| **RESEARCH ARTICLE**

A Path Analysis of Teacher Effectiveness as Estimated by Leadership Behavior, Communicative Competence and Self-Efficacy of Teachers in San Isidro, Davao Oriental

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| **ABSTRACT**

This study determined the level of self-efficacy, communicative competence, leadership empowering behavior of administrators and teacher effectiveness of teachers in San Isidro North Davao Oriental Division. A descriptive correlational design was used in this study. A total of 75 teachers participated in this study. The respondents were selected through total enumeration since there were only a few teachers in the district. The survey questionnaire was utilized to gather data from the respondents. Mean was utilized to determine the level of self-efficacy, leadership empowering behavior, communicative competence and teacher effectiveness of teachers. Pearson product-moment correlation was used to investigate the relationship between variables. Multiple regression analysis was used to analyze the influence of self-efficacy, communicative competence and leadership empowering behavior on teacher effectiveness. Furthermore, the best fit model of teacher effectiveness was also investigated. Results revealed that levels of self-efficacy, leadership empowering behavior, communicative competence and teacher effectiveness are high. Moreover, self-efficacy, leadership empowering behavior and communicative competence were found to have a significant positive relationship with teacher effectiveness. Furthermore, both communicative competence and leadership empowering behavior significantly influence teacher effectiveness. Hence, the best fit model illustrates that 28 percent of the variance of teacher effectiveness is explained by the combined influence of communicative competence and leadership behavior.

| **KEYWORDS**

1. Introduction

Being a teacher inside the classroom entails a wide array of job entitlement. It is a multifaceted job. Moreover, teachers face various problems inside the school that make them unaware of their everyday lives (Meador, 2018). But whatever these might be, it is with developing effective teachers that we can also build the quality education our children deserve. Furthermore, as specified by many studies, teacher efficacy is considered one of the most pervasive factors that potentially distinguish teachers who teach effectively from those who experience struggles in their teaching (Minghui et al., 2018). Hence, self-efficacy (Clark et al., 2003 & Adeyemo et al., 2014), Leadership (Arya, 2017), and communicative proficiency (Okoli, 2017) were some of its predictors and have an essential impact or effect on teacher effectiveness. The teaching profession is indeed very demanding. Thus, every school should respond don how to raise the bar of teacher effectiveness.

Teacher efficacy is when teachers believe in their own ability to teach students to succeed. Moreover, when teachers are confident in what they are doing, they also become innovative in their teaching strategies from which students can benefit (Adeyemo et al., 2014). Furthermore, while teachers have a deep sense of self-efficacy, support from school leaders should also be emphasized. While it is the teachers' job to perform well in their designated functions, school leaders' job is to support them in the best possible way they can. Thus, school leadership is defined as supporting and guiding the capabilities of the teachers. Hence, school leaders can greatly motivate the teachers to perform well in their functions (Wachira et al., 2017).

Teachers influence student achievement in different ways. On the other hand, those who manage the teachers also play an essential role by creating conditions that can support or hinder effective teaching. As schools and districts move toward performance-based teacher evaluation to improve teaching effectiveness and student outcomes, the school leader's role in teacher evaluations is becoming even more critical (Bredeson, 2006).

No matter where you go, you need to be an expert at communicating (Reddy, 2020). He exemplified that good communication leads to high confidence, and hence, you perform better at what you are doing. Furthermore, he posited that if you excel in your communication, you can express yourself better and climb the stairs of success. Silver (2018) added that teaching is all about communication. Teachers who hone their communication skills are prepared to instruct, advise and mentor students or colleagues entrusted in their care. Moreover, a teacher with good communication skills always makes things more accessible and understandable for the students or colleagues. Furthermore, teachers perceived their principals who demonstrate communication competence skills as trustworthy (Sutherland, 2011).

In a study conducted about teacher effectiveness in Public Secondary Schools in Delta State, Nigeria, it was found out that effective teachers produce better-performing students. Based on the analysis, this is influenced by the school environment (Akiri & Ubborugbo, 2017). Furthermore, in a study conducted by Sehgal (2017), it was found out that teacher effectiveness has been an issue not only for the parents and students but also for policymakers, researchers, and educationists. However, the latter only focuses on teachers' effectiveness and self-efficacy. Hence, this study was conducted to find the best fit model to solve the puzzle of maintaining teacher effectiveness in schools.

