



Administrative Practices, Teacher Efficacy, and Student Performance in Schools Division of Surigao del Norte

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Abstract

This quantitative-descriptive study examined the relationship between administrative practices, teacher efficacy, and student performance in the Schools Division of Surigao del Norte, with administrative practices anchored on the Philippine Professional Standards for School Heads (PPSSH). Respondents were teachers with varied teaching experience and high educational attainment who regularly participated in professional development activities. Findings indicated that school heads' administrative practices were perceived as *highly practiced* in leading strategically and developing self and others, and *outstanding* in building connections, but only *moderately practiced* in managing school operations and resources, and focusing on teaching and learning. Teacher efficacy was rated *very high* across instructional strategies, classroom management, student engagement, assessment and evaluation, adaptability and innovation, and collaboration and teamwork. Teacher experience and professional development participation influenced perceptions of administrative practices, but educational attainment did not. No statistically significant direct linear association emerged between administrative practices and teacher efficacy, nor between administrative practices and student performance (GPA or MPS). However, for MPS, teacher efficacy in adaptability and innovation showed a significant positive correlation, while classroom management and student engagement showed significant negative correlations. Student performance was predominantly within "average" (GPA: 85.87% satisfactory–outstanding; MPS: 51.85% average) and "moving towards mastery" categories. Results suggest that while high teacher efficacy and strong leadership exist in some domains, administrative practices and teacher efficacy have complex, indirect influences on student learning outcomes. Strengthening the integration of administrative support with instructional leadership and teacher development is recommended to enhance diverse learning outcomes.

Keywords: Administrative Practices, Teacher Efficacy, Student Performance, Philippine Professional Standards for School Heads, Surigao del Norte

1. Introduction

Background of the Study

The educational landscape has undergone significant transformations in recent years, particularly in classrooms characterized by diverse student populations. This diversity, encompassing ethnicity, language, socioeconomic

status, and learning abilities, poses challenges that can influence teacher efficacy and student performance (Goddard et al., 2021). Teacher efficacy—defined as a teacher’s belief in their ability to positively influence student learning outcomes—is recognized as a critical factor in fostering effective educational environments (Tschannen-Moran & Woolfolk Hoy, 2001).

In the Philippines, the Department of Education (DepEd) issued DepEd Order No. 024, s. 2020, adopting the Philippine Professional Standards for School Heads (PPSSH) to provide a framework for effective leadership practices in schools. These standards emphasize five domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. Effective application of these domains has been linked to improved teacher support and empowerment, which in turn can contribute to better student learning outcomes (Leithwood & Jantzi, 2021).

The Schools Division of Surigao del Norte provides a relevant context for examining these relationships. Teachers in the division operate in varied settings, often facing constraints in resources but maintaining high levels of professional dedication. While school heads’ leadership styles influence organizational performance and instructional quality (Zepeda, 2022), there remains limited empirical evidence on how administrative practices interact with teacher efficacy and student performance within this local context.

Grounded in Bandura’s (1997) Social Cognitive Theory, which emphasizes the reciprocal relationship between personal beliefs, environmental influences, and behavior, this study investigates how school leadership practices affect teachers’ self-efficacy and their students’ academic achievement. The research also responds to calls for contextualized studies that examine leadership–efficacy–performance linkages in Philippine public schools.

Research Gap

While international and national studies have examined the impact of administrative practices on teacher efficacy and student outcomes, there is a paucity of research focusing on the interplay between these variables in Surigao del Norte. Existing literature emphasizes the role of supportive leadership in enhancing teacher self-efficacy (Zepeda, 2022) and the need for integrated approaches that align administrative support with instructional goals (Leithwood & Jantzi, 2021). However, local-level data to validate these linkages remain scarce, particularly when examining both General Point Average (GPA) and Mean Percentage Score (MPS) as measures of student performance.

Theoretical Framework

The study is anchored in **Bandura’s (1997) Social Cognitive Theory**, which posits that self-efficacy beliefs are shaped by both personal experiences and environmental factors. Within the school context, administrative practices function as environmental influences that can either strengthen or diminish teacher efficacy. The PPSSH provides the operational lens for evaluating these practices, while teacher efficacy serves as a mediating factor that may affect student performance.

