MEDIATING EFFECTS OF SCHOOL CLIMATE AND TEACHERS' PERSONALITY ON THE RELATIONSHIP BETWEEN PRINCIPAL INSTRUCTIONAL MANAGEMENT AND TEACHERS' SELF-EFFICACY AMONG ELEMENTARY TEACHERS

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Abstract: This study determined the mediating effect of school climate and teachers' personalities on the relationship between principal instructional management and teachers' self-efficacy in Region XI. The descriptive-correlational research design was utilized in this study with a sample of 400 elementary teachers. Sets of adapted survey questionnaires were used to obtain data from the respondents, which were subjected to content validity and reliability analysis. The data were analyzed using the Mean, Pearson-r, and Path Analysis. The results revealed that the levels of principal instructional management, teachers' self-efficacy, school climate, and teachers' personality are evident most of the time. Moreover, a significant relationship existed between these variables. A significant partial mediation of school climate and teachers' personality on the relationship between principal instructional management and teachers' self-efficacy of elementary teachers in Southern Mindanao was proven in the study.

Keywords: principal instructional management, school climate, teachers' personality, teachers' self-efficacy, Philippines

Chapter 1

Introduction

Rationale

Teachers' self-efficacy, in whatever case, has been put to the test. When faced with environmental challenges, teachers with poor self-efficacy are more likely to develop self-doubt and worry. They view challenging jobs as frightening, avoid tricky situations, and cope less functionally with stresses. They are more likely to think in self-debilitating ways since they assume more responsibility for their failures than for their achievements (Schwarzer & Warner, 2013). Also, they are more prone to stress and despair. There is a severe scarcity of skilled teachers in self-efficacy beliefs in Pakistan, particularly in Balochistan. While in the field, most instructors do not use their efficacy skills (Shahzad &Naureen, 2017).

Several studies have been conducted that explored the significance of self-efficacy. Dabas and Pandey (2015) and Guhao (2019) believed that employees have self-efficacy when they feel that they can accomplish any job assigned to them using their actions and ability. In the academic context, teachers' self-efficacy plays a vital role in feeling, thinking, and behaving. Individuals with high self-efficacy trust their abilities in the face of adversity. They tend to think of problems as challenges rather than threats or uncontrollable situations, experience less negative emotional arousal when performing challenging tasks, believe in self-improvement-oriented ways, motivate themselves, and demonstrate perseverance when confronted with difficult situations (Schwarzer & Warner, 2013).

One of the elements that determine the development of teachers' self-efficacy is the principal's instructional management or leadership (Isa et al., 2018). Furthermore, the components of school climate and teacher collective self-efficacy and the sub-dimensions of teacher personal self-efficacy have a positive and substantial link. Teachers with a stronger feeling of self-efficacy had a more favorable classroom atmosphere and higher levels of instructional quality (Veiskarami et al., 2017). Furthermore, the personality of a teacher can also be used to predict their personality, which is another predictor. The most critical indicators of instructors' self-efficacy were conscientiousness and openness, among the aspects of teachers' personality (Djigic et al., 2014). Conscientiousness, agreeableness, and neuroticism are also linked to teachers' self-efficacy (Jamil et al., 2012; Perera et al., 2017).

The study on principal instructional management, school climate, and teachers' personality as a construct to collective teachers' self-efficacy is mainly conducted in a foreign setting. No study had been conducted exploring the relationship of the abovementioned variables in Southern Mindanao, explicitly exploring the mediating outcome of school climate and teachers' personality on the relationship of principal instructional management and teachers' self-efficacy. In this context, the researcher aimed to determine the relationship of the involved variables to teachers' self-efficacy in the Philippine setting. The study also provided additional input to attain a complete understanding of teachers' self-efficacy to help improve the current policies implemented by the Department of Education. It also aimed to create programs or activities needed to strengthen teachers' self-efficacy.

Research Objective

This study determined the mediating effect of school climate and teachers' personality on the relationship between principal instructional management and teachers' self-efficacy. Specifically, it sought to answer the following objectives:

1. To assess principal instructional management in terms of:
    1.1 Framing the school goals;
    1.2 Communicating the school goals;
    1.3 Supervising and evaluating instruction;
    1.4 Coordinating the curriculum;
    1.5 Monitoring the student progress;
    1.6 Protecting instructional time;
    1.7 Maintaining high visibility;
    1.8 Providing incentives to teachers;
    1.9 Promoting professional development;
    1.10 Developing and enforcing academic strands; and
    1.11 Providing incentives to learning.
2. To evaluate teachers' self-efficacy in terms of:
    2.1 Efficacy to influence decision making;
    2.2 Instructional self-efficacy;
    2.3 Disciplinary self-efficacy;
    2.4 Efficacy to enlist parental involvement;
    2.5 Efficacy to enlist community involvement; and
    2.6 Efficacy to create a positive school climate.
3. To ascertain the school climate of the elementary teachers.
4. To measure the teachers' personality of elementary teachers.
5. To determine the significance of interrelationship among variables associated with teachers' self-efficacy.
6. To find out the significance of the mediating effect of school climate and teachers' personality on the relationship between principal instructional management and teachers' self-efficacy.

Hypothesis

To objectively answer the problem of this study, the following hypotheses were tested:
1. There is no significant relationship between
    1.1 principal instructional management and teachers' self-   efficacy,
    1.2 principal instructional management and school climate,
    1.3 principal instructional management and teachers' personality,
    1.4 school climate and teachers' self-efficacy,
    1.5 teachers' personality and teachers' self-efficacy.
2. School climate and teachers' personality have no significant mediating effect on the relationship between principal instructional management and teachers' self-efficacy.

Review of Related Literature

This section provides background and framework for the investigation, including selected literature and studies related to the study. The review includes theories, principles, concepts, studies, and views, which directly bear the

variables of the study. Related literature and studies focus on principal instructional management, school climate, teachers' personality, and teachers' self-efficacy.

In this study, the independent variable is the principal instructional management has eleven observed variables, namely: framing the school goals; communicating the school goals; supervising and evaluating instruction; coordinating the curriculum; monitoring the student progress; protecting instructional time; maintaining high visibility; providing incentives to teachers; promoting professional development; developing and enforcing academic strands; and providing incentives to learning (Pettiegrew, 2013). Meanwhile, the dependent variable is teachers' self-efficacy with six observed variables: efficacy to influence decision making; instructional self-efficacy; disciplinary self-efficacy; efficacy to enlist parental involvement; efficacy to enlist community involvement; and efficacy to create a positive school climate (Bandura, 1977). School climate (Reblando, 2018) and teachers' personality (John, 1999) are considered the mediating variables of this study.

Principal Instructional Management

Instructional management is a factor linked with effective schools because it improves teaching quality and student learning (Antoniou, 2013; Bush, 2015). Instructional leadership has been described in numerous ways, some of which refer to actions directly and others indirectly connected to the learning and development process (Shatzer et al., 2014). Moreover, instructional leadership maintains the quality of education, demonstrating teaching practice, overseeing curriculum, and ensuring the quality of teaching materials (Manaseh, 2016). It incorporates numerous roles such as coaching, critical reflection, teacher cooperation, teachers as action researchers, and generally collaborative and critical thinking on the quality of teaching (Antoniou & Lu, 2017).

In recent years, much research has been undertaken to improve every principal's instructional management (Bush & Glover, 2014; Hallinger& Lee, 2014). Instructional leadership indirectly influences student outcomes by boosting organizational knowledge and staff performance (Day et al., 2016). Similarly, school performance might increase by embracing instructional leadership (Sebastian et al., 2017).

According to the findings, students' outcomes might be strongly influenced by transformational leadership and instructional leadership (Hou et al., 2019). All past investigations on the idea have yielded two consistent results. The first was that instructional leadership has a beneficial impact on the performance of learning organizations. The second was that instructional leadership is a multidimensional structure that changes differently depending on the circumstance, but it will remain crucial to the study (Antoniou & Lu, 2017).

In terms of principals' instructional approaches, more recent writers agreed with these previous works. They called for principals to put teaching and learning at the forefront of their leadership capacity. Nowadays, Instructional managers and leaders must be committed to strategic planning in their school systems by establishing and sharing information and inspiring vision. They should look into developing mutual values, actively participate in efficient planning and coordination, define roles and responsibilities, empower others, and set high standards for all (Gurley et al., 2015).

Educational experts have developed dramatically in the past several decades in their reasoning about instructional leadership and the principal's role in facilitating the school's teaching and learning environment. The data supports the idea that the principal plays a vital role in developing and sustaining a focus on learning through regularly engaging in instructional leadership behaviors. It will lead to a more exact definition of instructional leadership and identify instructional leadership behaviors that are best practices (Gurley et al., 2016).

Everyone anticipated the school principal to play several roles. Political, managerial, and instructional functions, for example, are regarded as essential to being a principal. The key to superior principal performance is achieving the right balance between these tasks for a specific school setting (Vogel, 2018). School principals are expected to carry out several responsibilities at school. One of them is instructional leadership which has been a problem and explored extensively (Hallinger, 2015).

Instructional leadership affects learning and teaching directly and indirectly as critical behaviors. A successful instructional leader would improve the quality of education in schools, move the schools toward the ideal position, and boost student accomplishment by providing an effective teaching and learning environment. With the rise in

school standards and efforts to construct a more responsible school system, instructional leadership has become more prominent, and it has piqued the interest of scholars (Calik, 2012).

A principal is the school's head, in charge of administrative, institutional, operational, and instructional leadership positions. Principals as supervisors of teachers were historically considered management leaders, but, during the past 25 years, attention has shifted to the instructional leadership role of principals to assist and develop teachers (Tobin, 2014).

According to Spicer (2016), teachers with good evaluations of their principals' instructional leadership approaches often had positive attitudes about the school's culture. Furthermore, because school culture has been positively connected with teachers' self-efficacy, administrators must utilize encouraging instructional leadership styles (Hibbard, 2016).

When leaders provide instructional management, their impact on classroom teaching and learning processes aligns with the school's objectives, curriculum, resources (e.g., instructional materials, time, staff assignments), professional development, and desired learning climate (Brolund, 2016). The measures they do or delegate to promote classroom education stress their indirect effect on student learning, but school administrators may have teaching duties or direct interactions with students (Sebastian et al., 2016). Several studies have found that the principal has an indirect impact on student learning and a direct effect on the teachers' instructional behaviors, attitudes, knowledge, practices, and competencies of instructors (Mackey, 2016).

Supervising and assessing instruction, planning the curriculum, and tracking student achievement are all part of instructional management (Hou, 2019). Generally, principals who handle the instructional assignments shape the school goals. They closely monitor and analyze instruction, organize curriculum, monitor and evaluate, safeguard teaching time, encourage professional development, preserve greater visibility, offer additional opportunities for teachers, impose teaching standards, and provide rewards for gaining knowledge (Lang, 2016).

The first indicator of principal instructional management is framing goals. In this position, the principal determines where school employees will spend their funds and attention throughout the school year. Pedagogically effective schools tend to have clearly stated goals that emphasize student accomplishment. There are fewer priorities around that staff energy and other school resources may be mobilized; therefore, the emphasis is on those. It appears that a few well-coordinated objectives with a reasonable scope perform best. The goals should combine historical and present student performance data and identify staff responsibilities for reaching the goals. The participation of staff and parents in establishing the school's goals appears to be crucial. Performance goals should be presented in quantifiable terms (Salleh, 2013).

A principal's responsibility in selecting the areas on which the school personnel will spend their attention and resources during a particular school year is referred to as framing school goals. Instructional leaders are in charge of providing direction and creating school objectives. Because their experiences will serve as a basis for developing school goals, it is preferable to incorporate employees and instructors when framing school goals (Salleh, 2013).

Furthermore, utilizing the input of employees will provide additional information about their expertise in creating school goals. Effective leaders will include employees at the end of the school year in developing and defining school goals and objectives, which will then be implemented and assessed. This circumstance will strengthen their commitment to accomplishing the school's objectives. As a result, if a school has a clear vision and goal and instructor dedication, it will be successful (Salleh, 2014).

The second indicator of communicating school goals is how the principal conveys the school's desired goals to teachers, parents, and students. Through regular discussions and reviews with staff throughout the school year, principals may guarantee that the value of school objectives is appreciated, specifically in teaching, academic, and budgetary matters. Both formal communication such as staff bulletins, staff meetings, parent and teacher conferences, school handbooks, assemblies) and informal communication, specifically casual conversations among staff members, can disseminate the school's mission (Salleh, 2014).

Defining and expressing the school's mission or purpose is essential for the principal's responsibility as an educational leader. Instructional leaders frequently have a "vision" of what the school should be attempting to accomplish. Delineating a school mission means expressing this goal to the teachers and students so that a feeling of common goal develops, uniting the many activities in classrooms across the school (Salleh & Hatta, 2013).

Once school goals have been defined, principals must convey those goals to the whole school community. As educational leaders, principals must communicate and clarify school goals. Effective schools have clear goals and high standards that the entire school community shares (Salleh, 2014).

Supervising and evaluating the instruction is another indicator of principal instructional management. The principal's primary responsibility is to ensure that school objectives are converted into classroom practice. These objectives are integrating teacher classroom goals with school goals, providing instructional assistance to instructors, and assessing classroom instruction through a series of casual classroom visits. Teachers receive tangible feedback for supervisory and evaluation reasons connected to their educational methods (Chen, 2018). Observations, recommendations, and possibilities for professional growth are all part of a "more a process, not an event" approach to principal supervision, which is more formative (Oksana et al., 2012). On the other hand, principal assessment is a summative procedure that occurs at the end of the year to make employment decisions, such as reemployment and termination (Hvidston et al., 2016).

Principal supervision is defined as the random and scheduled visits to schools to meet with principals three to six times a year and discuss their approach to leadership. With a beginning of the year conference to identify objectives and specify precise performance indicators or criteria, mid-year review sessions, and an end-of-year written assessment, the evaluation process is more formal (Hvidston et al., 2016).

