483	.0332
SLS --> LS --> TP	.1596	.0793	.0247	.3346	2.0126	

Note: Partial mediation exists

Table 6 presents a mediation analysis examining the self-efficacy to the relationship between leader's support and the level of teacher's performance. The analysis aims to determine if the extent of self-efficacy of school heads significantly mediate the relationship between leader's support and the level of teacher's performance.

The direct effect represents the relationship between leader's support and the level of teacher's performance without considering the mediating role of the extent of self-efficacy. In this analysis, the direct effect estimate is 0.3939, with a 95% confidence interval ranging from 0.2182 to 0.5697. The t-value is 4.4270, and the associated p-value is 0.0000. This implies that leader's support directly and significantly impacts the level of teachers' performance. This finding highlights the importance of leader's support in terms of content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning, community linkages, and professional engagement and personal growth and professional development. Leader's support enhances the motivation of the teachers leading the improvement of their performance. Leader's support should be sustained in the school so that teacher will always be empowered in the line of their duties.

Furthermore, the indirect effect represents the relationship between leader's support and the level of teacher's performance, mediated by the extent of self-efficacy of the school heads. In this analysis, the indirect effect estimate is 0.1596, with a 95% confidence interval ranging from 0.0247 to 0.3346. The t-value is 2.0126. This suggests that extent of self-efficacy of school heads play a significant role in leader's support into the enhancement of teachers' performance. The support of their leader will be reflected in how well the school heads are able to manage their own level of motivation and conduct. Their confidence on expressing leader's support can enhance the teachers' performance on teaching-learning process, pupils' outcome, community involvement, and professional growth and development.

Based on these results, there is partial mediation in the relationship between leader's support into the enhancement of teachers' performance. In addition, the extent of self-efficacy mediates a significant portion of this relationship, as evidenced by the indirect effect estimate. However, there is still a significant direct effect between leader's support and level of teachers' performance, even when accounting for the mediating role of the extent of self-efficacy of the school heads.

5. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the findings, conclusions, and recommendations based on the data that was gathered, analyzed, and interpreted.

Summary

The study yielded the following findings:

1. Selling style, participating style and delegating style were highly observed compare to telling style which was only observed by the respondents regarding the dominant situational leadership style of the school heads.
2. The school heads are highly supportive among the teachers in terms of content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning, community linkages, and professional engagement and personal growth and professional development.
3. The self-efficacy of the school heads in terms of mastery experience, vicarious experience, verbal persuasion, physiological feedback, and emotional status were highly observed by the respondents.
4. The teacher-respondents were highly performing towards work in terms of teaching-learning process, pupils' outcome, community involvement, and professional growth and development.
5. There is a significant relationship between situational leadership style of the school heads and the extent of self-efficacy and level of teacher's performance.
6. There is a significant relationship between level of leader's support of the school heads and the extent of self-efficacy and level of teacher's performance.
7. There is a significant relationship between the extent of self-efficacy and level of teacher's performance.
8. There is a partial mediation exist on the extent of self-efficacy to the relationship between situational leadership style and the level of teacher's performance.
9. There is a partial mediation exist on the extent of self-efficacy to the relationship between the level of leader's support and the level of teacher's performance.

Conclusions

The study yielded the following conclusions:

1. There is a significant relationship between situational leadership style of the school heads and the extent of self-efficacy and level of teacher's performance.
2. There is a significant relationship between level of leader's support of the school heads and the extent of self-efficacy and level of teacher's performance.
3. There is a significant relationship between the extent of self-efficacy and level of teacher's performance.
4. There is a partial mediation exist on the extent of self-efficacy to the relationship between situational leadership style and the level of teacher's performance.
5. There is a partial mediation exist on the extent of self-efficacy to the relationship between the level of leader's support and the level of teacher's performance.

Recommendations

Based on the findings and conclusions made, the following recommendations are hereby offered:

1. For the top management of School Division Office, they may continuously provide continuous trainings and seminars on situational leadership styles and self-efficacy as it will lead to the enhancement of their provision of support leading to the increase of teachers' performance. It is revealed in the study that self-efficacy partially mediates the situational leadership style and leader's support onto the level of teachers' performance.
2. For the school heads, they may interchangeably use the situational leadership style and manifest a strong self-efficacy as it is needed depending on the situation happening in the school. It is because there is no single type of situational leadership style which can be use in all setting. It should be anchored on the case-to-case scenario. It is the key to a successful utilization of situational leadership style.
3. For the teachers, they may continuously attend various level of seminars and trainings for their own personal and professional growth and development. Through this, they will be able to learn new knowledge and skills for the betterment of the delivery of quality education among all their pupils.
4. For future researchers, that another research be conducted involving a much wider population in terms of experimentation and acceptability of the research output. Also, to utilize different research designs such as qualitative or mixed method (qualitative-quantitative approach) to further strengthen the findings of the study.

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