Locally, beautiful things happen in classrooms and schools all over Cagayan de Oro. However, principals face daunting political and social dynamics that prevent them from realizing their potential, like leadership skills (Brooks & Sutherland, 2014). Moreover, in the study conducted by Cruz (2018), he exclaimed that leadership is essential in Public School and necessary for positive cultural change to make our learning a better place to grow. Furthermore, where the study is to be conducted, there is still a shortage of research, particularly literature linking leadership, self-efficacy, teachers' communicative competence, and teacher effectiveness.

In the Philippines, studies about teacher effectiveness are not new; however, only a few studies in the literature link leadership, self-efficacy, teachers' communicative competence, and teacher effectiveness. Furthermore, this study would help solve issues in maintaining quality teachers across the country.

2. Literature Review
2.1 Importance of Leader's Empowering behavior
Reitzug (1994) emphasized that there have been numerous concerns circulating on administrative leadership in schools. Hence, it is further argued that school leaders should empower teachers. Furthermore, he emphasized that field-based examples should be utilized to inform leadership practices better. Leaders play an integral role in the school community. In fact, in the study conducted by Sagnak (2012), it is found out that the principal's leadership empowerment behavior is a significant predictor of teachers' innovative behavior. Hence, as the principal's leadership empowering behavior increases, the teacher's creative behavior increases. Furthermore, he emphasized that leadership affects the environment of the school. This is supported by Gkorezis's (2016) study, where results suggest that schools need to promote empowering leadership styles to enhance innovation.

2.2 Views on Teacher Effectiveness
A teacher's effectiveness is measured based on their ability to perform the responsibilities stipulated under their position. Hence, the teaching profession requires one to be more effective and to have a genuine love for teaching. Furthermore, it is emphasized that developing teacher effectiveness is essential because this impacts students' performance (Habib, 2017). Also, it is stressed that teacher effectiveness has a positive effect on the student's performance and towards the aspirations of the teachers. Thus, it is essential to cultivate this (Tucker & Stronge, 2005).

2.3 Importance of Communicative Competence
The communicative competence of teachers is a necessary component of effective teaching. This system includes a set of knowledge, skills, abilities, motivational dispositions, and teachers' attitudes, which enable them to realize their teaching activities effectively. Although regarded as a necessary component of effective teaching, this has never been studied systematically. Hence, it is argued that this competence is developed and increased when teachers engage in communication education and when they engage in such training, their interest to participate increases (Zlatic et al., 2014).

Furthermore, communication skills are viewed as a means of message transmission, which mainly mediates shared understanding. It is regarded as vital because it helps teachers deliver messages appropriately. Hence, it is revealed that communication skills significantly affect the students' academic success (Khan et al., 2017).

On the other hand, it is argued that teacher effectiveness is affected by their mastery of the subject matter and the way they communicate to their students. Teachers are viewed as effective when they are approachable and helpful toward their students. Conversely, communication competence adds to teacher effectiveness (Alexander, 2017).

2.4 Importance of Teacher's Self-efficacy
The teachers' belief in their ability to handle students and challenges plays a vital role in achieving academic outcomes and maintaining a positive working environment. Considerably, it is revealed that teachers with high levels of self-efficacy exhibit high job satisfaction, low levels of job stress, and less difficulty in dealing with students' misbehavior. Conversely, it is an antecedent to teacher effectiveness and well-being (Barni et al., 2019).

Furthermore, teacher self-efficacy has been consistently considered a variable of teacher effectiveness because of its effect on their behavior and student outcomes. It is also seen as a necessary component in understanding motivation. It is argued that when teachers believe that they can perform their responsibilities, their ability to respond effectively to stressful and challenging situations becomes more evident. This happens because they are less threatened with these events (Clark & Bates, 2003).