Research on school efficacy only provides scant results for this venture despite its popularity. There is minimal evidence that tight classroom monitoring improves student progress. Since it supports the overall methodology of control and coordination, and the district expected principals to participate actively in instructional supervision, this role is included in the study's framework (Hou, 2019).

Coordinating curriculum is one of the indicators of principal instructional management. It is the greater degree of curricular coherence which distinguishes successful instructional schools. The subjects covered in classes and achievement exams are tightly matched with school curriculum objectives. Furthermore, the curriculum looks to have a high consistency across grade levels. Better contact among teachers inside and throughout grade levels on teaching and curricular matters generally supports this component of curricular coordination (Ayeni &Akinfolarin, 2014).

Another indicator of principal instructional management is *monitoring student progress*. Both standardized and criterion-referenced testing is emphasized in schools that successfully handle instructions. Programmatic and student shortcomings are diagnosed via tests, as are the outcomes of modifications in the school's instructional program and classroom assignments. In this domain, principals play an essential role in various ways. In a timely and relevant manner, they deliver test findings to instructors, discuss test results with the whole staff, grade-level staff, and individual teachers, and provide interpretative analyses to simplify the test data. The principal and teaching staff successfully carry out tasks such as setting objectives, analyzing the curriculum, reviewing education, and tracking progress toward school goals through test results (Ndungu et al., 2015).

Protecting instructional time is another indicator of principal instructional management. Time has a significant impact on student learning, according to a study undertaken in the late 1970s and early 1980s. If the lesson is disrupted by announcements, delinquent students, and office demands, teachers' classroom organization and instructional abilities are inefficiently utilized. Through the formulation and implementation of school-wide regulations, the principal may manage this area of activity. Students' achievement may improve if principals successfully adopt measures that prevent disruptions of classroom teaching time in the classroom (Gurley et al., 2016).

According to Goldring et al. (2015), educational time is safeguarded and allotted to concentrate on learning and academic challenges, including increasing time during the school day if needed. Effective leaders collaborate with their teams to ensure that this valuable resource is utilized to its full potential. They begin by ensuring that the

overwhelming bulk of the time is spent on instructional activities and non-instructional time is kept in check. They also notice that basic academic disciplines take up most instructional time.

Maintaining high visibility is also an important indicator of principal instructional management. Principals can allocate the remaining time, even though mandated meetings and functions consume a considerable percentage of their time. Connections between the principal, students, and instructors are enhanced via increased visibility on campus and in classrooms. These informal interactions provide the administrator with additional information about the needs of students and instructors. It also allows the principal to express the school's priorities. The attitudes and behavior of students and instructors might be positively influenced (Moore, 1994). *Providing incentives for teachers* is also one of the indicators of principal instructional management. Establishing a working system that rewards and acknowledges teachers for their accomplishments is an essential aspect of the principal's job in building a pleasant learning environment.

Principals have few options for remuneration with instructors. Principals' capacity to inspire teachers is severely limited by the single-wage plan and the security system. Recent studies demonstrate that money is not the sole means to reward high-performing individuals. In one study, compensation was just marginally more potent than appreciation as a motivation. This observation is validated by numerous types of organizations. Other incentives accessible to principals include personally conveyed appreciation, public acknowledgment, and official distinctions and rewards (Makruf et al., 2020).

Developing and enforcing academic standards is another indicator that needs to be considered in principal instructional management. Establishing high standards promotes the high expectations that are required to improve student learning. According to one research examining effective and less effective schools, schools with a significant intellectually gifted student population tended to require mastery of a specific set of abilities before entering the subsequent grade. High standards are encouraged when children are expected to acquire fundamental skills (Owens, 2015).

The last indicator of principal instructional management is *providing incentives for learning.* By regularly awarding and acknowledging student academic performance and development, building a school learning atmosphere where students respect academic achievement is feasible. Students in low-income schools require regular, substantial incentives. The incentives need not be showy or expensive; acknowledgment before teachers and classmates is essential. Students should have the chance to be acknowledged for their accomplishments both within the classroom setting and before the entire student body (Owens, 2015).

The principal is an essential player in guaranteeing that classes and school incentive compensation are mutually beneficial. The conceptual definitions for the significant variables explored in this study are based on these job functions. Specific policies, procedures, and behaviors that make up the questionnaire used to gather data on primary conduct were generated using these criteria (Salleh & Hattah, 2011).

Akinfolarin and Emetarom (2015) conducted a research study in the six education zones in Anambra State. In Anambra State, secondary school principals do not observe the appropriate teaching process to ensure curriculum coverage, monitor teachers' compliance with school schedules, meet with teachers regularly to discuss instructional challenges, or provide feedback to teachers after class observation. Furthermore, secondary school principals in Anambra State do not participate in suitable motivating techniques to enhance teachers' instructional growth for long-term development in secondary education.

As proven evident by available data, superb principal instructional management is vital to a school's success. Therefore, as a school leader, a principal must practice instructional management to serve as a helpful example to their subordinates.

School Climate

Ever since the 17th century, school climate has been acknowledged as a significant determinant of school success (Duan et al., 2018). Even though school climate has been researched more extensively over the last century, the last twenty years have resulted in a better understanding of its importance in the overall function of schools (Thapa et al., 2012).

Many academics have characterized school climate as the collection of intrinsic features that differentiate one school from another and impact its members (Gulsen&Gulenay, 2014). Common views and experiences amongst school administrators and coworkers make up the school atmosphere. According to one of the most frequently recognized definitions of school climate, the quality, and consistency of interpersonal relationships within the school community impact children's cognitive, social, and psychological development. As a result of its ties to awareness and behavior, the school climate significantly affects its overall makeup (Lacks, 2016).

It should also be noted that each school is distinct in terms of culture and atmosphere. Various psychological and structural factors contribute to the unique interpersonal atmosphere of each educational setting (Amlaner, 2015). A student body's overall mental state and physical aspects immediately impact one's school atmosphere. The environment of a school is influenced by elements that are often uncontrolled, such as the school's population, locality (rural, suburban, or urban), students' ages, and school type. Such aspects influence the learning environment of students and the working climate of instructors, as well as the school's general climate (Meristo&Eisenschmidt, 2014).

Measuring a school's environment and culture is a complex procedure. The premise that there is no precise definition of school climate adds to the complexity. Researchers have reviewed the different variables that distinguish one school's climate from another. They have emphasized utilizing subgroups to measure school environment elements since schools have distinct organizational, cultural, and individual values. It is argued that a single factor can be significant enough to prevent a school from improving because one component may have such a significant impact; the school administrators must pinpoint the gap causing it (Maxwell et al., 2017).

For successful learning to occur, schools must be both safe and helpful. It is possible to design such dynamic learning spaces using three critical ideas. First, strive diligently to create pleasant and courteous school cultures and prevent student misconduct before it occurs. Ensure that misconduct is prevented and addressed by setting clear, acceptable, and consistent expectations and penalties (U.S. Department of Education, 2015).

Other academics have recognized and analyzed four essential aspects that determine school climate: safety, connections, teaching and learning, and the institutional environment. Each of these categories systematically assesses distinct subgroups that make up the consistency of the overall atmosphere of a school (Amrit-Thapa & Shawn Guffey, 2013). There are five variables in this study that affect the school atmosphere. These determinants include leadership, academic excellence and outcomes, student behavior and discipline, environment, and faculty relations (Reblando, 2018).

Leadership is the first sign of a positive school atmosphere. The principal or educational leader is one of the most important variables influencing teachers' perceptions of the school atmosphere. Thus, fostering a positive school atmosphere is the school leader's job. They must establish a community where instructors may exchange ideas and feel confident in sharing experiences affecting the school climate (Meristo&Eisenschmidt, 2014).

Principals' daily contact with their teachers can impact trust, collegiality, and their capacity to influence choices. Teachers positively influence student progress and performance if they feel supported and genuinely appreciated. They also collaborate to solve problems and attain mutual objectives. Because of this, teacher expectations of their principals directly influence teacher dedication, attrition, and collaboration (Lacks, 2016).

On the other hand, a lack of communication between the administrator and the instructor might negatively impact the school atmosphere. Negative impressions might cause a teacher's disengagement from the teaching and learning environment. Operational deficiencies that limit teacher independence diminish confidence between administrators and teachers, which weakens the school atmosphere. Teachers' feeling of instructional autonomy in their classrooms may be harmed if they are left out of decision-making. They believe their contribution is not recognized and perceive an absence of ownership and worth in the school. Teachers are more sensitive to burnout and stress due to a lack of support from the administration (Lacks, 2016).

The second measure of school climate is academic excellence and results. This is because academic success is highly connected to favorable outcomes. It is critical for young people's effective social development. The journey into adulthood and vocational and economic success is more remarkable for those who perform well in school (Regier, 2011).

Student conduct and discipline are the third indicators of school climate. A secure and supportive environment is conducive to teaching and learning in their classrooms. It takes careful consideration of each child's social, emotional, and behavioral concerns to create a supportive school climate and reduce suspensions and expulsions. Significant increases in school engagement, school performance, and reductions in suspensions and school dropouts have been linked to proactive, preventative interventions that contribute to development, address the behavior's fundamental reason or intention, and reinforce positive behaviors (Camilleri, 2016).

The environment is another determinant of school climate. The external structure of a school influences its climate. The state of the amenities, classrooms, facilities, and landscapes can elicit pleasant, proud thoughts or bad, ashamed feelings, depending on how they are maintained. Other aspects that influence the physical surroundings component of school climate include classroom temperature, classroom layout, and noise (Lacks, 2016). Also, a physical disorder that causes harm to the external surroundings, such as broken windows, garbage, and graffiti, can promote social disease and obstruct the school's climate. Students also tend to learn and achieve when teachers and students see their surroundings as chaotic (Bradshaw et al., 2014).

One of the measures of school atmosphere is the relationship between faculty members. In terms of school atmosphere, social interactions and connectivity are essential. Principal-teacher, teacher-student, and student-student connections, in particular, influence student success. Psychological and institutional qualities are the two social components of climate. Collaboration, trustworthiness, and transparency among professors are all psychological traits. Teaching approaches, cooperation levels, and student, parent, and staff expectations collectively shape institutional characteristics (Lacks, 2016).

Many instructors do not have contact with their colleagues most of the time beyond acquaintanceship. Teachers can construct a collaborative approach by creating an atmosphere of trust and support. Through such partnerships, instructors have a platform for sustainable cooperation to improve student success and promote a pleasant learning atmosphere. A research study was carried out among elementary school teachers. Their opinions on the school environment, especially collegial ties and camaraderie among staff, were collated. The researcher concluded that partnerships are crucial for a good school atmosphere, and solidarity is essential for creating and sustaining connections (Conner, 2014).

Kutsyuruba et al. (2015) considered that a good school atmosphere is maintained by amiable students, teachers, and administrative staff who engage in interpersonal interactions. In such a milieu, teachers want to be better than their colleagues, their school, and their jobs; they trust in themselves and their students and are motivated by a desire to achieve academic greatness. Students put forth a lot of effort and admire those that excel academically. Principals have excellent standards for their staff, and they go out of their best to make sure that they are polite and helpful. Furthermore, healthy schools have positive community partnerships.

Teachers' Personality

Personality may be defined as the dynamic arrangement of distinctive qualities and typical behavior patterns. It is made up of consistent qualities that explain why people act the way they do. It is indeed a basic behavioral blueprint that describes an individual's attitude or proclivity to act in a specific way (Arif et al., 2012). The steady inner dispositions that define generally constant behavioral patterns (including emotions and experiences) across diverse settings are known as personality characteristics (Walinga&Stangor, 2014).

Personality qualities lead people to behave similarly in diverse contexts and distinguish their conduct from others'. Each person's "true self" dictates how they think and act. As a result, personality traits are organizational structures that impact how people organize their behavior to satisfy environmental pressures and new obstacles (Jalili & Mall-Amiri, 2015).

The personality qualities of the teachers influence teacher performance. Teachers' personality qualities are mirrored in their classroom performance, notably in selecting educational activities, resources, tactics, classroom management approaches, and contact with students. Teaching takes place in a community aided by leaders and peers who give tools and guidance for practical work. Teachers can increase the quality of their job because schools have made promises (Fatemi &Sazegar, 2016).

The Five-Factor Model can also be used in teacher personality studies. Descriptions of the dimensions of effective teacher expectations in new schools and the model's applications in the field of organizational behavior include a strong basis for examining the teachers' favored or unappealing personality characteristics. In this investigation, the five-factor model has been regarded as an indicator of teachers' personality (Goncz, 2017).

The first factor is called extraversion. Extroverts derive their energy from connecting with others; they enjoy interacting with others, are energetic, frequently produce pleasant feelings, and are the individuals who want to say "Yes" or "Let's go" to exciting prospects. Extraversion in moderation is desirable because it is linked to friendliness, self-assurance, and positive emotions. Extroverts are spontaneous, energetic, joyous, passionate, sincere, and unrestrained people naturally extroverts (Schmeck& Lockhart, 1983 as cited by Cain, 2013).

Sociability, ambition, likability, adjustability, prudence, and intellect are the aspects of extroversion. Sociability and ambition are the two primary subcategories of extroversion. Some extroverts may tend to have pleasant impacts, be gregarious, and prefer other people's company. On the other hand, some extroverts may be domineering, self-confident, and leaders (Jalili & Mall-Amiri, 2015).

Conscientiousness is the second element of teachers' personality. Individual variations in the predisposition to be self-controlled, responsible to others, industrious, orderly, and rule-abiding are described by conscience, a spectrum of notions. It is more likely to display self-discipline, operate responsibly, and strive for success; it is more likely to plan than act spontaneously. High degrees of thinking, strong impulsive behavior, and goal-directed activities are all common elements of this dimension. Conscientious people are more organized and aware of details. A competent teacher is characterized by having a sense of responsibility, preparedness, impulse control, devotion to their job, and decent conscientiousness (Stephan et al., 2019).