Conceptual Framework

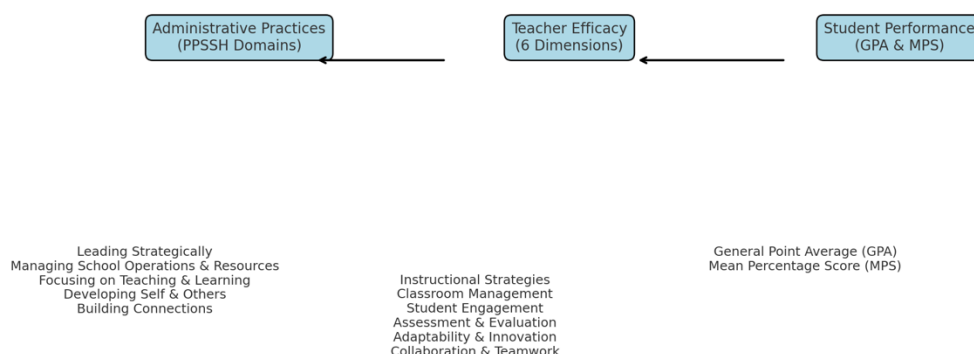


Figure 1. Schematic Diagram Showing the Relationship Between Administrative Practices, Teacher Efficacy, and Student Performance

Figure 1 illustrates the hypothesized relationships among the three main variables of the study. The first box presents **Administrative Practices**, grounded in the Philippine Professional Standards for School Heads (PPSSH), covering five domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. These practices are posited to influence **Teacher Efficacy**, which encompasses six dimensions: instructional strategies, classroom management, student engagement, assessment and evaluation, adaptability and innovation, and collaboration and teamwork. Teacher efficacy, in turn, is expected to impact **Student Performance**, measured through the General Point Average (GPA) and Mean Percentage Score (MPS). The arrows represent the directional assumptions tested in the study, suggesting that effective administrative practices contribute to enhanced teacher efficacy, which can lead to improved student outcomes.

Statement of the Problem

This study investigated the influence of administrative practices on teacher efficacy and student performance in the Schools Division of Surigao del Norte. Specifically, it sought to answer the following questions:

1. What is the profile of the teachers in terms of:
 - 1.1. Years of teaching experience;
 - 1.2. Highest educational attainment; and
 - 1.3. Professional development participation?
2. What is the performance rating of the school heads based on the Office Performance Commitment and Review Form (OPCRF)?

3. To what extent are the following administrative practices implemented by the school leaders:
 - 3.1. Leading strategically;
 - 3.2. Managing school operations and resources;
 - 3.3. Focusing on teaching and learning;
 - 3.4. Developing self and others; and
 - 3.5. Building connections?
4. What is the level of teacher efficacy as to:
 - 4.1. Instructional strategies;
 - 4.2. Classroom management;
 - 4.3. Student engagement;
 - 4.4. Assessment and evaluation;
 - 4.5. Adaptability and innovation; and
 - 4.6. Collaboration and teamwork?
5. Is there a significant difference in the teachers' perception of the implementation of administrative practices and their level of efficacy when grouped according to their demographic profile?
6. Is there a significant relationship between administrative practices and teacher efficacy?
7. What is the level of student performance in terms of:
 - 7.1. General Point Average (GPA); and
 - 7.2. Mean Percentage Score (MPS)?
8. Is there a significant relationship between:
 - 8.1. GPA and teacher efficacy;
 - 8.2. GPA and administrative practices;
 - 8.3. MPS and teacher efficacy; and
 - 8.4. MPS and administrative practices?

Hypotheses

At the 0.05 level of significance, the following null hypotheses were tested:

H₀₁: There is no significant difference in the teachers' perception of administrative practices and their level of efficacy when grouped according to demographic profile.

H₀₂: There is no significant relationship between administrative practices and teacher efficacy.

H₀₃: There is no significant relationship between student performance (GPA) and teacher efficacy or administrative practices.

H₀₄: There is no significant relationship between student performance (MPS) and teacher efficacy or administrative practices.