3. Methodology
3.1 Research Design
This research study utilized a quantitative research design. This study aimed to develop the best fit model of teacher effectiveness, which will be the basis for planning and implementing intervention programs among elementary schools in San Isidro, Davao Oriental. Furthermore, this study utilized a descriptive correlational design that investigated the interrelationship among leadership behavior, communicative competence, self-efficacy, and teacher effectiveness.

3.2 Respondents and Sampling
The respondents of this study were all the teachers of ten (10) elementary schools in San Isidro North District, San Isidro, Davao Oriental. The researcher utilized the total enumeration sampling technique.

3.3 Research Instrument
The research instrument used by the researcher is an adopted and modified survey questionnaire. These survey questionnaires were contextualized as to the concerned subject of the study.

Scores in the results of the survey will be interpreted using a 5-point scale.

Mean	Interval Scale	Qualitative Description	Descriptive interpretation
4.50-5.00	5	Always	Very High Level
3.50-4.49	4	Often	High Level
2.50-3.49	3	Occasionally	Moderate Level
1.50-2.49	2	Seldom	Low Level
1.00-1.49	1	Never	Very Low Level

3.4 Procedures
The following procedures were performed before collecting the data. Firstly, the researcher requested permission and endorsement from the Department of Education, San Isidro North District, San Isidro, Davao Oriental Division. Secondly, the approved request was presented to the school head, principal, or teacher-in-charge of the participating school. Thirdly, a schedule was made for the distribution of test questionnaires. Included in the questionnaires are the instruction and explanations of the study. Then, questionnaires were retrieved, and data screening was performed to minimize possible outliers. Furthermore, encoding, organizing, and analysis of the data were done.

3.5 Statistical Treatment
The data were statistically analyzed to provide answers to the research questions. Mean was used to analyze teacher effectiveness, leadership behavior, communicative competence, and teacher self-efficacy. Moreover, the Pearson product-moment correlation was used to investigate the relationship between the variables. Furthermore, the Multiple Regression analysis was employed to measure the influence of teacher self-efficacy, Leadership empowering behavior, and communicative competence on teacher effectiveness.

4. Results and Discussion

4.1 Level of Leadership Empowering Behavior

Table 1 shows the level of leadership behavior in schools around the San Isidro North District Davao Oriental Division. The results revealed that the overall mean is 4.148, which is described as high. This means that administrators from schools in San Isidro North District Davao Oriental Division often exhibit empowering leadership behavior.

In particular, the administrators manifest the highest level in determining the accountability of their teachers under their supervision. This suggests that leaders must be able to inform their subordinates about their responsibilities as part of the organization. Meanwhile, the lowest mean is 4.022, which is all about self-directed decision making. This means letting subordinates decide for themselves and also helping them arrive at a certain solution.

Table 1: Level of Leadership Empowering Behavior

Leadership Empowering Behavior	Mean	SD	Description
Delegation of Authority			
My administrator gives me the authority I need to make decisions that improve the work process and procedures.	4.33	.704	High level
My administrator gives me the authority to make changes necessary to improve things.	4.33	.704	High level
My administrator delegates authority to me that is equal to the level of responsibility that I am assigned.	4.13	.811	High level
Category Mean	*4.267*	*.684*	*High level*
Accountability			
My administrator holds me accountable for the work I am assigned.	4.60	.615	Very High level
I am held accountable for performance and results.	4.60	.493	Very High level
My administrator holds people in the department accountable for student/clientele satisfaction.	4.33	.704	High level
Category Mean	*4.458*	*.558*	*High level*
Self-Directed Decision Making			
My administrator tries to help me arrive at my own solutions when problems arise rather than telling me what he/she would do.	4.27	.577	High level
My administrator relies on me to make my own decisions about issues that affect how work gets done.	3.93	.577	High level
My administrator encourages me to develop my own solutions to problems I encounter in my work.	3.87	.723	High level
Category Mean	*4.022*	*.466*	*High level*
Information Sharing			
My administrator shares information that I need to ensure high-quality results.	4.13	.723	High level
My administrator provides me with the information I need to meet my students' needs.	3.93	.859	High level
Category Mean	*4.033*	*.768*	*High level*
Skill Development			
My administrator encourages me to use systematic problem-solving methods.	3.87	.622	High level
My administrator provides me with frequent opportunities to develop new skills.	4.07	.777	High level
My administrator ensures that continuous learning and skill development are priorities in our department.	4.27	.577	High level
Category Mean	*4.067*	*.603*	*High level*
Coaching for Innovative Performance			
My administrator is willing to risk mistakes on my part if, over the long term, I will learn and develop as a result of the experience.	4.07	.684	High level