Agreeableness is another measure of teachers' personality. It is a preference for being empathetic and helpful toward people rather than distrustful and aggressive. Leadership is inextricably linked to agreeableness. Trust, benevolence, friendliness, love, and other pro-social actions are part of this personality trait. For successful academic practice, a high level of agreeableness is also required. Good teachers are eager to work with others, are mild-mannered, compassionate, and trust humanity (Yilmaz &Bayraktar, 2014).

One of the indications of teachers' personality is openness. It focuses on enjoying art, emotion, adventure, unconventional concepts, creativity, curiosity, and varied experiences. This quality includes qualities like inventiveness and insight, and persons who have a high level of this trait have a wide range of interests. Effective instructors should be interested and innovative, receptive to innovation, and have a well-developed vocabulary. Furthermore, such instructors should be open to new ideas and views and various cultural backgrounds, and the sentiments and actions of their pupils (Pandey & Kavitha, 2015).

Neuroticism is the last sign of teachers' personality. It encompasses pessimism, limited endurance for disappointment, and impulsiveness. It is a penchant for negative feelings, including wrath, anxiety, despair, and vulnerability. Mental instability, anxiety, moodiness, restlessness, and sorrow are common in people with this feature. So, in most educational settings, neuroticism is not a desired trait in instructors. Teachers with high neuroticism levels are unlikely to form dynamic communication connections with their pupils. Many of them will require considerable time to develop their social skills (Yilmaz &Bayraktar, 2014).

Profiles can be used to classify teachers' personalities. A "well-adjusted" person has low neuroticism levels and high levels of extraversion and conscientiousness (Zhang et al., 2015). The "ordinary" profile is a second reliably identified profile with near-average levels of all Big-Five features. The "rigid" or "over-controlled" personality profile is a third personality profile found (Perera& McIlveen, 2017). High neuroticism and low levels of the remaining qualities describe this subset of people. Lastly, Merz &Roesch (2011) described an "excitable" personality as possessing low neuroticism and extraversion, above-average openness and agreeableness, and low conscientiousness.

Various studies on the personalities of teachers have been undertaken. Estonian instructors (mostly male teachers) were more accommodating and diligent. Based on the neuroticism measure, they showed lower neuroticism scores than the overall population. The results also agreed with the opinions assigned to them by recent graduates. The

survey results indicate that students expect good instructors to display openness, willingness to collaborate, and conscientiousness exceeding the overall population (Goncz, 2017).

Goncz (2017) also concluded that the absence of humor is most common in neurotic, introverted, and emotionally inept high school instructors. These teachers were identified as incompetent and having low conscientiousness by their pupils. Sánchez et al. (2011) conducted a research study in Andalusia's universities wherein they noted that students were expected to treat their professors with respect and understanding. As a result, these students hoped that professors would be willing to work with them, disregarding their personal qualities (openness to experience), and had strong lecturing abilities (conscientiousness).

Extraversion and professional success have a favorable relationship. When it comes to their career, it is advised that an individual who is receptive to experiences handles the urge for curiosity and investigates new possibilities. A pleasant person in the workplace attaches importance to interpersonal relationships and follows regulations. Moreover, they are concerned about the well-being of others (Goncz, 2017).

In Turkey, Akdeniz and Eristi (2016) investigated the personality characteristics of primary teachers. According to the findings, the number of teachers was segregated based on their characteristics regarding extraversion, perception, reasoning, emotion, and judgment. Rohani (2017), on the other hand, discovered that more experienced instructors have higher levels of Conscientiousness and Agreeableness.

Khan's (2009) study confirms the mix of personality among professors. The findings of the study revealed that young primary instructors are less emotionally stable, quickly irritated, and impacted by sentiments. They were nervous, restless, and eager when they arrived. On the other hand, old elementary teachers are emotionally healthy, mature, calm, and ready to face reality. They were also judged to be at ease, composed, and content. Establishing self-esteem and achieving goals is a male primary teacher's perceived duty. He is self-assured, competitive, and authoritative. Generally speaking, elementary-level female instructors are meek, accommodating, subdued, and hesitant, while elementary-level male instructors are tough-minded, self-reliant, direct, and sincere in their outlook.

Teachers' Self-Efficacy

Since Bandura's paper "Self-efficacy," self-efficacy, which is deemed the heart of social cognition theory, has created a significant body of work in education. Bandura's central claim is that there is an interaction between behavior, personal variables, and environmental elements. He explained that each of the three components impacts and is impacted by the others through reciprocal determinism. As a result, studying human behavior and personal elements in the cognitive, emotional, and biological aspects should not be overlooked (Artino, 2012).

In education, self-efficacy has been characterized as the instructor's conviction in planning and executing the appropriate courses of action to achieve the desired outcomes. It represents what an instructor can do rather than what they have done. Teachers' self-efficacy is divided into general teaching self-efficacy and individual teaching self-efficacy (Barni et al., 2019).

Given additional assumptions about how students may acquire what the teacher has to teach, general teaching self-efficacy pertains to a setting with particular expectations that the instructor can assist students in learning are met. Teachers with high levels of self-efficacy think they have the ability to improve student performance. When presented with hurdles such as stagnating student performance or family drama, they select more challenging tasks and strive harder to accomplish them. As soon as they finish one task, they do not immediately move on to the next one. Instead, they bask in the satisfaction of completing said task. As such, they think that if suitable learning environments are provided, wherein encouraging and giving due praise to students is the norm, then all students can attain adequate learning (Alvarez-Nunez, 2012).

In teachers, possessing high levels of self-efficacy has been linked to a slew of good outcomes. These outcomes are student accomplishment, motivation, successful management of conduct, learning responsibility, trust, openness, and workplace satisfaction. Classroom structure, instructional tactics, questioning techniques, degrees of perseverance at accomplishing a target goal associated with risk and creativity, teacher evaluation of students, and supervision of students' on-task time are all connected to teachers' self-efficacy.Instructors with high levels of self-efficacy preferred humanistic management techniques that emphasize student autonomy (Huber et al., 2016).

Students' self-efficacy may be boosted by their teachers' self-efficacy, encouraging them to participate in class activities and attempt to overcome obstacles. A student will have a high degree of academic accomplishment, autonomy, drive, and a deep conviction in their efficacy when their teacher is a highly effective instructor (Barni et al., 2019). The teachers' self-efficacy is also a strong indicator of effective teaching approaches. The effectiveness of teachers has been related to improving instructional practices and student results in several studies (Muijs& Reynolds, 2015).

Teachers who perceive themselves as possessing high self-efficacy are considered to be more effective in employing classroom management skills than teachers with inferior self-efficacy views. Teachers that use more structured, well-planned, student-centered, and humanistic classroom management practices are more responsive to student suggestions. The instructors with high self-efficacy attained better scores on the test used to determine teachers' regulating attitudes about classroom instruction than the teachers with low self-efficacy levels (Bay, 2020).

Teachers' self-judgments regarding their capacity to influence student outcomes, particularly for pupils who look uninspired or challenging to educate, are called collective teachers' self-efficacy (Ross & Bruce, 2007). A teacher who has a high level of self-efficacy believes they can work with children in various situations. The personal abilities and competencies of a teacher and how contextual elements such as resources impact efficient teaching and provision of student assistance are all part of the teachers' self-efficacy. Lower academic achievement engagement and disruptive behavior might arise when the school atmosphere does not support their instructors' efforts to successfully regulate their students' learning environments (Shahzad &Naureen, 2017).

On the other hand, teachers' self-efficacy has been linked to their instructional conduct and student academic results in a favorable way (Ross & Bruce, 2007). The basis for initiatives to help teachers are understood through the instructors' attributions and self-efficacy beliefs. Colleagues and school administrators, they concluded, play an important role in bolstering their teachers' confidence in their ability to manage the students' conduct. A teacher's effectiveness may suffer due to the rising number of problematic behaviors that an instructor faces, especially without the support of their peers. However, the individual effort of that teacher may enable them to re-establish their person as a competent instructor and regain confidence in their effective use of competent classroom management practices (Gibbs and Miller, 2014).

In the field of teaching, Bandura's (1977) study on self-efficacy has identified the dimensions of teachers' self-efficacy. These dimensions include efficacy to influence decision making, instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate.

Efficacy to enlist decision-making or influence decision-making is the first indicator or dimension of teachers' self-efficacy. Their involvement influences a teacher's perception of effectiveness in making decisions that affect their work life. Teachers had better notions of their self-efficacy if they had a say or provided input in school-based decision-making and therefore saw fewer barriers to teaching (Guhao, 2016).

Involvement in school decision-making is a multifaceted task that denotes the degree of contribution in numerous judgment-making, accosted with different concentrations of aspiration and power sources. Various areas of school life, such as curriculum and instructional coordination, student attendance and discipline, staff development and personnel concerns, distributing resources, and general administration, are all concerned with decision-making. Principals prefer to include teachers more in the technical domain of student activities and instructional concerns than in the school administration and management. Thus, participation varies depending on the area that requires decision-making (Gemechu, 2014).

Teachers' self-efficacy relates to their perceived capacity to meet the expectations and challenges that affect their students' learning. Teachers with high self-efficacy set higher goals for themselves and their students, put in more work and stay with it for more extended periods, and are more likely to succeed. By distributing control and accountability to instructors, participatory decision-making strengthens their belief in their competence and fosters the sense that they can achieve the intended outcomes. Furthermore, teachers' self-efficacy is a motivating attribute connected to teamwork (Sarafidou&Chatziioannidis, 2013).

According to Mitchell (2019), teachers with high levels of self-efficacy are more likely to establish the right conditions and emphasize the construction of an amicable network that contributes to job satisfaction. Engagement in decision-making may help teachers feel appreciated and participate in school goals, boosting their effectiveness and professional satisfaction. In reality, ambitious instructors are less content with their jobs if the environment does not present them with a demanding setting. Many writers also argued about the favorable influence of teacher engagement in school decision-making on teachers' satisfaction with their profession.

The second indicator of teachers' self-efficacy is *instructional efficacy*. A teacher's instructional efficacy is defined as the extent to which they believe they can instruct their pupils. According to several studies, teachers who strongly believed in their effectiveness as instructors fared better on performance assessments than their counterparts with perceived low instructional efficacy. Possessing poor instructional efficacy views has also been correlated to lower assumptions of student performance. Therefore, a teacher's instructional efficacy is indispensable to the accomplishment of a student and the entire class (Barni et al., 2019).

The teachers' sense of self-efficacy can predict the success rate of their teaching methods rather than their lack of training. Teachers with high self-efficacy ratings are more likely to adopt well-organized and student-centered classroom techniques. They went on to say that instructional efficacy and student accomplishment have a positive relationship. Teachers boost student achievement through employing effective learning practices. They also purport that the students influence their own success (Mitchell, 2019).

Another indicator of teachers' self-efficacy is *disciplinary self-efficacy*. For inexperienced or beginning teachers, those with zero to five years of experience, and senior instructors, those with more than five years of experience, developing their self-efficacy in managing the classroom is an ongoing challenge. Classroom management self-efficacy (CMSE) is another term for disciplinary efficacy. It is defined as the skills the teacher must possess to maintain classroom order. They can accomplish this goal by gaining and sustaining the attention and participation of all students (Carr, 2013).

Adequately containing disruptive conduct, calmly and appropriately responding to recalcitrant students, and maintaining a schedule of learning activities are all examples of disciplinary efficacy (Aloe et al., 2014). Teachers struggle to create a comfortable and successful classroom atmosphere when they lack efficacy in these areas. As a result, when the classroom environment is disturbed, everyone in the room suffers (Pace et al., 2014).

Efficacy to enlist parental involvement is another indicator of teachers' self-efficacy. If a parent were to take the initiative and take on a more active role in their child's education, it would assist the parent in influencing their child to succeed in school. Students with supportive parents have better attendance and higher grades, contributing to higher graduation rates. Many educators consider parental participation as something parents can do to aid them in nurturing the development of their students (Newchurch, 2017).

Teachers are seen as the primary point of contact within the school setting, and their encouragement of family involvement improves student progress. The parents' inclination to support parental engagement as a strategy for enhancing student success may be influenced by their attitudes, beliefs, and personal experiences. As such, teachers have a professional duty to encourage parental involvement in the classroom (Walker, 2017).

Another indicator of a teachers' self-efficacy is the *efficacy of enlisting community involvement*. While a school can receive support from internal and external sources, schools that received extensive support from the community fared better than those that received little to none. A competent school administrator must discover ways to get the community members to support their school (Hou et al., 2019).

The school leader and teachers must be creative in convincing the public to participate in educational activities since pupils will benefit a lot from the school if community members actively participate. Schools that received full support from their communities were more effective learning institutions. On the other hand, schools that did not receive assistance from their local communities proved to be less effective in providing meaningful learning experiences for their students (Guhao, 2016).

Efficacy to create a positive school climate is also a domain of teachers' self-efficacy. The air of a school is a potentially crucial factor in shaping teachers' self-efficacy. Consequently, teachers who experience a pleasant school culture and possess a strong drive for educational excellence have excellent self-efficacy views (Barni et al., 2019).

Even though school principals determine the most choices regarding school matters, teachers interact the most with students throughout the day. The personal thoughts of teachers about their vocation might positively or negatively affect the students and the school climate. Teachers who demonstrate a genuine passion for learning and high morale positively affect their pupils and institutions. On the other hand, teachers with a negative attitude negatively impact pupils and the institution. School principals or educational leaders must shift the negative mindsets of such instructors and enlighten them on the importance of adopting positive views on teaching to improve the rate of student accomplishment (Lacks, 2016).