Significance of the Study

The findings of this study are expected to provide valuable insights into the relationship between administrative practices, teacher efficacy, and student performance in the Schools Division of Surigao del Norte. For school administrators, the results may serve as a guide in identifying and strengthening leadership strategies that effectively support teachers and enhance the teaching–learning environment. For teachers, the study offers an opportunity to better understand how administrative support influences their professional growth, classroom performance, and capacity to improve student learning outcomes. Students will indirectly benefit from improved

teacher efficacy and leadership practices, as these contribute to more engaging, inclusive, and effective learning experiences. For the Schools Division Office, the study provides a comprehensive assessment of leadership practices across schools, enabling the design and implementation of targeted programs that enhance teacher support and capacity development. At the policy level, the findings may assist the Department of Education and other policymakers in refining existing policies or creating new initiatives that strengthen school leadership and teacher development in line with the Philippine Professional Standards for School Heads. Future researchers may also use this study as a reference for further exploration of leadership–efficacy–performance linkages, while parents and other stakeholders can gain a deeper understanding of how leadership and teacher efficacy affect student learning, enabling them to advocate for and support initiatives that improve school performance.

Scope and Limitations

This study examined the influence of administrative practices on teacher efficacy and student performance in the Schools Division of Surigao del Norte. It involved both elementary and secondary school teachers from the districts of Alegria, Anao-aon, Bacuag, Claver, Gigaquit, Mainit I, Mainit II, Malimono, Placer I, Placer II, Sison, Taganaan, and Tubod. The investigation focused on three main variables. Administrative practices were measured according to the five domains of the Philippine Professional Standards for School Heads (PPSSH), namely leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. Teacher efficacy was assessed across six dimensions: instructional strategies, classroom management, student engagement, assessment and evaluation, adaptability and innovation, and collaboration and teamwork. Student performance was determined through the General Point Average (GPA) and Mean Percentage Score (MPS) as indicators of academic achievement. The study was conducted during the 2024–2025 school year and employed a descriptive–correlational design, which allowed for the identification of relationships and differences but did not establish causal links. Data collection relied on self-reported perceptions of teachers, which may have been subject to response bias. Moreover, the findings are context-specific to the Schools Division of Surigao del Norte and may not be directly generalizable to other school divisions with different conditions and profiles.

Review of Related Literature and Studies

Administrative practices have long been recognized as a significant determinant of teacher performance and student achievement. In the Philippine context, the implementation of the Philippine Professional Standards for School Heads (PPSSH) through DepEd Order No. 024, s. 2020 established clear leadership domains—leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections—that guide school heads in creating supportive teaching–learning environments. Research suggests that effective leadership fosters an environment where teachers feel valued and empowered to innovate, while weak administrative practices can lead to diminished morale and performance (Leithwood & Jantzi, 2021; Zepeda, 2022). Studies conducted by Barola and Digo (2022) and Silva (2023) further emphasize that strategic leadership and efficient management of school resources directly contribute to organizational health and instructional quality. These findings highlight the necessity for school heads to integrate instructional leadership with operational management to enhance educational outcomes.

Teacher efficacy, defined as a teacher’s belief in their capacity to positively influence student learning (Tschannen-Moran & Woolfolk Hoy, 2001), has been linked to increased motivation, persistence, and effective instructional strategies. Bandura’s (1997) Social Cognitive Theory posits that such beliefs are shaped by both personal mastery experiences and environmental supports, such as administrative leadership. Research shows that teachers with high efficacy are more likely to adopt innovative instructional strategies, maintain effective classroom

management, and actively engage students (Goddard et al., 2021; Skaalvik & Skaalvik, 2016). Conversely, inadequate support from school leaders can undermine teacher confidence and limit the use of diverse teaching methods (Chang et al., 2022). In the Philippine setting, aligning teacher development initiatives with the PPSSH has been shown to improve both efficacy and professional growth, suggesting that leadership and teacher capacity building must be strategically interconnected (Morales & Sapin, 2020).

Student performance, often measured through General Point Average (GPA) and Mean Percentage Score (MPS), serves as a primary indicator of educational quality. While teacher efficacy has been associated with improved learning outcomes, studies reveal that its effects are mediated by factors such as administrative support, instructional quality, and student engagement (Hattie & Timperley, 2019; Sanfo & Malgoubri, 2023). In some cases, the relationship between teacher efficacy and student achievement is complex, with certain efficacy dimensions, such as adaptability and innovation, showing positive associations with performance, while others, like classroom management and student engagement, may have unexpected or inverse correlations (Collie et al., 2020). These nuanced relationships underscore the need for school heads to not only strengthen administrative practices but also ensure they are deeply integrated with instructional leadership and continuous teacher development to maximize student learning outcomes.