I am encouraged to try out new ideas even if there is a chance they may not succeed.	4.00	.822	High level
My administrator focuses on corrective action rather than placing blame when I make a mistake.	4.07	.859	High level
Category Mean	*4.044*	*.744*	*High level*
Overall	**4.148**	**.512**	**High level**

4.2 Level of Communicative Competence

Table 2 shows the level of communicative competence of teachers in schools from San Isidro North District Davao Oriental Division. The results revealed that the overall mean is 3.82, which is described as high. This means that teachers from schools in San Isidro North District Davao Oriental Division often exhibit communicative competence.

In particular, the teachers manifest the highest level in self-disclosure, which has a mean of 3.933 and a high description. This means that respondents of the study often exhibit self-disclosure. This shows that teachers express themselves often to people around them. Meanwhile, the lowest mean is 3.65, which is all about assertiveness which is described as high. This means that participants of this study often exhibit assertiveness in their workplace.

Table 2: Level of Communicative Competence

Communicative Competence	Mean	SD	Description
Environmental Control			
It is difficult to find the right words to express myself.	3.73	.777	High level
I accomplish my communication goals.	3.93	.445	High level
I can persuade others to my position	3.80	.545	High level
I express myself well verbally.	3.93	.445	High level
Category Mean	*3.8500*	*.398*	*High level*
Self-disclosure			
Others would describe me as warm.	3.87	.502	High level
I reveal how I feel to others.	3.87	.723	High level
I tell people when I feel close to them.	4.00	.637	High level
Other people think that I understand them.	4.00	.520	High level
Category Mean	*3.9333*	*.45*	*High level*
Assertiveness			
When I have been wronged, I confront the person who wronged me.	3.53	.723	High level
I take charge of conversations I'm in by negotiating what topics we talk about	3.53	.723	High level
I have trouble standing up for myself.	3.33	.600	Occasionally
I stand up for my rights.	4.20	.545	High level
Category Mean	*3.6500*	*.42*	*High level*
Interaction Management			
I let others know that I understand what they say.	3.80	.658	High level
In conversations with friends, I perceive not only what they say but also what they do not say.	3.73	.684	High level
Category Mean	*3.800*	*.60*	*High level*
Immediacy			
I allow friends to see who I really am.	3.73	1.004	High level
My friends truly believe that I care about them.	4.00	.520	High level
I try to look others in the eye when I speak with them.	3.80	.915	High level
Category Mean	*3.84*	*.72*	*High level*
Overall	**3.82**	**.39**	**High level**

4.3 Level of Self-Efficacy

Table 3 shows the level of self-efficacy of teachers in schools from San Isidro North District Davao Oriental Division. The results revealed that the overall mean is 4.15, which is described as high. This means that teachers from schools in San Isidro North District Davao Oriental Division often exhibit self-efficacy.

In particular, the teachers manifest the highest level in efficacy to create a positive school climate which has a mean of 4.48, which has a description of high. This means that respondents of the study often exhibit efficacy to create a positive school climate. Meanwhile, the lowest mean is 3.867, which is all about efficacy to influence decision making, which is described as high. This means that participants of this study often exhibit efficacy to influence decision making in their workplace.