The self-efficacy of teachers has been the subject of some research. Guenther (2014) used the Teachers' Sense of Efficacy Scale to conduct a quantitative assessment of 46 teachers in one Saskatchewan school division (TSES). The results indicated that the teachers' self-efficacy was primarily in the moderate and high range. Similarly, according to Barni et al. (2019), teachers' high levels of self-efficacy demonstrate open-mindedness, excellent communication skills, cohesive working drive, willingness to learn, plan, and work in harmony, as well as a patient, tolerant, gentle, and wise way.

Correlation between Measures

Principals and school leadership also influence teachers' self-efficacy. The school administrator is in charge of defining the school's ground rules and operational environment. Principals who modeled risk-taking and cooperation in their buildings had teachers with high amounts of efficacy, according to the findings. As a result, they created a group atmosphere, which resulted in a common goal of creating a student-centered environment. School heads who effectively encourage a common purpose while outlining assessment of student behavior have teachers with solid self-efficacy (Lacks, 2016).

In addition, positive self-efficacy was identified in teachers working with principals that encouraged them to regulate their classroom management while also offering resources to stop disruptive behaviors. Also, principals who demonstrated ethical competence and provided performance-based awards had instructors with a strong sense of effectiveness. Their fundamental goal is to improve student achievement through their teachers, and their mentality empowers instructors to develop a student-centered atmosphere that promotes student progress (Lacks, 2016).

Maxwell et al. (2017) conducted meta-analysis research on school leadership between 1996 to 2005. It indicated that transformational school leadership positively impacts school climate, teacher job satisfaction, teacher efficacy, student engagement, and academic outcomes. Teachers' self-efficacy is a component of collective efficacy and principal leadership, impacting school culture.

Similarly, Ryba (2018) studied the relationship between transformational leadership, collective teacher efficacy, individual teachers' self-efficacy, and school culture. The researcher surveyed 218 teachers from 66 primary schools. According to the findings, principals who practiced transformational leadership were responsible for 35 percent of collective teacher efficacy, 49 percent of teachers' self-efficacy, and 58 percent of collaborative school culture. The researcher's findings add to the evidence that transformational leadership is linked to collective efficacy, teachers' self-efficacy, and collaborative school culture.

Teachers' self-efficacy and a collaborative school climate may contribute to the association between transformational leaders and collective teacher efficacy. Transformation leadership can influence collective school efficacy and individual self-efficacy. Schools with principals who engage in the decision-making procedure with teachers are also more effective. Another study found that schools with collaborative decision-making on school-wide problems had better beliefs in their faculty's collective ability to assist students to succeed (DeMarco, 2018).

Khun-inkeeree et al. (2018) conducted a study in the AlorSetar District of Malaysia to determine the association between principals' instructional leadership and teachers' self-efficacy. According to the findings, principals' instructional leadership and teachers' self-efficacy are high. Principals' instructional leadership and teachers' self-

efficacy are also proven to have a substantial relationship. As a result, the principal's instructional leadership should indeed be practiced, as the functions of instructional leadership aid in developing teachers' self-confidence.

However, the findings of Khun-inkeeree et al. (2018) contradict those established by Pearce (2017). The latter's study focused on the perceptions of principals and teachers working in elementary schools. He utilized the Principal Instructional Rating Management Scale, created by Phillip Hallinger, and the Teacher Self-Efficacy Scale constructed by Tschannen-Moran and Woolfolk-Hoy (2001). The findings showed no strong correlation between the principals' instructional leadership and teachers' self-efficacy. Despite the results not showing a massive effect of instructional leadership on teacher efficacy, the researchers still proposed leadership programs to improve teacher efficacy.

School climate is another aspect that may have an impact on teachers' self-efficacy. A positive school atmosphere promotes connection and togetherness by giving all stakeholders a sense of belonging. There is evidence that a favorable learning atmosphere positively impacts teachers' self-efficacy. Furthermore, a supportive environment fosters loyalty and respect while encouraging common values and ideas (Lacks, 2016).

Teachers' self-efficacy is substantially influenced by support from both peers and administrators. The value of casual interaction and engagement with experienced teachers has also been highlighted within the same working environment. As a result, new teachers with little experience will likely require a supportive school atmosphere to improve their self-efficacy. A supportive and good school atmosphere is critical, especially for new teachers who need direction and assistance in their early years of professional development to become self-assured educators (Meristo&Einisenschmidt, 2014).

Taylor and Tashakkori (1995), as cited by Lacks (2016), conducted a study to quantify the relevance of decision participation, school atmosphere, teachers' self-efficacy, and work satisfaction. They provided surveys to 25,000 pupils and 9,987 teachers in 1,296 schools. They discovered that school atmosphere was the strongest indicator of teacher job satisfaction of the four variables, outweighing decision-making by a factor of 43.

However, Lacks and Watson (2018) completed a research study that found no correlation between educational climate and teachers' self-efficacy, despite past research showing a link. Teachers' self-efficacy, professionalism, and academic pressure were all shown to have no relation to school climate. Likewise, there is no significant relationship between teachers' self-efficacy and collegial leadership. As a result, none of these findings corresponded with those of Taylor and Tashakkori's (1995) study, which showed a link between school atmosphere and teachers' self-efficacy.

One of the variables determining one's understanding of their skills is the organizational atmosphere. In a study conducted by Berberoglu (2018), he used the Classic Levins Metapopulation model created by Richard Levin to investigate the organizational climate within social units. Berberoglu determined that the connection between people and their environment has influenced behavior. One example of such a scenario is how well they comprehend it. Progressively, possessing leadership status in an organization produces an environment that positively impacts the members' conduct.

Focusing on the school climate factors will impact teacher effectiveness and student results. According to Spicer (2016), a teacher's efficacy is linked to their school leader's readiness to provide assistance and experiences that enhance the teacher's talents. These factors impact the school atmosphere, student participation and performance, teachers' self-efficacy, and instructional program implementation. Increased motivation to conduct instructional programs will improve factors contributing to school climate and thus teachers' self-efficacy as well.

The most important markers of a great school atmosphere are a lack of instructional impediments and the principal's leadership regarding school climate. Furthermore, a lack of teaching impediments and effective faculty communication were the best predictors of a high sense of teachers' self-efficacy. Thus, there is a significant relationship between teachers' self-efficacy and school atmosphere (Lacks, 2016).

Personality traits play a role in teachers' self-efficacy, principal instructional management, and school climate. Extraversion, conscientiousness, neuroticism, agreeableness, and openness are the Big Five Dimensions of teachers'

personality. Combining these dimensions creates archetypal categorizations of character in teachers, and these personality profiles have been linked to teachers' self-efficacy (Perera et al., 2018).

Neuroticism has adverse effects on teachers' self-efficacy, while extraversion has positive effects. The former impairs the instructors' perceptions about their capacity to manage classrooms, engage students, and employ successful instructional practice, while the latter augments. The most basic concept supporting this claim is that emotional experiences serve as a source of information for building efficacy beliefs and extraversion and neuroticism predispose to the feeling of positive and negative affect, respectively. Furthermore, conscientiousness, openness, and agreeability are also linked to extraversion and neuroticism (Djigic et al., 2014).

Concern for order and self-discipline may produce a high level of preparedness for educational activities in conscientious teachers and an increased awareness of their ability to engage and manage pupils and employ effective teaching tactics. Openness, intellectual curiosity, as well as a liking for variety, may prompt teachers to explore various teaching and learning techniques, increasing their efficacy in engaging pupils and employing successful instructional approaches (Perera et al., 2018).

Agreeable teachers may feel more efficacious in engaging students in classroom activity because they are more tender-minded, generous, and straightforward. Thus, they are more likely to develop better interpersonal relationships (Roorda et al., 2011; Senler&Sungur-Vural, 2013). Consequently, different personality profiles will have different levels of self-efficacy for teachers in terms of maintaining classrooms, guiding learners, and employing effective teaching practices. Profiles with low neuroticism and high conscientiousness, extraversion, agreeableness, and openness will have higher self-efficacy ratings (Baptiste, 2018).

Extroversion was the most critical indicator for classroom management. Conscientiousness was the indicator that had the highest correlation value for instructional strategies and student involvement in teacher efficacy (Pandey & Kavitha, 2015). The personality type of teachers has an impact on classroom management. Their awareness of their characteristics influences teachers' capacity to use diverse classroom tactics and, consequently, their efficacy. According to some experts, the personality of a teacher can influence their teaching style and classroom management since they have a unique way of converting their style into efficient teaching behavior based on their character (Jalili & Mall-Amiri, 2015).

Ustuner (2017) found a significant positive correlation between extraversion, conscientiousness, openness, agreeableness, and teachers' self-efficacy belief. On the other hand, the neuroticism personality trait and teachers' self-efficacy belief showed a significant negative correlation. Moreover, regarding the mindset toward the teaching profession, he observed that pre-service teachers' self-efficacy beliefs played a mediating function between their neuroticism, openness, and extraversion personality traits.

Teachers with high agreeableness collaborate with the principal more successfully, enhancing their self-efficacy more than those who are low on agreeableness. Similarly, the connection between teamwork and teachers' self-efficacy is more critical for high-conscientious instructors than for low-conscientious teachers. According to these findings, instructors need personality attributes such as agreeableness, emotional stability, and conscientiousness (Sehgal, 2015).

Cobb (2014) believes that principals or school leaders influence school climate. They serve as the models that portray the attitudes and actions they want to see in teachers and students. Principals who believe that all students can pass the most excellent standards can establish a supportive and trustworthy environment. Sparks (2011) stated that effective principals must communicate with teachers and students as instructional mentors while also safeguarding the physical and emotional aspects of the school.

A school is deemed productive by its teachers and pupils if the principal fosters an atmosphere conducive to the success of their students (Spicer, 2016). An excellent principal shapes a school climate such that the school's vision is realized (Spiro, 2013). Furthermore, principals are required to act accordingly to the culture and values of their schools, which implies there is a strong focus on developing connections with all education stakeholders (Widodo, 2019).

Principals must provide a secure, supportive learning environment based on encouragement and respect in which all partners believe they can make a real contribution. To accomplish this, educational leaders must transition to an instructional leadership role while cultivating relationships with educators and students (Johnson, 2013).

According to Lane (2016), there is an interconnection between school atmosphere, principal responsibility, and principal instructional leadership. She also emphasized the importance of school atmosphere in discussions about enhancing student achievement. As a result, school climate monitoring is a crucial aspect of principalship. Furthermore, there is a significant correlation between teacher personalities and principal instructional management. Teachers that are high in agreeableness cooperate more and are likely to use the principal's help more successfully (Sehgal, 2015).

The cited related literature and studies would enlighten readers about principal instructional management, school climate, and teachers' personality as constructs to teachers' self-efficacy. Furthermore, they also showcase the associations between the variables. Hence, the studies discussed above aim to give in-depth information to readers and be of use in confirming, supporting, or contrasting the result of the current study. The presentations and discussions of related studies provided invaluable information on these relationships, which will be beneficial in the professional discussion of the study's findings and the sound formation of the recommendations.

Theoretical Framework

This study is anchored on Bandura's theory which indicates that the relationship between principal instructional management, school climate, teachers' personality, and teachers' self-efficacy is stated in social cognitive theory by Bandura (1997). Teachers' self-efficacy may be influenced by instructional management and principal leadership. Increasing classroom instruction through favorably impacting teacher instructional behaviors, such as teachers' self-efficacy and collective efficacy, is one of the main goals of instructional management. As a result, school principals who use instructional management can improve their teachers' self-efficacy views and, thus, indirectly, increase student achievement and classroom instruction (Calik et al., 2012).

Self-efficacy theory is also supported in this study. Albert Bandura's Social Cognitive Theory inspired the self-efficacy theory. Self-efficacy, according to Bandura, is a belief in one's ability to plan and complete a task (Bandura, 1997). Self-efficacy beliefs impact cognitive processes and emotions, facilitating or hindering behaviors. According to Bandura's theory, self-efficacy comprises efficacy expectation and outcome expectation. Having the ability, knowledge, and abilities to fully implement the behavior or actions required to achieve the desired goal is the efficacy of expectation. The assumption of likely outcomes (effect) of performing a task at the self-expected level of performance is the outcome expectation. Teacher self-efficacy refers to a teacher's own (i.e., self-perceived) belief in designing instruction and achieving instructional objectives in an educational setting. It is, in fact, the teacher's confidence in their capacity to instruct students successfully and efficiently.

According to Bandura's (1977) Social Cognitive Theory, humans acquire actions through mental abilities via environment and observation. The principle of self-efficacy, which is an individual's conviction that a given behavior will lead to the desired outcome, lies at the heart of Social Cognitive Theory. Individuals' teacher self-efficacy, or perceived belief in their ability, impacts the amount of effort they put in and the contexts in which they participate. This idea is significant for educators because self-efficacy affects how much effort is put in, how goals are created, and how motivated teachers and instructional designers are.

The assumption that principals' instructional leadership has a strong positive impact on teachers' self-efficacy was supported by Duyar et al. (2013). After much deliberation, he determined that a principal who focuses on instructional management strategies over administrative duties will improve a teacher's capacity to meet specified instructional goals. However, instructors' self-efficacy is less predictive of activities like standard modern practice and flexible grouping practice than instructional management such as focused instruction.

Bandura's Social Cognitive also highlighted the connection between principal instructional management, school climate, teachers' personality, and teachers' self-efficacy. The theory's foundation is based on people's reciprocal relationships with their environment and conduct (Boston University of School and Public Health, 2013). Bandura's conceptions of behavior capability, observational learning, and reinforcements, in particular, are traits that might influence the environment of a school. Wang and Degol (2015) stated that climate impacts all students and staff

levels and the norms, beliefs, and goals that constitute the school's larger academic and social missions. As a result, school climate focuses on the environment and how individual activities affect the environment.