Methodology

This study employed a quantitative–descriptive correlational research design to determine the relationship between administrative practices, teacher efficacy, and student performance in the Schools Division of Surigao del Norte. The respondents were elementary and secondary school teachers from the districts of Alegria, Anao-aon, Bacuag, Claver, Gigaquit, Mainit I, Mainit II, Malimono, Placer I, Placer II, Sison, Taganaan, and Tubod, selected through stratified sampling to ensure representation. Data were gathered using a validated survey questionnaire measuring administrative practices across the five domains of the Philippine Professional Standards for School Heads (PPSSH), teacher efficacy in six dimensions, and student performance through General Point Average (GPA) and Mean Percentage Score (MPS). The instruments underwent expert validation and reliability testing prior to administration. Data collection followed ethical protocols, including securing permissions from the Department of Education, obtaining informed consent from participants, and ensuring confidentiality of responses. Descriptive statistics such as frequency, percentage, and mean were used to describe profiles and variable levels, while inferential statistics, including t-tests, ANOVA, and Pearson’s correlation, were employed to determine significant differences and relationships at the 0.05 level of significance.

Results and Discussion

Table 1. Profile of Teachers

Category	Subcategory	Frequency	Percentage (%)
Years of Teaching Experience	1–5 years	79	26.33
	6–10 years	63	21.00
	11 years and above	158	52.67
Highest Educational Attainment	Bachelor’s Degree	84	28.00
	Master’s Degree	167	55.67
	Doctorate Degree	49	16.33
Professional Development Participation	Regular	240	80.00
	Occasional	60	20.00

As shown in table 1, most teachers had more than 11 years of teaching experience, held a master's degree, and regularly participated in professional development, indicating a highly experienced and professionally active teaching workforce.

Table 2. Performance Rating of School Heads (OPCRF)

Domain	Mean Score	Descriptive Rating
Leading Strategically	4.20	Highly Practiced
Managing School Operations and Resources	3.40	Moderately Practiced
Focusing on Teaching and Learning	3.45	Moderately Practiced
Developing Self and Others	4.15	Highly Practiced
Building Connections	4.50	Outstanding

School heads in table 2 excelled in building connections and strategic leadership, but ratings were lower for operational management and instructional focus, suggesting potential areas for targeted improvement.

Table 3. Extent of Administrative Practices Implementation (PPSSH Domains)

Domain	Mean	Descriptive Rating
Leading Strategically	4.20	Highly Practiced
Managing School Operations and Resources	3.40	Moderately Practiced
Focusing on Teaching and Learning	3.45	Moderately Practiced
Developing Self and Others	4.15	Highly Practiced
Building Connections	4.50	Outstanding

Table 3 indicates that the implementation of PPSSH domains was strongest in stakeholder engagement and vision setting, while resource management and instructional leadership received moderate ratings.

Table 4. Level of Teacher Efficacy

Dimension	Mean	Descriptive Rating
Instructional Strategies	4.60	Very High
Classroom Management	4.55	Very High
Student Engagement	4.50	Very High

Dimension	Mean	Descriptive Rating
Assessment and Evaluation	4.48	Very High
Adaptability and Innovation	4.62	Very High
Collaboration and Teamwork	4.58	Very High

Teachers in table 4 demonstrated very high efficacy in all six dimensions, with the highest scores in adaptability and innovation, indicating strong confidence in adjusting to diverse instructional needs.

Table 5. Significant Differences in Perceptions by Profile Variables

Profile Variable	Administrative Practices	Teacher Efficacy
Years of Teaching Experience	Significant	Significant
Highest Educational Attainment	Not Significant	Not Significant
Professional Development Participation	Significant	Significant

Teacher perceptions in table 5 varied significantly by experience and professional development participation, but not by educational attainment, highlighting the role of exposure and engagement over formal qualifications.

Table 6. Relationship Between Administrative Practices and Teacher Efficacy

Variables Correlated	r-value	p-value	Interpretation
Administrative Practices – Teacher Efficacy	0.080	0.140	Not Significant

No significant linear relationship in table 6 was found between administrative practices and teacher efficacy, suggesting other indirect or mediating factors may influence this connection.