Table 3: Level of Self-Efficacy

Self-Efficacy	Mean	SD	Description
Efficacy to Influence Decision Making			
How much can you influence the decisions that are made in the school?	3.80	.545	High level
How much can you express your views freely on important school matters?	3.93	.577	High level
Category Mean	*3.867*	*.5022*	*High level*
Efficacy to Influence School Resources			
How much can you do to get the instructional materials and equipment you need?	3.93	.445	High level
Category Mean	*3.87*	*.502*	*High level*
Instructional Self-Efficacy			
How much can you do to influence the class sizes in your school?	3.93	.577	High level
How much can you do to get through the most difficult students?	3.80	.753	High level
How much can you do to promote learning when there is a lack of support from the home?	3.87	.723	High level
How much can you do to keep students on the task on difficult assignments?	4.13	.502	High level
How much can you do to increase student's memory of what they have been taught in previous lessons?	4.20	.403	High level
How much can you do to motivate students who show interest in school work?	4.27	.577	High level
How much can you do to get students to work together?	4.13	.502	High level
How much can you do to overcome the influence of adverse community conditions on students' learning?	3.93	.577	High level
How much can you do to get children to do their homework?	4.27	.445	High level
Category Mean	**4.06**	**.445**	**High level**
Disciplinary Self-Efficacy			
How much can you do to get children to follow classroom rules?	4.53	.502	Very high level
How much can you do to control disruptive behavior in the classroom?	4.33	.794	High level
How much can you do to prevent problem behavior on the school grounds?	4.47	.622	High level
Category Mean	*4.44*	*.621*	*High level*
Efficacy to Enlist Parental Involvement			
How much can you do to get parents to become involved in school activities?	4.40	.717	High level
How much can you assist parents in helping their children do well in school?	4.20	.545	High level
How much can you do to make parents feel comfortable coming to school?	4.53	.502	Very High level
Category Mean	*4.38*	*.488*	*High level*
Efficacy to Enlist Community Involvement			
How much can you do to get community groups involved in working with the schools?	4.13	.502	High level
How much can you do to get churches involved in working with the school?	4.20	.403	High level

How much can you do to get business involved in working with the school?	3.60	.615	High level
How much can you do to get local colleges and universities or other schools working with the school?	4.00	.520	High level
Category Mean	***3.9833***	***.40548***	***High level***
Efficacy to Create a Positive School Climate			
How much can you do to make the school a safe place?	4.60	.493	Very High level
How much can you do to make students enjoy coming to school?	4.60	.493	Very High level
How much can you do to get students to trust teachers?	4.53	.502	Very High level
How much can you help other teachers with their teaching skills?	4.27	.445	High level
How much can you do to enhance collaboration between teachers and the administration to make the school run effectively?	4.40	.493	High level
How much can you do to reduce school dropout?	4.47	.622	High level
How much can you do to reduce school absenteeism?	4.47	.622	High level
How much can you do to get students to believe they can do well in schoolwork?	4.53	.502	Very High level
Category Mean	***4.48***	***.452***	***High level***
Overall	**4.15**	**.338**	**High level**

4.4 Level of Teacher Effectiveness

Table 4 shows the level of teacher effectiveness in schools from San Isidro North District Davao Oriental Division. The results revealed that the overall mean is 4.284, which is described as high. This means that teachers from schools in San Isidro North District Davao Oriental Division often exhibit teacher effectiveness.

In particular, the teachers manifest the highest level in relational expertise, which has a mean of 4.476, which has a description of high. This means that respondents of the study often exhibit relational expertise in their field of work. Meanwhile, the lowest mean is 4.067, which is all about their personality. This means that participants of this study often manage their personalities when they are working.

Table 4: Level of Teacher Effectiveness

Teacher Effectiveness	Mean	SD	Description
Teaching-Related Behavior			
I believe in the potential of students.	4.20	.838	High level
I have a passion for teaching	4.40	.493	High level
I don't violate school policies.	4.40	.493	High level
I observe norms of conduct in the teaching profession.	4.40	.493	High level
I give an appropriate assessment of students.	4.40	.493	High level
I observe ethical conduct in the teaching profession.	4.47	.502	High level
I show dedication to the teaching profession.	4.60	.493	Very High level
I serve as a positive role model to students	4.47	.622	High level
I command respect from students.	4.13	.622	High level
I elicit enthusiasm among students when teaching.	4.27	.577	High level
I incorporate creativity in delivering lessons.	4.20	.753	High level
I communicate ideas effectively.	4.20	.658	High level
I provide students with activities relevant to lessons.	4.40	.717	High level
I show love for teaching while discussing.	4.47	.502	High level
I give instructions clearly	4.40	.493	High level
I encourage students to analyze lessons	4.47	.502	High level
I answer students' questions.	4.60	.493	Very High level
I link lessons to real-life situations.	4.33	.600	High level
I make learning enjoyable for students.	4.13	.342	High level
I interact with students during class discussions.	4.07	.577	High level
I manage time in the classroom well.	4.00	.520	High level