Conceptual Framework

Illustrated in Figure 1 is the conceptual model demonstrating the associations of the variables. The independent variable is the *principal instructional management* which has eleven observed variables, namely: framing the school goals; communicating the school goals; supervising and evaluating instruction; coordinating the curriculum; monitoring the student progress; protecting instructional time; maintaining high visibility; providing incentives to teachers; promoting professional development; developing and enforcing academic strands; and providing incentives to learning (Pettiegrew, 2013).

In this study, *Framing the school goals* refers to a principal's responsibility to establish areas where teachers will concentrate their interests and reserves during a given school year. *Communicating the school goals* refers to the role of the principal to convey those school aspirations to the community. *Supervising and evaluating instruction*refers to the responsibility of the principal to manage and assess the school's effort, teachers' performance, and students' performance. *Coordinating the curriculum* can be regarded as the principal's role in designing, examining, and revising the curriculum with stakeholders. *Monitoring the student progress* represents the principal's position in guaranteeing orderly processes for analyzing student improvement at both school-wide and classroom levels. *Protecting instructional time* refers to the capability of the principal to ensure that instructional time is secured and allotted to concentrate on curricular and instructional matters, including increasing time during the school day as required. *Maintaining high visibility* refers to the part of the principal in establishing the main concern for how the waiting time is to be spent apart from compulsory meetings and functions. *Providing incentives to teachers* can be considered the principal's task in producing a constructive learning climate. It involves placing up a work structure that pays and acknowledges teachers for their endeavors. *Promoting professional* development refers to the principal's responsibility in encouraging teachers' endeavors to enhance teaching. *Developing and enforcing academic strands* refers to the principal's responsibility in putting high criteria emphasizing the high hopes needed for expanding student learning. *Providing incentives to learning* can be perceived as the part of the principal in fulfilling and appreciating student academic achievement and teacher development.

The dependent variable is *teachers' self-efficacy* has six observed variables: efficacy to influence decision making; instructional self-efficacy; disciplinary self-efficacy; efficacy to enlist parental involvement; efficacy to enlist community involvement; and effectiveness to create a positive school climate (Bandura, 1977).In this study, *Efficacy to influence decision-making* refers to the teacher's skill to bring about or influence choices and guidelines that may alter student results. *Instructional self-efficacy* refers to a teacher's capacity to make instructional decisions. *Disciplinary self-efficacy* refers to the teacher's capability to manage student manners and appearance. *Efficacy to enlist parental involvement* refers to the teacher's ability to involve parents in maintaining their child's education and effects. *Efficacy to enlist community involvement* refers to the teacher's skill to participate in assisting school interests and consequences. *Efficacy to create a positive school climate* refers to the teacher's power to inspire students and develop self-esteem.

Meanwhile, the mediating variables are school climate and teachers' personality. The nature and characteristics of school life are referred to as school climate, while the teachers' personality forms their distinctive character. These two variables measure the effect of principal instructional management on teachers' self-efficacy by calculating the likelihood of consequences (John, 1999; Reblando, 2018).
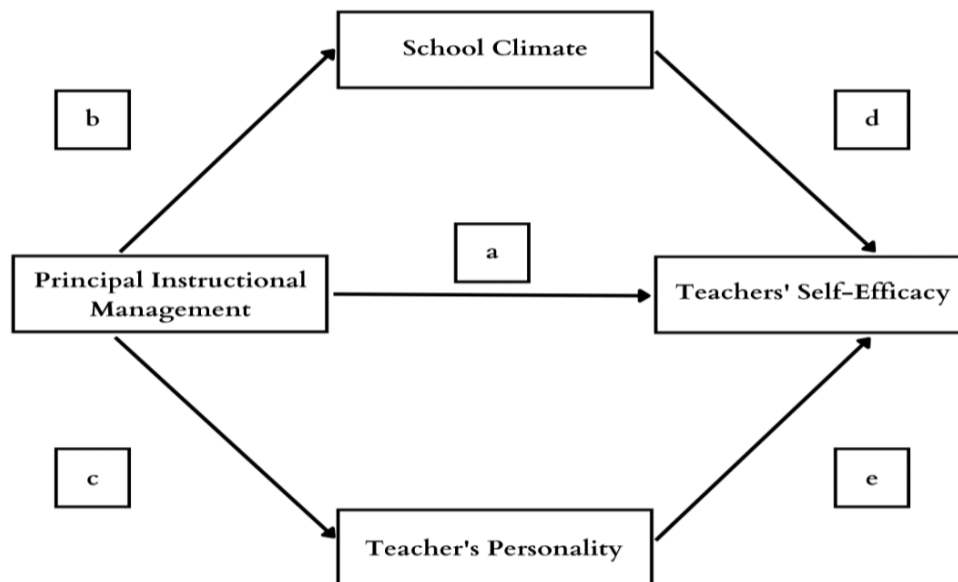
Figure 1. The Mediating Effects of School Climate and

Teachers' Personality on the Relationship between Principal Instructional Leadership and Teachers' Self-Efficacy

Significance of the Study

Teachers' values drive their goals and behaviors at school. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a crucial role in influencing critical academic outcomes such as students' achievement, motivation, and well-being in the working environment (Barni, Danioni, Benevene, 2019). From the global perspective, this undertaking would give additional input on the relevance of principal instructional management, school climate, teachers' personality, and teachers' self-efficacy in educational settings. It aims to provide essential information to better the research and school community.

The study would also widen the horizon of the involved persons with positive self-efficacy: DepEd officials, school leaders, teachers, and future researchers. It would help formulate and enhance DepEd policy and regulation to improve the teachers' self-efficacy. It may provide insights into what programs/activities are needed to prioritize and be implemented to strengthen teachers' self-efficacy.

Furthermore, this would assist school administrators in comprehending teachers as individuals. A better understanding of teachers' needs and expectations may assist school administrators in designing policies and developing school programs that react to teachers' personal and professional perceptions about their capacity. The study's findings will improve instructors' performance by increasing their teaching effectiveness and creating a caring and creative climate suitable for achieving the organization's objectives. It might also be an avenue for researchers to initiate a new research project.

Definition of Terms

To make this research more comprehensive for the readers, the following terms were defined:

Principal Instructional Management. It refers to framing the school goals; communicating the school goals; supervising and evaluating instruction; coordinating the curriculum; monitoring the student progress; protecting instructional time; maintaining high visibility; providing incentives to teachers; promoting professional development; developing and enforcing academic strands; and providing incentives to learning.

School Climate. It pertains to leadership, academic excellence and outcomes, student behavior and discipline, environment, and faculty relations.

Teachers' Personality. It means in this study as the characteristics or behavior of the teacher, which includes extraversion, agreeableness, conscientiousness, neuroticism, and openness.

Teachers' Self-efficacy. It is defined as the elementary teachers' efficacy in influencing decision-making, instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and effectiveness in creating a positive school climate.

Chapter 2

METHOD

The research design, research subjects, research instrument, data collection processes, statistical treatment of the data, and ethical considerations of the study are all covered in this chapter.

Research Design

The descriptive correlational quantitative research design was used in this study. When gathering data in numerical form and evaluating it using mathematical methods, quantitative research methods are utilized to understand an issue or phenomena; in particular, statistics are used (Apuke, 2017). Quantitative research was the nature of this study since it used statistical tools in analyzing data (Creswell, 2002). This study determined the level of principal instructional management, school climate, teachers' personality, and self-efficacy of elementary teachers in Region XI.

The research method used was descriptive to statistically infer the information collected on a population because it was pre-planned and standardized. The primary goal of descriptive research is to adequately explain a group of people's opinions, attitudes, or behavior on a specific topic (McCombes, 2019). It is correlational because it aims to find the relationship between two co-variables or independent variables. (Hayes, 2019). This study examined the interrelationship of principal instructional management, school climate, teachers' personality, and self-efficacy of elementary teachers in Region XI.

Mediation is a causative path in which one component impacts a second variable, which in turn impacts the third variable. The mediator is the intervening variable, M. The association between a predictor, X, and a result is "mediated" by it (Kenny, 2018). This study explored the mediating effect of school climate and teachers' personality on the relationship between principal instructional management and teachers' self-efficacy.

Research Locale

Presented in Figure 2 is the location where the study was conducted. It shows the maps of the Philippines and Region XI. Region XI is one of the Philippines' regions, situated in Mindanao's southeastern part. It is also known as the Davao Region or Southern Mindanao. Many cultural groups have called it home. Cebuano, Boholano, and Ilonggo dominate the groupings. Maguindanao, Maranao, Manobo, T'boli, Bagobo, B'laan, Samal, and Agta are among the others. Ilocanos, Tagalogs, Waray, and Bicolano live in smaller communities. Its primary source of income is agriculture, which is now transforming into a hub for agro-industrial enterprise, trade, and tourism.

Region XI has 5 provinces, such as: Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental and Davao Occidental. These provinces have been the home of these eleven recognized divisions, namely: Davao de Oro Division, Davao del Norte Division, Davao del Sur Division, Davao Oriental Division, Davao Occidental Division, Mati City Division, Davao City Division, Digos City Division, Panabo City Division, Tagum City Division and Island Garden City of Samal Division. The 2014 record has 2053 recognized public schools at the elementary level. These divisions are poles apart. Hence, it took time for the researcher to travel and visit to personally ask permission from the Schools Division Superintendent of each division.

The researcher determined how many schools were chosen per division. Each school had ten respondents. Hence, the number of respondents per division was determined by the number of sample schools per division multiplied by 10, representing the number of respondents to be catered to per school.

The researcher had not come across a study describing the self-efficacy of public-school elementary teachers in Region XI. Hence, this prompted the researcher to explore the involved variables of her research.

Figure 2. The Map of the Philippines and Southern Mindanao

Population and Sample

In this study, the respondents of this research were the 400 elementary teachers in the public schools from the different divisions of Region XI. There are 2,053 elementary teachers in the public schools in Region XI as of 2014. It aimed to cater to 400 respondents only, as deemed appropriate for the research design. Furthermore, this used a fair sample per strata of 10 ((Yuan et al., 2010; Changing Minds, 2012).

After determining the sample size for this study, choosing the respondents was done through stratified random sampling. The population was divided into regions or strata in stratified sampling, and a sample was selected within each stratum (Hayes & Westfall, 2020). In this study, there were ten divisions in Region XI. Each division is a stratum wherein the researcher used simple random sampling to select the study's participants.

This study catered only to the public-school teachers at the elementary level. It means that teachers in the Junior High School and Senior High School in public and private schools and elementary teachers in private schools were not part of the study.

Research Instrument

This study used four instruments, principal instructional management, school climate, teachers' personality, and teachers' self-efficacy.

Principal Instructional Management. The instrument was adapted from Principal Instructional Management (PRIMS), which Pettiegrew (2013) used. The questionnaire focuses on how the principals should exemplify instructions in school. In taking the test, the participants answered 55 items for eleven subscales. For reliability, the questionnaire was subjected to pilot testing, gaining a result of .704, suggesting that the items have relatively high internal consistency.

Range of Means	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	The principal instructional management is always evident among administrators.
3.40 - 4.19	High	The principal instructional management is oftentimes evident among administrators.
2.60 - 3.39	Moderate	The principal instructional management is occasionally evident among administrators.
1.80 - 2.59	Low	The principal instructional management is seldom evident among administrators.
1.00 - 1.79	Very Low	The principal instructional management is never evident among administrators.

Teachers' Self-efficacy. The teachers' self-efficacy was adapted from Bandura's Instrument Teacher Self-Efficacy Scale. The instrument or questionnaire comprises 30 items. The questionnaire was subjected to pilot testing to test its reliability, gaining a result of .716, suggesting that the items have relatively high internal consistency.

Range of Means	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	This indicates that teachers' self-efficacy is always evident.
3.40 - 4.19	High	This indicates that teachers' self-efficacy is oftentimes evident.
2.60 - 3.39	Moderate	This indicates that teachers' self-efficacy is occasionally evident.
1.80 - 2.59	Low	This indicates that teachers' self-efficacy is seldom evident.
1.00 - 1.79	Very Low	This indicates that teachers' self-efficacy is never evident.

School Climate. The school climate questionnaire was adapted from Reblando's (2018) study. The instrument consists of 25 items. The questionnaire was subjected to pilot testing, gaining a result of .702, suggesting that the items have relatively high internal consistency.

Range of Means	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	This indicates that the ideal school climate is always evident.
3.40 - 4.19	High	This indicates that the ideal school climate is oftentimes evident.
2.60 - 3.39	Moderate	This indicates that the ideal school climate is occasionally evident.
1.80 - 2.59	Low	This indicates that the ideal school climate is seldom evident.
1.00 - 1.79	Very Low	This indicates that the ideal school climate is never evident.

Teachers' Personality. The teachers' personality questionnaire was adapted from the study of Arif et al. (2012). The instrument consists of 25 items. It was subjected to pilot testing, which revealed a result of .856, suggesting that the items have relatively high internal consistency.

Range of Means	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	This indicates that the ideal teachers' personality is always observed.
3.40 - 4.19	High	This indicates that the ideal teachers' personality is oftentimes observed.
2.60 - 3.39	Moderate	This indicates that the ideal teachers' personality is occasionally observed.
1.80 - 2.59	Low	This indicates that the ideal teachers' personality is seldom observed.
1.00 - 1.79	Very Low	This indicates that the ideal teachers' personality is never observed.

The questionnaire was polished and contextualized to achieve appropriateness per the local setting. Six expert validators evaluated the contents of the questionnaire for construct validity. Suggestions were given, which were followed by the researcher. For content validity, the instrument is considered a very good tool since it received a rating of 4.15 from the internal and external validators. This result implies that the survey instruments are valid and reliable.

Data Gathering Procedure

Through the administration of adapted survey questionnaires, data were collected from the 400 respondents of the study. The researcher requested an endorsement letter from the Professional Schools before the administration. Then, a permission letter to conduct the study was sent to the 11 divisions with the attached endorsement letter. Upon approval, the administration of the questionnaire followed.