Table 7. Level of Student Performance

Measure	Category	Frequency	Percentage (%)
GPA	Satisfactory–Outstanding	257	85.87
MPS	Average (Moving Towards Mastery)	155	51.85

The majority of students in table 7 achieved satisfactory to outstanding GPA ratings, while over half were in the average category for MPS, indicating room for improvement in subject mastery.

Table 8. Relationship Between Teacher Efficacy and Student Performance

Student Performance Measure	Teacher Efficacy Dimension	r-value	p-value	Interpretation
GPA	Overall Efficacy	0.065	0.210	Not Significant
MPS	Adaptability and Innovation	0.180	0.012	Significant Positive
MPS	Classroom Management	-0.165	0.021	Significant Negative
MPS	Student Engagement	-0.152	0.034	Significant Negative

While overall teacher efficacy in table 8 was not related to GPA, adaptability and innovation were positively associated with MPS, whereas classroom management and student engagement showed unexpected negative correlations.

Table 9. Relationship Between Administrative Practices and Student Performance

Student Performance Measure	r-value	p-value	Interpretation
GPA	0.072	0.180	Not Significant
MPS	0.060	0.240	Not Significant

Administrative practices in table 9 showed no significant direct relationship with either GPA or MPS, indicating that their influence on student achievement may be indirect or mediated through other factors.

Summary of Results

The study involved elementary and secondary school teachers from various districts in the Schools Division of Surigao del Norte. Most respondents had more than 11 years of teaching experience, held a master's degree, and regularly participated in professional development activities.

School heads were rated *highly practiced* in leading strategically and developing self and others, *outstanding* in building connections, and *moderately practiced* in managing school operations and resources as well as focusing on teaching and learning. Implementation of administrative practices under the PPSSH domains was strongest in stakeholder engagement and vision setting, while operational management and instructional focus showed lower ratings.

Teacher efficacy was rated *very high* across all six dimensions, with the highest mean in adaptability and innovation, followed closely by collaboration and teamwork, instructional strategies, and classroom management.

Significant differences in perceptions of administrative practices and teacher efficacy were observed based on years of teaching experience and professional development participation, but not on highest educational attainment.

No significant linear relationship was found between administrative practices and overall teacher efficacy. In terms of student performance, 85.87% of learners achieved satisfactory to outstanding GPA ratings, and 51.85% were in the "average" category for MPS.

Teacher efficacy showed no significant relationship with GPA. However, MPS was significantly and positively correlated with adaptability and innovation, and significantly but negatively correlated with classroom management and student engagement. Administrative practices showed no significant direct relationship with either GPA or MPS.

Conclusions

Based on the findings, it can be concluded that school heads in the Schools Division of Surigao del Norte demonstrate strong leadership in building connections, leading strategically, and developing self and others, while

showing moderate performance in managing school operations and resources and focusing on teaching and learning. Teachers in the division possess very high levels of efficacy across all measured dimensions, particularly in adaptability and innovation, which reflects their readiness to adjust and respond to diverse classroom needs. However, the absence of a significant direct relationship between administrative practices and both teacher efficacy and student performance suggests that leadership influence may operate indirectly through other mediating factors, such as instructional quality, resource availability, and school culture. The significant positive correlation between adaptability and innovation and MPS indicates that flexibility and creativity in teaching approaches can enhance student mastery, whereas the unexpected negative correlations between classroom management, student engagement, and MPS warrant deeper investigation. Overall, the results highlight the importance of integrating instructional leadership with administrative functions to ensure that leadership practices translate effectively into improved student outcomes.

Recommendations

In light of these conclusions, it is recommended that the Schools Division of Surigao del Norte and the Department of Education strengthen professional development programs that focus on integrating effective classroom innovations with sustained instructional leadership support. School heads should be provided with targeted training in managing operations and resources as well as strategies for focusing more effectively on teaching and learning to address the moderate ratings in these domains. Initiatives should be implemented to encourage school leaders and teachers to collaboratively design and adopt adaptable and innovative teaching practices that can improve mastery levels, particularly in subjects with low MPS. Furthermore, qualitative follow-up studies should be conducted to explore the unexpected negative relationships between classroom management, student engagement, and MPS, with the aim of refining teaching approaches that balance discipline, participation, and academic performance. Finally, policy makers and division offices should consider creating mechanisms that link administrative practices more directly with instructional improvement plans, ensuring that leadership support is closely aligned with measurable learning outcomes.

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