I welcome students' participation in classroom discussions.	4.47	.502	High level
I encourage students to be hard-working.	4.60	.493	Very High level
I use a variety of instructional strategies.	4.13	.342	High level
I observe the flexibility of instructional style to be able to fit the different needs of students.	4.13	.342	High level
I give plenty of examples relevant to lessons.	4.20	.545	High level
I take into consideration students' moral development in lessons taught.	4.20	.545	High level
I provide activities aimed at developing critical thinking among students	4.20	.545	High level
Category Mean	*4.3190*	*.36157*	*High level*
Subject Matter Expertise			
I am always prepared when holding classes	4.27	.445	High level
I show mastery of the lessons taught.	4.40	.615	High level
I manifest expertise in lessons taught.	4.27	.445	High level
I share a lot of interesting ideas related to the lessons taught.	4.13	.502	High level
I display authority when teaching.	4.13	.502	High level
I know how to answer questions raised about lessons taught.	4.40	.493	High level
I show a thorough understanding of the lessons taught.	4.40	.493	High level
I share information that is only relevant to lessons taught.	4.20	.403	High level
I exhibit the ability to teach a lot of academic subjects.	4.27	.445	High level
Category Mean	*4.27*	*.331*	*High level*
Relational Expertise			
I display Kindness for others.	4.53	.502	Very High level
I respect others	4.60	.493	Very High level
I accept others.	4.60	.493	Very High level
I think thoroughly before decisions are made.	4.47	.622	High level
I show concern for others.	4.40	.615	High level
I display a friendly attitude towards others.	4.33	.475	High level
I accept students	4.40	.493	High level
Category Mean	4.476	.416	High level
Personality			
I manifest charisma.	4.07	.577	High level
I exhibit grace under pressure.	4.20	.403	High level
I manifest an outgoing personality.	4.07	.684	High level
I show the predictability of actions.	4.00	.637	High level
I spend time reflecting.	4.00	.637	High level
Category Mean	*4.067*	*.497*	*High level*
Overall	**4.284**	**.352**	**High level**

4.5 Relationship of Teacher Self-Efficacy, Leadership Behavior and Communicative Competence on Teacher Effectiveness

The data in Table 5 shows the correlation of teacher self-efficacy, leadership behavior and communicative competence to teacher effectiveness. It can be gleaned in the results that leadership behavior is significantly related to teacher effectiveness as reflected by the p-value that is less than 0.05 and positive correlation coefficient, r=.351. This implies that high leadership behavior would likely increase teacher effectiveness. This supports the premise of Joshi and Rani (2017), who argued that as the principals' leadership was effective, so was the effectiveness of the teachers found. Similarly, the relationship between teacher self-efficacy

and teacher effectiveness is found to be significant since the p-value is less than 0.05 and r=0.497. This means that an increase in teacher self-efficacy would also likely increase teacher effectiveness. This conforms to Sehgal et al. (2017) findings that there is a positive association between teacher self-efficacy and teacher effectiveness. Meanwhile, the relationship between communicative competence and teacher effectiveness is found to be significant since the p-value is less than 0.05, and r=.280. This means that an increase in communicative competence would likely increase teacher effectiveness. This conforms to the study conducted by Okoli (2017), who argued that when teachers are effective communicators, they also become effective teachers. Moreover, he argued that effective teachers are experts in communication. Furthermore, communicative competence is formative for the entire teachers' successful professional action. Therefore, it is necessary to develop this competency.