The researcher personally administered the questionnaires to the respondents and explained the purpose of the study. The researcher collected all the answered questionnaires from the research participants. A summary of the data was transmitted to the statistician. Since this phase required traveling, one of the challenges the researcher experienced was the stricter protocols implemented in the various localities the researcher had to enter.

So, it took time for the researcher to administer the questionnaire due to the distance of the places she needed to conduct this study. Hence, there was a need to make a schedule for the administration. For the first week of July 2020, there were four divisions that the researcher had visited, namely: Davao de Oro Division, Davao del Norte Division, Panabo City Division, and Island Garden City of Samal Division. For the second week of July 2020, three

divisions were catered: Tagum City Division, Davao Oriental Division, and Mati City Division. The third week of July 2020 was Davao del Sur Division, Davao Occidental Division, Davao City Division, and Digos City Division.

Also, the data were analyzed and interpreted confidentially and accordingly. Then, the mean was determined to analyze and interpret the typical index of the levels of principal instructional management, school climate, teachers' personality, and teachers' self-efficacy. Then, Pearson r was employed to determine the significant relationship between the variables. Lastly, path analysis was used to predict the effect of school climate and teachers' personality on the relationship between principal instructional management and teachers' self-efficacy.

Statistical Tools

Mean or Mean Value (MV). This was used to characterize the level of principal instructional management, teachers' self-efficacy, school climate, and teachers' personality.

Pearson Product-Moment Correlation (Pearson r). This was applied to determine the significance of the interrelationships between principal instructional management, teachers' self-efficacy, school climate, and teachers' personality.

Path Analysis. This method was employed to determine the mediating effect of school climate and teachers' personality on the relationship between principal instruction management and teachers' self-efficacy.

Ethical Consideration

This study addressed some issues and concerns, specifically in the methodological aspects. The respondents were protected, and protocols were followed in response to the ethical consideration. This study followed the guidelines of the University of Mindanao Ethics Review Committee for the standards of ethical consideration, specifically in focusing on the population and data such as, but not limited to:

Voluntary Participation. None of the participants were compelled to participate in the research. If they participated or not, it was their choice. If they were uncomfortable with the study's subject or how it was conducted, they had the option of withdrawing their involvement. Withdrawing from the study entailed no repercussions or reparations on the part of the participants.

Privacy and Confidentiality. The researcher upheld the Data Privacy Act of 2012 standards. So, the respondents were given the option of not disclosing their identity on the questionnaire form. Furthermore, confidentiality and privacy were ensured by not releasing sensitive information about the respondents to unrelated parties, such as their age, gender, occupation, employment, or disease. Even their answers to the survey questionnaire's items were kept private and confidential.

Informed Consent Process. To secure the respondents' informed consent, the researcher provided informed consent sheets that explicitly state the relevant points of the research study and how it would be conducted to avoid any misunderstandings during data collection.

Recruitment. The respondents were oriented on the intention of participating in the survey. The researcher communicated the study's purpose to the respondents to comprehend it. Aside from the consent form, the researcher explained the study's purpose and relevance.

Risks. The well-being of the respondents was prioritized throughout the study. Their identities were kept private as maintaining their safety and security were of the utmost importance. The researcher ensured that the participants were physiologically, emotionally, and mentally prepared to participate. The researcher assured the respondents did not experience any discomfort or awkwardness while answering the survey questions.

Benefits. The respondents are expected to benefit from this study since the findings would act as a wake-up call for Department of Education authorities, educational leaders, and elementary teachers to develop programs and techniques to increase elementary teachers' self-efficacy. Furthermore, to accomplish beneficence in the study, the

researcher took all necessary steps to ensure that the respondents' lives were not bothered. The emergence of meaningful learning is the most crucial factor in achieving the desired benefits.

Plagiarism. The research paper was tested with plagiarism detection software such as Grammarly or Turnitin. There was no indication or sign of misrepresentation of someone else's work as his own in the study. The researcher made sure to demonstrate positive personal integrity. To write a trustworthy study paper, the researcher studied the paradigm of plagiarism.

Fabrication. There was no evidence or cue in the study of a purposive misreading of what could be done. There was no deliberate falsification of data and outcomes or the presentation of findings that were not true. The researcher did not invent any data to supplement the study's requirements.

Falsification. The researcher went to great lengths to gather important information about the study. It lacked evidence of overstating, exaggeration, and deliberate misrepresentation of the work to match a paradigm or theoretical expectation. Furthermore, this study did not conform to data manipulation, which entails asserting or omitting essential elements and modifying materials, tools, or procedures that would deceive others.

Conflict of Interest (COI). When an individual is interested in the research outcome that could lead to personal advantage, there is a conflict of research interest, thereby jeopardizing the integrity of the research. In this study, there was no evidence of a conflict of interest. Maintaining the welfare of the participants was prioritized, and a secondary motivation, such as financial or academic advantages or recognition, has no bearing on the study's validity.

Deceit. The researcher addressed this concern by thoroughly informing the respondents of the nature of the study. There was no trace of misleading the respondents about any possible danger. Basically, in any research study involving human subjects, the rights of the participants must be protected. So, the researcher must adhere to the appropriate principles.

Permission from Organization/Location. The researcher of this study strictly followed the protocols. Upon receiving the signal from the panelists, adviser, and the committee of the UMERC, the researcher then sought approval from the Schools Division Superintendent of Davao del Norte to conduct the study through a formal letter. After this, she wrote a formal letter addressed to every school principal of the

schools involved in the study, attaching the school's endorsed letter from the Schools Division Superintendent. Afterward, the study respondents were oriented before receiving the survey questionnaire.

Authorship. The researcher of the study is currently enrolled in the University of Mindanao for the Doctor of Arts in Educational Management Program. She had followed the recommendations made by her adviser and the expert panelists. The researcher also followed the standards of the University of Mindanao Ethics Review Committee for the guidelines of ethical consideration. Her adviser, who had been very accommodating, had contributed so much to the refinement of her paper.

Chapter 3

RESULTS

The section presents the analysis and interpretation of the respondents' data on the teachers' self-efficacy based on the research objectives previously stated. The order of discussions on the mentioned topic is as follows: level of principal instructional management; level of teachers' self-efficacy; level of school climate; level of teachers' personality; correlations of the variables involved; and mediation analysis results.

Level of Principal Instructional Management

Exhibited in Table 1 is the level of principal instructional management, with a weighted mean of 3.92 with a standard deviation of 0.413, and a verbal interpretation of High. The results show that ten out of 11 indicators received a high mean value, such as: *framing the school goals* with a mean value of 4.07; *communicating the school goals* with

a mean value of 4.07; *supervising and evaluating instruction* with a mean value of 3.98; *coordinating the curriculum* with a mean value of 3.79; *monitoring student progress* with a mean value of 3.69; *protecting instructional time* with a mean value of 3.87; *maintaining high visibility* with a mean value of 3.52; *providing incentive for teachers* with a mean value of 3.86; *promoting professional development* with a mean value of 3.98; and *developing and enforcing academic strands* with a mean value of 4.00. Meanwhile, the only indicator which received a verbal interpretation of Very High is providing incentives for learning with a mean value of 4.23. In appended Table 1.7, particularly under principal instructional management in terms of maintaining high visibility, low mean results were revealed in the belief that school heads take time to talk with students and teachers during recess and provide tutoring to students.

Table 1 Level of Principal Instructional Management

Items	SD	Mean	D.E.
Framing the School Goals	0.441	4.07	High
Communicating the School Goals	0.401	4.07	High
Supervising and Evaluating Instruction	0.419	3.98	High
Coordinating the Curriculum	0.596	3.79	High
Monitoring Student Progress	0.616	3.69	High
Protecting Instructional Time	0.517	3.87	High
Maintaining High Visibility	0.658	3.52	High
Providing Incentives for Teachers	0.458	3.86	High
Promoting Professional Development	0.402	3.98	High
Developing and Enforcing Academic Strands	0.376	4.00	High
Providing Incentives for Learning	0.399	4.23	Very High
Overall	**0.413**	**3.92**	**High**

Level of Teachers' Self-Efficacy

Displayed in Table 2 are the weighted means of each criterion of teachers' self-efficacy. The overall weighted mean is 3.93 with a standard deviation of 0.346 and a descriptive interpretation of High. The results revealed that the *efficacy to create a positive school climate* has the highest mean value (MV = 4.25) and has a verbal description of Very High. The following indicators of teachers' self-efficacy has a verbal description of High, namely *efficacy to enlist parental involvement* (MV = 4.12), *disciplinary self-efficacy* (MV = 3.98), *instructional self-efficacy* (MV = 3.83), *efficacy to enlist community involvement* (MV = 3.76) and *efficacy to influence decision* (MV = 3.62).

Table 2. Level of Teachers' Self-Efficacy

Items	SD	Mean	D.E.
Efficacy to Influence Decision Making	0.605	3.62	High
Instructional Self-Efficacy	0.429	3.83	High
Disciplinary Self-Efficacy	0.313	3.98	High
Efficacy to Enlist Parental Involvement	0.305	4.12	High
Efficacy to Enlist Community Involvement	0.524	3.76	High
Efficacy to Create a Positive School Climate	0.278	4.25	Very High
Overall	**0.346**	**3.93**	**High**

Level of School Climate

Shown in Table 3 is the level of school climate with an overall weighted mean score of 4.06 and a standard deviation of 0.285 that has a verbal interpretation of High. For specific items' results, the variable with the highest mean and a verbal description of Very High is: *having culture and sub-groups that blend, interrelate and feel like valid members of one academic community* (MV = 4.78). It is followed by *having due consideration to the students over management decisions that affect them* (MV = 4.67) and *having students who are valued as quality community members and regard presence with a sense of honor* (MV = 4.33).

Meanwhile, the items with the lowest means and have a verbal description of High are: *have teachers who promote supportive communication* (MV = 3.70), *give instruction that supports student locus control, sense of belonging, and sense of competence* (MV = 3.53), and *have teachers who successfully create a sense of community in their classes* (MV = 3.41).

Table 3. Level of School Climate

Items	SD	Mean	D.E.
Having a sense of vision and mission.	0.397	4.06	High
Having trust and respect in the leadership of the institution.	0.496	3.98	High
Having curricular strategies that are systematic and integral to the school leadership strategy.	0.385	4.08	High
Having a sense of "shared values" being purposely cultivated.	0.311	4.08	High
Having school decisions that are conspicuously grounded in the university VMG.	0.312	4.09	High
Having maximum use of student-generated ideas and input.	0.342	4.10	High
Having strategies that consistently promote increased student self-direction in their respective fields.	0.516	3.94	High
Having assessment targets that are clear and attainable for learners.	0.682	3.73	High
Having instruction that supports student locus of control, sense of belonging, and sense of competence.	0.692	3.53	High
Having students who are given systematic opportunities to reflect on their learning process and progress.	0.620	3.93	High
Having a school-wide discipline and campus-wide policies are consistently applied.	0.327	4.10	High
Having clear expectations and consistent discipline policy.	0.442	4.05	High
Having effective strategies to promote behavioral empowerment and accountability among its students is an integral part of professional development.	0.408	4.05	High
Having traditions that promote school pride and a sense of academic community.	0.524	4.21	Very High
Having due considerations to the students over management decisions that affect them.	0.484	4.67	Very High
Having safety and security Protocols.	0.346	4.12	High
Having an appealing physical appearance and facilities.	0.382	4.12	High
Having a feeling of community.	0.467	4.27	Very High
Having a culture and sub-groups that blend, interrelate and feel like valid members of one academic community.	0.522	4.78	Very High
Having students who are valued as quality community members and regards presence with a sense of honor.	0.535	4.33	Very High
Having a collaboration on matters of teaching.	0.492	4.06	High
Having faculty members who exhibit a high level of respect for one another.	0.382	4.11	High
Having faculty members who use their planning time constructively to promote instructional excellence.	0.556	3.95	High
Having teachers who promote supportive communication.	0.674	3.70	High
Having teachers who successfully create a sense of community in their classes.	0.886	3.49	High
Overall	**0.285**	**4.06**	**High**

Level of Teachers' Personality

Presented in Table 4 is the level of teachers' personality with an overall weighted mean score of 3.56, a standard deviation of 0.451, and a verbal interpretation of High. For specific items' results, the variables with the highest means with a verbal description of High are *getting tensed* (MV = 4.08), *worrying a lot* (MV = 4.03), and *being moody* (MV = 4.03). Meanwhile, the items with the lowest means and have a verbal description of Moderate are: *generally trusting* (MV = 3.28), *being helpful and unselfish with others* (MV = 3.22), and *making plans and following through with them* (MV = 3.19).

Table 4. Level of Teachers' Personality

Items	SD	Mean	D.E.
Being talkative.	0.995	3.45	High
Being full of energy.	0.686	3.70	High
Generating a lot of enthusiasm.	0.737	3.59	High
Having an assertive personality.	0.702	3.60	High
Being outgoing, and sociable.	0.577	3.93	High
Doing my job thoroughly.	0.679	3.52	High
Being a reliable worker.	0.675	3.34	Moderate
Being persevered until I finish the task.	0.635	3.33	Moderate
Doing things efficiently.	0.698	3.32	Moderate
Making plans and following through with them.	0.864	3.19	Moderate
Being depressed and blue.	1.036	3.56	High
Getting tensed.	0.477	4.08	High
Worrying a lot.	0.510	4.03	High
Being moody.	0.534	4.03	High
Getting nervous easily.	0.666	3.85	High
Being helpful and unselfish with others.	0.742	3.22	Moderate
Having a forgiving nature.	0.723	3.57	High
Being generally trusting.	0.692	3.28	Moderate
Being considerate and kind to everyone.	0.752	3.64	High
Being like to cooperate with others.	0.728	3.34	Moderate
Being original and coming up with a new idea.	0.739	3.51	High
Being curious about many different things.	0.586	3.92	High
Being an ingenious and deep thinker.	0.706	3.37	Moderate
Having an active imagination.	0.678	3.34	Moderate
Being inventive.	0.676	3.31	Moderate
Overall	**0.451**	**3.56**	**High**

Significance of the Relationship between the Levels of Principal Instructional Management and Teachers' Self-Efficacy

Featured in Table 5 are the test results of the relationship between principal instructional management and teachers' self-efficacy. As noted in the hypothesis, the relationship was tested at a 0.05 level of significance. The overall r-value of .849 with a p-value of <0.05 signified the rejection of the null hypothesis. It means a significant relationship between principal instructional management and teachers' self-efficacy. The results reveal that all indicators of principal instructional management are positively correlated with teachers' self-efficacy, namely, f*raming the school goals* (r = .602), *communicating the school goals* (r = .687), *supervising and evaluating instruction* (r = .749), *coordinating the curriculum* (r =.765), *monitoring student progress* (r = .808), *protecting instructional time* (r = .810), *maintaining high visibility* (r = .834), *providing incentives for teachers* (r = .819), *promoting professional development* (r = .804), *developing and enforcing academic strands* (r = .799) and *providing incentives for learning* (r = .212). As can be seen in the table, all indicators of each variable are correlated. Hence, data show a positive association between principal instructional management and teachers' self-efficacy.

Table 5 Significance of the Relationship between the Levels of Principal Instructional Management and Teachers' Self-Efficacy

Principal Instructional Management	Teachers' Self-Efficacy						
	Efficacy to Influence Decision Making	Instructional Self-Efficacy	Disciplinary Self-Efficacy	Efficacy to Enlist Parental Involvement	Efficacy to Enlist Community Involvement	Efficacy to Create a Positive School Climate	Overall Teachers' Self-Efficacy
Framing the School Goals	0.425* (0.000)	0.461* (0.000)	0.523* (0.000)	0.560* (0.000)	0.608* (0.000)	0.507* (0.000)	0.602* (0.000)
Communicating the School Goals	0.429* (0.000)	0.537* (0.000)	0.645* (0.000)	0.673* (0.000)	0.664* (0.000)	0.653* (0.000)	0.687* (0.000)
Supervising and Evaluating Instruction	0.521* (0.000)	0.605* (0.000)	0.722* (0.000)	0.690* (0.000)	0.701* (0.000)	0.632* (0.000)	0.749* (0.000)
Coordinating the Curriculum	0.610* (0.000)	0.637* (0.000)	0.676* (0.000)	0.631* (0.000)	0.735* (0.000)	0.560* (0.000)	0.765* (0.000)
Monitoring Student Progress	0.703* (0.000)	0.639* (0.000)	0.692* (0.000)	0.679* (0.000)	0.763* (0.000)	0.549* (0.000)	0.808* (0.000)
Protecting Instructional Time	0.596* (0.000)	0.656* (0.000)	0.730* (0.000)	0.710* (0.000)	0.798* (0.000)	0.637* (0.000)	0.810* (0.000)
Maintaining High Visibility	0.652* (0.000)	0.687* (0.000)	0.730* (0.000)	0.774* (0.000)	0.809* (0.000)	0.555* (0.000)	0.834* (0.000)
Providing Incentives for Teachers	0.613* (0.000)	0.646* (0.000)	0.726* (0.000)	0.803* (0.000)	0.795* (0.000)	0.584* (0.000)	0.819* (0.000)
Promoting Professional Development	0.601* (0.000)	0.619* (0.000)	0.721* (0.000)	0.811* (0.000)	0.753* (0.000)	0.617* (0.000)	0.804* (0.000)
Developing and Enforcing Academic Strands	0.597* (0.000)	0.626* (0.000)	0.733* (0.000)	0.768* (0.000)	0.751* (0.000)	0.618* (0.000)	0.799* (0.000)
Providing Incentives for Learning	-0.036 (0.458)	0.166* (0.001)	0.296* (0.000)	0.316* (0.000)	0.244* (0.000)	0.279* (0.000)	0.212* (0.000)
Overall Principal Instructional Management	0.625* (0.000)	0.678* (0.000)	0.768* (0.000)	0.789* (0.000)	0.820* (0.000)	0.654* (0.000)	0.849* (0.000)

*Significant at 0.05 significance level

Significance of the Relationship between the Levels of Principal Instructional Management and School Climate

Shown in Table 6 are the results of the test of the relationship between principal instructional management and school climate. The results show that the overall values reveal a positive and significant relationship between principal instructional management and school climate (r = .827, p<.05).

More specifically, all of the indicators of principal instructional management correlate positively with school climate, namely *framing the school goals* (r = .588, p<.05), *communicating the school goals* (r = .744, p<.05), *supervising and evaluating instruction* (r = .777, p<.05), *coordinating curriculum* (r = .764, p<.05), *monitoring student progress* (r = .769, p<.05), *protecting instructional time* (r =.766, p<.05), *maintaining high visibility* (r = .731, p<.05), *providing incentives for teachers* (r = .760, p<.05), *promoting professional development* (r =.817, p<.05), *developing and enforcing academic strands* (r = .773, p<.05), and *providing incentives for learning* (r = .254, p<.05).

Table 6. Significance of the Relationship between the Levels of Principal Instructional Management and School Climate

Principal Instructional Management	School Climate
	Overall School Climate
Framing the School Goals	0.588*
	(0.000)
Communicating the School Goals	0.744*
	(0.000)
Supervising and Evaluating Instruction	0.777*
	(0.000)
Coordinating the Curriculum	0.764*
	(0.000)
Monitoring Student Progress	0.769*
	(0.000)
Protecting Instructional Time	0.766*
	(0.000)
Maintaining High Visibility	0.731*
	(0.000)
Providing Incentives for Teachers	0.760*
	(0.000)
Promoting Professional Development	0.817*
	(0.000)
Developing and Enforcing Academic Strands	0.773*
	(0.000)
Providing Incentives for Learning	0.254*
	(0.000)
Overall Principal Instructional Management	0.827*
	(0.000)

*Significant at 0.05 significance level.

Significance of the Relationship between the Levels of Principal Instructional Management and Teachers' Personality

Table 7 shows the test results of the relationship between principal instructional management and the teachers' personality. The results show that the overall values reveal a positive and significant relationship between principal instructional management and teachers' personality (r=.780, p<.05).

All of the indicators of principal instructional management correlate positively with the teachers' personality, namely *framing the school goals* (r=.499, p<.05), *communicating the school goals* (r=.644, p<.05), *supervising and evaluating instruction* (r=.671, p<.05), *coordinating curriculum* (r=.737, p<.05), monitoring student progress (r=.766, p<.05), *protecting instructional time* (r=.707, p<.05), *maintaining high visibility* (r=.814, p<.05), providing incentives for teachers (r=.770, p<.05), *promoting professional development* (r=.751, p<.05), *developing and enforcing academic strands* (r=.716, p<.05).

Table 7. Significance of the Relationship between the Levels of Principal Instructional Management and Teachers' Personality

Principal Instructional Management	Teachers' personality
	Overall Teachers' personality
Framing the School Goals	0.499*
	(0.000)
Communicating the School Goals	0.644*
	(0.000)
Supervising and Evaluating Instruction	0.671*
	(0.000)
Coordinating the Curriculum	0.737*
	(0.000)
Monitoring Student Progress	0.766*
	(0.000)
Protecting Instructional Time	0.707*
	(0.000)
Maintaining High Visibility	0.731*
	(0.000)
Providing Incentives for Teachers	0.760*
	(0.000)
Promoting Professional Development	0.817*
	(0.000)
Developing and Enforcing Academic Strands	0.773*
	(0.000)
Providing Incentives for Learning	0.254*
	(0.000)
Overall Principal Instructional Management	0.827*
	(0.000)

*Significant at 0.05 significance level.

Significance of the Relationship between the Levels of School Climate and Teachers' Self-Efficacy

In Table 8 are the test results of the relationship between school climate and teachers' self-efficacy. As can be gleaned from the hypothesis, the relationship was tested at a 0.05 level of significance. It revealed a positive and significant relationship between the indicators of teachers' self-efficacy and school climate, specifically, *efficacy to influence decision-making* (r = .555), *instructional self-efficacy* (r = .618), *disciplinary self-efficacy* (r = .717), *efficacy to enlist parental involvement* (r = .770), *efficacy to enlist community involvement* (r =.725) and *efficacy to create a positive school climate* (r = .664). The overall r-value is .783 with a p-value of <.05, rejecting the null hypothesis. The overall result shows that school climate positively correlates with teachers' self-efficacy. Therefore, the school climate would likely increase the teachers' self-efficacy in elementary teachers.

Table 8. Significance of the Relationship between the Levels of School Climate and Teachers' Self-Efficacy

	Teachers' Self-Efficacy					
Efficacy to Influence	Instructional Self-Efficacy	Disciplinary Self-Efficacy	Efficacy to Enlist Parental	Efficacy to Enlist Community	Efficacy to Create a Positive	Overall Teachers Self-

School Climate	Decision Making			Involvement	Involvement	School Climate	Efficacy
Overall School Climate	0.555* (0.000)	0.618* (0.000)	0.717* (0.000)	0.770* (0.000)	0.725* (0.000)	0.664* (0.000)	0.783* (0.000)

*Significant at 0.05 significance level.

Significance of the Relationship between the Levels of Teachers' Personality and Teachers' Self-Efficacy

Showcased in Table 9 is the relationship between the teachers' personality and teachers' self-efficacy. As shown in the hypothesis section, the relationship was tested at a 0.05 level of significance. The results revealed a positive and significant relationship between the indicators of teachers' self-efficacy and teachers' personality, specifically, e*fficacy to influence decision-making* ($r = .697$), *instructional self-efficacy* ($r = .683$), *disciplinary self-efficacy* $r = .640$), *efficacy to enlist parental involvement (*$r = .651$), *efficacy to enlist community involvement (*$r = .782$) and *efficacy to create a positive school climate (*$r = .538$). The results reflect that the teachers' personality is positively correlated with teachers' self-efficacy since the overall r-value is .807 with a p-value of <.05, rejecting the null hypothesis. It shows that teachers' personality would likely increase teachers' self-efficacy in elementary teachers.

Table 9. Significance of the Relationship between the Levels of Teachers' Personality and Teachers' Self-Efficacy

Teachers' Personality Overall	Teachers' Self-Efficacy						
	Efficacy to Influence Decision Making	Instructio-nal Self-Efficacy	Disciplinary Self-Efficacy	Efficacy to Enlist Parental Involvement	Efficacy to Enlist Community Involvement	Efficacy to Create a Positive School Climate	Overall Teachers Self-Efficacy
Teachers' Personality	0.697* (0.000)	0.683* (0.000)	0.640* (0.000)	0.651* (0.000)	0.782* (0.000)	0.538* (0.000)	0.807* (0.000)

*Significant at 0.05 significance level.

Mediating Effect of School Climate and Teachers' Personality

Using path analysis, Figure 3 shows the mediating effect of school climate and teachers' personality, which is reflected in Table 10. Path PrinInsMgt (Principal Instructional Management) to SchoolCli (School Climate) revealed a significant regression with p<0.001. This path signifies that every unit increase in principal instructional management corresponds to a .569-unit increase in school climate with a standard error of .019. Meanwhile, Path PrinInsMgt to TeachPerson (Teachers' Personality) revealed a significant regression with p<0.001. This path signifies that every unit increase in principalinstructional management corresponds to a .850-unit increase in teachers' personality with a standard error of .033. While Path SchoolCli to TeachSelfEffi (Teachers' Self-Efficacy) also shows significant regression with p<0.001, which further implies that every unit increase in school climate corresponds to a 0.189-unit increase in teachers' self-efficacy.

Moreover, Path TeachPerson to TeachSelfEffi shows significant regression with p<0.001, which further implies that every unit increase in the teachers' personality corresponds to a 0.254-unit increase in teachers' self-efficacy. Finally, Path PrinInsMgt to TeachSelfEffi shows significant regression with p<0.001. Therefore, the result showed significant partial mediation among variables. This path reveals that for every unit increase in principal instruction management, there is an equivalent 0.446-unit increase in teachers' self-efficacy or the direct effect of principal instruction management on teachers' self-efficacy.

Table 10 Mediating Effect: Path Analysis

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
PrinInsMgt ⟶ SchoolCli	.569	.827	.019	30.320	***
PrinInsMgt⟶TeachPerson	.850	.780	.033	25.700	***
SchoolCli⟶TeachSelfEffi	.189	.156	.049	3.860	***
PrinInsMgt⟶TeachSelfEffi	.387	.464	.041	9.381	***
TeachPerson⟶TeachSelfEffi	.254	.333	.028	9.136	***

Total, Direct, and Indirect Effects

The total effect of .7102 is the combined indirect and direct effect, as reflected in Table 11. The indirect effect of -.1084 implies the impact of principal instructional management on teachers' self-efficacy when mediated by school climate and teachers' personality (Table 10). The results mean that an increase in principal instructional management for every unit corresponds to a -.1084-unit decrease in teachers' self-efficacy mediated by school climate and teachers' personality.