Table 5: Relationship of Teacher Self-Efficacy, Leadership Behavior and Communicative Competence on Teacher Effectiveness

Independent Variables	Teacher Effectiveness		
	R	P Value	Remarks
Teacher Self-Efficacy	.497**	.000	Significant
Leadership Behavior	.351**	.002	Significant
Communicative Competence	.280*	.015	Significant

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

4.6 Influence of Self-Efficacy, Leadership Behavior and Communicative Competence on Teacher Effectiveness

Table 6 presents the results of regression analysis whose purpose is to show the significant predictors of teacher effectiveness. The results indicate that leadership behavior and communicative competence were found to be significant predictors of teacher effectiveness. On the other hand, self-efficacy was found to be an insignificant predictor of teacher effectiveness. Lastly, the findings were apparent in the regression analysis results, where 28.7 percent of the variance of teacher effectiveness were explained by the two independent variables as indicated by R2 = .287. This means that 71.3 percent of the variation can be attributed to other factors aside from the two independent variables.

Table 6: Influence of Self-Efficacy, Leadership Behavior and Communicative Competence on Teacher Effectiveness

Independent Variables	Unstandardized Coefficients	Standardized Coefficients			
	B	Beta	t	P-value	Remarks
Self-Efficacy	-.001	-.001	-.008	.993	Not Significant
Leadership Behavior	.161	.235	2.019	.047	Significant
Communicative Competence	.379	.421	3.782	.000	Significant

Note: R=.536[a], R^2=.287 , F-Ratio=9.519 , P Value=.000[b]

Based on the findings, there is a need to consider the leadership behavior of the administrators in the school and develop the communicative competence of the teachers as these significantly affect teachers' effectiveness. Reitzug (1994) emphasized that there have been numerous concerns circulating on administrative leadership in schools. Hence, it is further argued that school leaders should empower teachers. Furthermore, he emphasized that field-based examples should be utilized in order to better inform leadership practices. Leaders really play an important role in the school community. Hence, Gkorezis (2016) suggests that schools need to promote empowering leadership styles in order to enhance innovation.

Moreover, the effectiveness of a school is influenced by a multitude of factors (Malhotra et al., 2019). They further argued that principals' leadership behavior is one of the primary factors to impact the effectiveness of teachers. Meanwhile, Okoli (2017) argued that effective communication is a necessary ingredient of teacher effectiveness. Furthermore, communication skills are viewed as a means of message transmission, which particularly mediates shared understanding. It is regarded as important because it helps teachers deliver messages appropriately. Hence, it is revealed that the communication skills of a teacher significantly affect the academic success of the students (Khan et al., 2017).

4.7 Best Fit Model of Teacher Effectiveness

The hypothesized model 5 in standardized estimates is presented in Figure 6. It can be observed in the results that 28 percent of the variance of teacher effectiveness is explained by the combined influence of communicative competence and leadership behavior. On the other hand, a total of 18 percent of the communicative competence variation and 25 percent of the leadership behavior variation can be attributed to teacher self-efficacy. Furthermore, the model illustrates the direct effect of teacher self-efficacy on communicative competence and leadership behavior with beta values of .43 and .50, respectively. On the other hand, it shows the direct effect of communicative competence and leadership behavior on teacher effectiveness with beta values of .42 and .24, respectively.
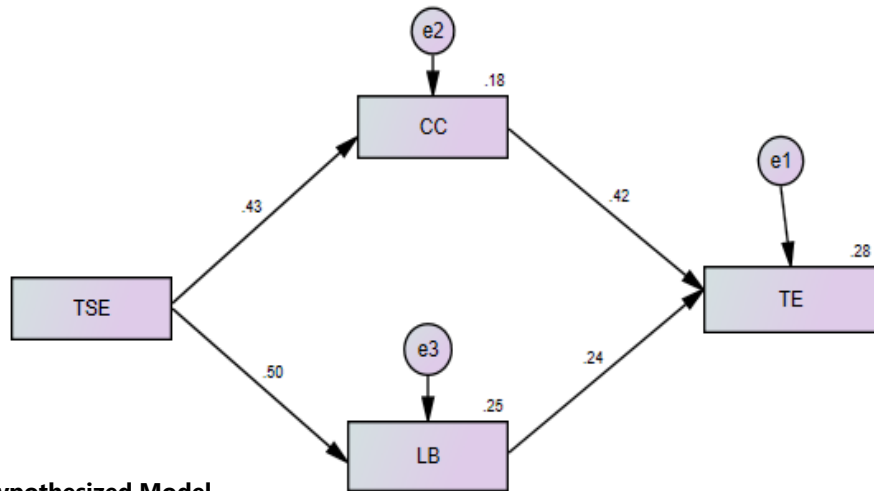