Table 11. Total, Direct, and Indirect Effects

	95% Cl		
Effect Upper	b	Lower	
Total	.7102	.6680	.7525
Direct	.3865	.3124	.4607
Indirect (Mediation)	-.1084	-.2437	.0266

IV   **- Principal Instructional Management**
DV   **- Teachers' Self-efficacy**
MV1   **- School Climate**
MV2   **- Teachers' Personality**
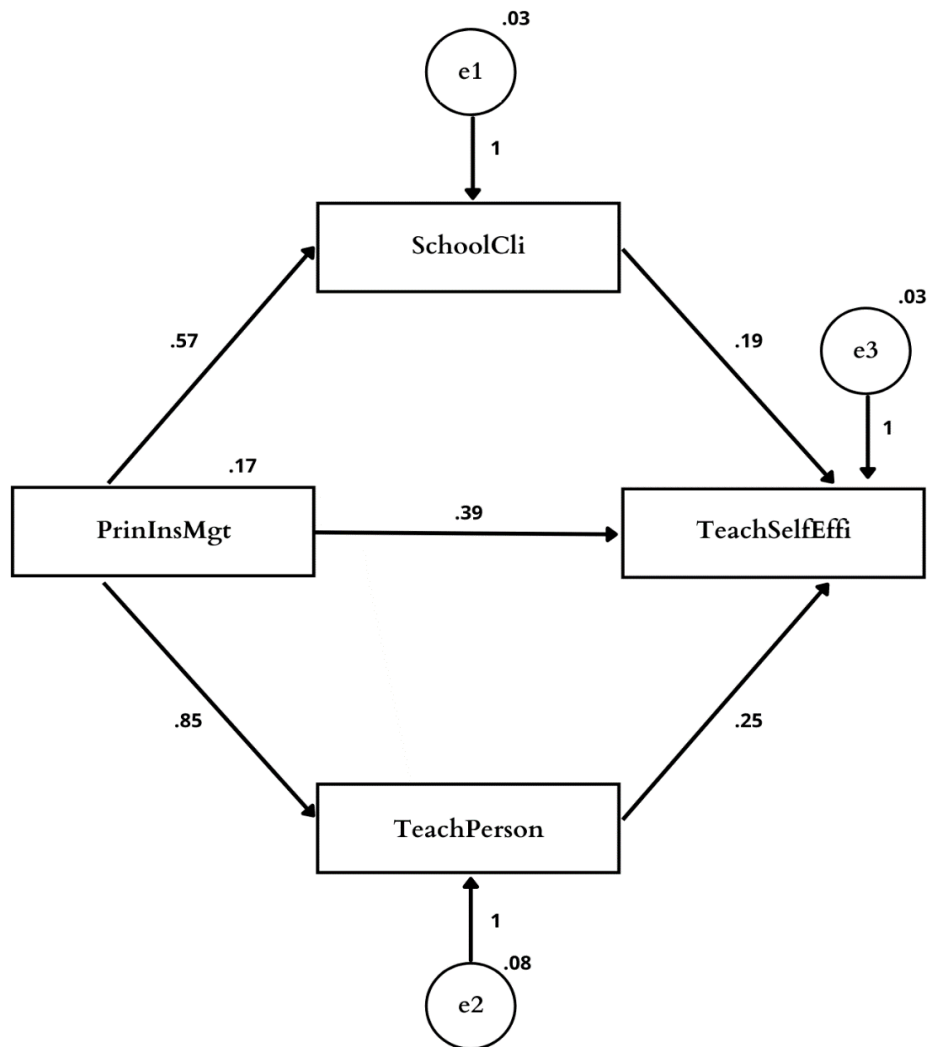
Figure 3. Mediating Effect – Path Analysis

Chapter 4

DISCUSSION

This chapter presents the data on principal instructional management, school climate, teachers' personality, and teachers' self-efficacy in elementary teachers.

Principal Instructional Management

As derived from the collected data, the overall level of principal instructional management is High. The indicators with high-level verbal descriptions include framing the *school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and developing* and *enforcing academic strands.* Meanwhile, *providing incentives for learning* is the indicator with a Very High rating. These results imply that excellent principal instructional management is often evident among administrators.

Gurley et al. (2016) support the results mentioned above. He argued that instructional approaches should prioritize learning and teaching at the heart of their leadership efforts, backed up this conclusion. To create direction in their schools today, instructional managers and leaders must build and communicate a compelling vision; generate

common goals; engage in efficient planning and organization; explain roles and objectives; motivate and inspire others; set excellent standards for all. According to Hou (2019), instructional management encompasses supervising and evaluating education, coordinating the curriculum, and tracking student development.

Teachers' Self-Efficacy

The overall level of teachers' self-efficacy is high. The only indicator with a very high rating is *efficacy to create a positive school climate*. Other indicators such as *efficacy to enlist parental involvement, disciplinary self-efficacy, instructional self-efficacy, efficacy to enlist community involvement*, and *efficacy to influence decision making* have portrayed high ratings. These results mean that high self-efficacy among elementary teachers is often evident.

The study's findings are consistent with Bay's (2020) results, which purport that those teachers with high self-efficacy views are pretty effective in applying classroom management skills. Classroom management practices that are more structured, better managed, student-centered and empathetic, and more sensitive to student suggestions are more common among those teachers. Teachers with high self-efficacy had better regulating perceptions about classroom management than teachers with low self-efficacy in terms of control. More effective teachers use positive classroom management practices.

School Climate

The indicators of school climate with a Very High verbal description are: *having culture and sub-groups that blend, interrelate* and *feel like valid members of one academic community, having due consideration to the students over management decisions that affect them;* and *having students who are valued as quality community members and regards presence with a sense of honor.*

Furthermore, elementary teachers have a high level of *having teachers who promote supportive communication; give instruction that supports student locus control, sense of belonging, and sense of competence;* and *have teachers who successfully create a sense of community in their classes.* The overall mean for this variable is described as high. This result means that the ideal school climate is often evident.

This finding is consistent with Conner's (2014) assessment of the school atmosphere based on his research. Teachers need to develop a collaborative approach by fostering a climate of help and confidence. Teachers can build a basis for long-term collaboration by forming such relationships, allowing them to improve student progress and create a happy learning environment. The researcher discovered that relationships are necessary for a good school climate in a study done among elementary school teachers and their attitudes climate concerning participation, collaboration, and companionship among faculty.

Teachers' Personality

The personality of the teacher respondents received a high rating in terms of getting tense, worrying a lot, and being moody. Furthermore, the teachers' personality has moderate results, specifically with *being generally trusting, being helpful, and unselfish with others, making plans,* and *following through with them.* The overall mean is described as High. This result implies that the ideal teachers' personality is frequently present.

The results of Khan (2009), who discovered that young primary teachers are emotionally unstable, quickly annoyed, and impacted by feelings, are similar to those of the study. Their nature was also deemed to be tight, restless, and irritable. On the other hand, old primary teachers are emotionally stable, mature, calm, and ready to confront reality. They were also judged to be at ease, composed, and content. Establishing self-esteem and achieving goals is a male elementary teacher's job. They are self-assured, competitive, and authoritative. Female teachers at the primary school level are hospitable, meek, and accommodating; sober, shy, cautious, and timid. Male teachers are tough-minded, self-reliant, direct, and genuine in their approach.

Significance of the Relationship between Principal Instructional Management and Teachers' Self-Efficacy

The test of the relationship between principal instructional management and teachers' self-efficacy revealed a significant relationship between principal instructional management and teachers' self-efficacy. This result implies

that principal instructional management is correlated with teachers' self-efficacy. In other words, positive principal instructional management would also likely increase teachers' self-efficacy.

This finding supports Lacks' (2016) theory that administrators and school leadership significantly impact teachers' self-efficacy. The school principal is in charge of defining the school's ground rules and operational environment. According to the findings, principals who modeled risk-taking and cooperation in their team had teachers with increased efficacy rates. Teachers with high self-efficacy receive guidance from principals who successfully encourage a shared goal while outlining objectives for student behavior.

Significance of the Relationship between Principal Instructional Management and School Climate

The relationship between principal instructional management and school climate shows a positive and significant relationship between principal instructional management and school climate. This suggests that the effective instructional management of the principals would also likely increase the attainment of an ideal school climate.

This outcome is consistent with Spicer's (2016) belief that principals influence the school atmosphere. Principals must serve as role models to attain the attitudes and actions they want to see in teachers and students. By establishing a good and trusting environment, principals inspire the conviction that all children can reach the highest standards. Principals connect with teachers and students as educational mentors, according to Sparks (2011), while also guaranteeing that the school is physically and emotionally secure. Principals can inspire teachers and students by having a method and procedure for generating a healthy school climate.

Significance of the Relationship between Principal Instructional Management and Teachers' Personality

The relationship between principal instructional management and teachers' personality shows a positive and significant relationship between the two variables. This suggests that the principal instructional management would likely improve the personality of the elementary teachers.

The findings of this study illustrate Spicer's (2016) notion of primary influence. He defined principal influence as the power to influence another's attitudes, ideas, or behaviors without employing force or formal position - as perceived simply in its effect. Influencers feel they are using their most significant advantage. Here, the principal influences the teacher's behavior, the latter leads and issues directions. To construct and maintain an efficient school, an administrator must develop a leadership style that motivates and inspires staff members. A principal's ability to be persuasive and motivating is aided by their educational leadership abilities and ability to establish trust among staff, students, and the community.

Significance of the Relationship between School Climate and Teachers' Self-Efficacy

The relationship between school climate and teachers' self-efficacy revealed a positive and significant relationship between the indicators of teachers' self-efficacy. It implies that having an ideal school climate would also likely increase teachers' self-efficacy.

The result backs up Lacks' (2016) assertion that teachers' self-efficacy and school environment are inextricably linked. According to Spicer (2016), improving school climate components that contribute to teachers' self-efficacy will raise motivation to conduct innovative instructional programs.

Significance of the Relationship between Teachers' Personality and Teachers' Self-Efficacy

The test of the relationship between the teachers' personality and teachers' self-efficacy shows a positive and significant relationship between the two variables. This suggests that the teachers' personality would also likely increase the teachers' self-efficacy of the elementary teachers.

This result conforms to the ideas of Ustuner (2017) and Perera et al. (2018). The Big Five Dimensions of Personality include extraversion, conscientiousness, neuroticism, agreeableness, and openness. These five personality traits are used to classify the teachers' personality. Some personality profiles have been established that

could be useful in identifying combinations of Big-Five features that make up prototypical personality typologies in teachers and could be connected to their self-efficacy in those who work with them.

Mediating Effect of School Climate and Teachers' Personality

With the aid of path analysis, it is revealed that school climate and teachers' personality partially mediate the relationship between principal instructional management and teachers' self-efficacy. The partial mediation could not claim that school climate and teachers' personality are how principal instructional management can influence teachers' self-efficacy. It can only indicate that school climate and teachers' personality can partly explain how principal instructional management can influence teachers' self-efficacy.

That school climate is highly related to teachers' self-efficacy supports Lacks' (2016) assertion that teacher school climate and self-efficacy are inextricably linked. Similarly, the finding that a teachers' personality has a significant relationship with teachers' self-efficacy supports the results of Ustuner (2017). He discovered a significant positive relationship between the five-factor personality traits and teachers' self-efficacy belief. Their awareness of their personality type influences the teachers' capacity to use diverse classroom tactics and, as a result, their efficacy.

Conclusion

Conclusions were drawn based on the findings of the study. The results of this undertaking validate the theories about the mediating effect of school climate and teachers' personality on the relationship between principal instructional management and teachers' self-efficacy. School climate and teachers' personality only have partial mediation. The mediator cannot explain all the influence of principal instructional management on teachers' self-efficacy.

The findings provide sufficient evidence that the elementary teachers believed that the principal instructional management is essential in reinforcing the elementary teachers' self-efficacy. In effect, the results present a high level of principal instructional management, a high level of school climate, a high level of teachers' personality, and a high level of teachers' self-efficacy. It generally indicates a significant relationship between principal instructional management, school climate, teachers' personality, and teachers' self-efficacy. There is a partial mediation on the effect of school climate and teachers' personality on the relationship between principal instructional management and self-efficacy of the elementary teachers.

The study's findings support Bandura's social cognitive theory (1997). It is highlighted in this notion that administrators' instructional management can serve as a source of teachers' self-efficacy. Increasing classroom instruction through favorably impacting teacher instructional behaviors, such as teachers' self-efficacy and collective efficacy, is one of the main goals of instructional management. The link between school climate, teachers' personality, and teachers' self-efficacy was also highlighted in Bandura's Social Cognitive. The theory's foundation is based on people's reciprocal relationships with their environment and conduct. The study's findings appear to support Bandura's Social Cognitive theory.

Recommendations

Several recommendations were made from the preceding findings and conclusions. The results show high levels of correlation between the four variables: principal instructional management, school climate, teachers' personality, and teachers' self-efficacy present among the respondents. The mediation analysis suggests that principals need to better their instructional management, which would help them increase teachers' self-efficacy. In turn, better teachers' self-efficacy would provide teachers with an ideal school climate that would help them teach positive values and therefore form positive personalities. Principals ought to identify their weakest link in managing instruction to achieve an ideal school climate that would positively encourage teachers to have an upbeat personality that would affect their self-efficacy.

Furthermore, by partnering with the Department of Education, schools may create programs and seminars that would aid school heads and elementary teachers in strengthening teachers' self-efficacy and improve principal instructional management, school climate, and teachers' personality.

Information drives would also help the concerned parties to address the following three concerns: first, to better the teachers' self-efficacy, principals need to better their instructional management according to the personality of their teachers to create a positive or ideal school climate; second, teachers' self-efficacy must be given attention for it is a way to quality teaching; and lastly, school climate and teachers' personality are essential aspects to strengthen teachers' self-efficacy apart from principal instructional management.

Lastly, future research examining other variables that can mediate the relationship between principal instructional management and teachers' self-efficacy is recommended to help the study and school community. Meanwhile, attention, efforts, and strategic plans are needed in response to the low revealed results in terms of mean scores. For example, the mediating effect of school climate would improve if teachers could promote supportive communication, give instruction that supports student locus control, sense of belonging, and sense of competence, and create a sense of community in their classes. Moreover, a positive teachers' personality is achieved if they lower their anxieties, worries, and being too moody. They could also improve their personality by practicing being trusting, helpful, and unselfish.

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