Figure 1. Best Fit Hypothesized Model

Moreover, Dar (2012) considered that teacher effectiveness is a matter of how a teacher achieves the desired effects upon students. Furthermore, this would mean the collection of characteristics, competencies, and behaviors at all educational levels that may include the attainment of specific learning outcomes. He also posited that judgments about teacher effectiveness are made in terms of what the teachers do, what the students do, the interactions between student and teacher. This may include teacher behaviors such as explaining, leading discussion, counseling, and evaluating. This is also supported by the study conducted by Okoli (2017), whose results stated that teacher education should emphasize both content knowledge and communication skills instead of relegating communication skills because one cannot be achieved without the other.

Moreover, he argued that the mastery of the content is inevitable, but the teacher needs communication skills to convey the content. Thus, communication competence is as good as content competence. Therefore, communicative competence is one of the factors that make effective teaching. Meanwhile, leadership practices seem to positively affect teachers' lifelong professional development in the school context because they can empower teachers towards a commitment to change and enhance their learning in school organizations. Hence, it is found that the principal's leadership empowerment behavior is a significant predictor of teachers' innovative behavior. Therefore, as the principal's leadership empowering behavior increases, the teacher's creative behavior increases.

Furthermore, he emphasized that leadership affects the school's environment (Sagnak, 2012). On the other hand, Ghunu (2019) noted that leadership emerges and evolves due to automatic interaction between leaders and individuals led. Hence, it is said that teachers' skills, knowledge, and expertise enrich the impact of school leaders, which includes their leadership behavior (Burgess & Bates, 2009).

5. Conclusion

This study's objective is to examine the influence of self-efficacy, leadership empowering behavior, and communicative competence on teacher effectiveness. The researcher concludes that from the analysis and interpretation of results, the level of self-efficacy among teachers from San Isidro North District Davao Oriental Division revealed an overall mean value of 4.15, which is described as high. This indicates that the self-efficacy of teachers is often experienced. Second, the level of communicative competence revealed an overall mean value of 3.82. This indicated that teachers are usually competent in communication. The results suggested that the communicative skills of teachers must be developed because they affect teacher effectiveness. Third, the level of leadership empowering behavior revealed an overall mean of 4.148, which is described as high. This means that empowering leadership behavior is frequently observed among administrators in schools. This suggests that leaders must exhibit

encouraging and motivating behavior to increase their teachers' performance. Fourth, the level of teacher effectiveness in schools revealed a mean score of 4.284, which is described as high.

Furthermore, the relationship of self-efficacy, leadership empowering behavior, and communicative competence to teacher empowerment are found to be significant since the p-value is less than 0.05, and r is .497, .351, and .280, respectively. This means that increased self-efficacy, leadership empowering behavior, and communicative competence would likely increase teacher effectiveness. Lastly, the results indicate that leadership behavior and communicative competence were significant predictors of teacher effectiveness. On the other hand, self-efficacy was an insignificant predictor of teacher effectiveness. However, it is shown that self-efficacy significantly predicts communicative competence and leadership behavior. The findings were apparent in the regression analysis results, where 28.7 percent of the variance of teacher effectiveness was explained by the two independent variables, namely communicative competence and leadership behavior, as indicated by $R2 = .287$. This means that 71.3 percent of the variation can be attributed to other factors aside from the two independent variables.

This study only includes the teachers of San Isidro North District of Davao Oriental, where only 75 teachers were involved as respondents. Although the researcher employed a total enumeration sampling technique, this study can still be improved by involving more teachers from San Isidro, Davao Oriental. Moreover, future researchers may opt to study on finding out the best fit model of teacher effectiveness involving a larger sample to help school leaders develop programs that will support teachers in the delivery of quality education.

Conflicts of Interest: The author declares no conflict of interest.
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