



TEACHERS' SELF-EFFICACY IN RELATION TO PUPILS' ACADEMIC PERFORMANCE

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ABSTRACT

High efficacious teachers affect their pupils' performance in the class. This study determined the significant relationship between teachers' self-efficacy and their pupils' academic performance of the selected districts in the Division of Misamis Occidental during the school year 2017-2018. Seventy-five (75) teachers and 225 pupils responded to the study. The researcher used the Teachers' Sense of Efficacy Scale to measure teacher efficacy and the first and second grading ratings of the pupils through documentary analysis to determine the pupils' academic performance. Data were analyzed and interpreted using *mean, standard deviation, and the Pearson Product Moment Correlation Coefficient*. Findings revealed that the level of teachers' self-efficacy was high, and the pupils' academic performance was satisfactory. The teachers' self- efficacy in instructional strategies and student engagement was related to the pupils' performance. Teachers have to conduct an assessment inventory that assesses the pupils' learning styles and intelligence. This may serve as basis in planning instructional strategies for diverse pupils.

Keywords: *academic performance, behavior, instructional strategies, self-efficacy, student engagement*

INTRODUCTION

Teacher Efficacy is a teacher's belief or conviction that he can influence how well students learn. Teachers believed they could control, or at least strongly influence, student achievement and motivation (Armstrong, 2013). The self- efficacy of teachers is linked with the adjustment of students academically, the behavior of the teacher and their practices in the classroom, and their well-being, that includes accomplishment, satisfaction in the job, and commitment (Zee & Koomen, 2016). Both teacher autonomy and self-efficacy were independent predictors of engagement, job satisfaction, and emotional exhaustion (Skaalvik & Skaalvik, 2014).

Self-efficacy for student engagement, and personally controllable attributions predict teachers' psychological well-being, physical health, and quitting intentions (Wang, Hall, & Rahimi, 2015). Furthermore, teachers' perception of role impact positively predicted the use of the dominating style. It has implications for school principals and teachers regarding the importance of perceived self-efficacy and role impact in influencing teachers' choice of conflict-solving styles (Pinchevsky & Bogler, 2014). Teachers who have the voice in decision making and directing actions in solving issues have higher self-efficacy than those who did not have (Heaton, 2013).

Teachers do influence students' academic performance. School variables that affect students' academic performance include the kind of treatment which teachers accord the students (Korir & Kipkemboi, 2014). Teacher self-efficacy would seem to influence teachers' decisions and actions as they relate to how they design their instructional program. Thus, teachers with high self-efficacy are confident in their abilities to produce positive student outcomes (Beck, 2014). The main components of teachers' efficacy beliefs include proper execution of classroom management and the use of a variety of instructional strategies (Wossenie, 2014).

Furthermore, effective teachers believe that they can make a difference in children's lives, and they teach in ways that demonstrate their belief. The conviction of the teachers about their ability is a predictor of teaching effectiveness. Teachers who have high self-efficacy tend to persist in failure situations and take more risks with the curriculum. They also use new teaching approaches; make better gains in children's achievement; and have more motivated students (Tella, 2017). Moreover, teachers who report high levels of efficacy hold beliefs about student learning that motivate them to make decisions related to instructional planning. They have time spent with students and choosing learning experiences that have a positive impact on student achievement (Mitcham, 2015). Highly efficacious teachers and their ability to perform well classroom positively relate to students' performance in Science (Thompson, 2015).

Teachers with high levels of personal efficacy are confident that they had enough training to hone their strategies in overcoming difficulties in students' learning (Forman, 2014). Moreover, efficient teachers use effective classroom management strategies that encourage learners to become a self-directed individual. Their instructional strategies and routines meet the individual learning needs of all students (Heaton, 2013). Moreover, the emotional level of a teacher in a specific teaching situation also adds knowledge of perceived competence (Polczynski, 2013). Teacher expectations greatly influence and affect students, not

only in their behavior but also in their achievement or success levels in school. Teachers should increase their self-efficacy levels and their expectations to ensure that they can help students achieve academically (Rodriguez, 2014). At the classroom level, teacher competence affected the positive teacher-child relationships, and teacher well-being resulted from their classroom pro-social behavior (Breeman et al., 2015).

Various studies have established that the levels of self-efficacy borne by instructors may have positive effects on the attitudes of the learners as well as the whole learning process. When teachers have high morale, they affect the bias exhibited by students, and ultimately, the student's performance increases. In essence, raising teacher morale is both beneficial to the teachers and the students, for it enhances high performance and creates an environment conducive for teaching and learning (Bankston, 2014). Furthermore, the persistence of efforts is an essential consideration in teacher efficacy, as daily instruction, student engagement, and classroom management require teachers to persevere within an ever-changing social construct (Folk, 2015).

Teachers may help their students to identify their personal learning goals, and inform them about appropriate learning approaches and techniques as well as how to foster learning outcomes. In doing so, teachers could support students' pursuit of goal-driven choices for learning through suitable self-regulation and study strategies (Weissgerber, Reinhard & Schindler, 2016).

Furthermore, teachers are to consider the proper instructional resources for their educational material to create an exciting class. They are required to be aware of their students' needs beyond academic instruction (Vahdany, Sabouri, & Ghafarnian, 2015). Not only being competent at teaching methods and techniques but also knowing learners' psychologically readiness and needs to improve teaching (Tilfarlioglu & Delbesoglugil, 2014). Maintaining focused attention of the children in the school is considered an essential factor for successful learning (Godwin et al., 2013). Students exposed to the teaching strategies of framing and team – assisted individualization have a better attitude than those teaching with the traditional method (Awofala, Arigbabu, & Awofala, 2013).

The sources of academic performance include standardized test scores, students' grades, overall academic ability, and achievement outcomes (Garg & Sharma, 2016). Motivated students with a positive attitude in learning perform better and learn independently (Ariani, 2016). The performance of teachers who use learning facilities related to the academic performance of pupils. It means that the higher the accessibility of learning facilities/ materials provided schools, the better the academic performance of pupils (Ndifon & Cornelius-Ukpepi, 2014). Schools with disciplined and committed teachers had high student achievement (Kwenin, Assan, & Dzomeku, 2013). The more the students engage in critical thinking, cooperative learning, and the use of simulations, the better is their performance in Physics" (Riaz, 2015).

Objectives of the Study

The researcher aimed to determine the teachers' self-efficacy concerning the academic performance of the Grade 6 pupils in the elementary schools of Plaridel North, Plaridel South, Lopez Jaena, Calamba and Baliangao Districts during the School Year 2017-2018. The following are the specific objectives:

1. Determine the level of the teachers' self- efficacy;
2. Determine the pupils' academic performance.
3. Explore a significant relationship between the teachers' self-efficacy and the pupils' academic performance.

METHODS

Research Design

This study used descriptive-correlational design. The research method is used to explain phenomena, attitudes, opinions, and behaviors or other defined variables Through collecting numerical data which are analyzed using statistically-based methods (Kapici & Akçay, 2016). The descriptive-correlational design was appropriate for this study, which assessed the teachers' efficacy as well as the pupils' academic performance.

Research Setting

This study was at the Elementary Schools of the five districts of Misamis Occidental namely: Plaridel North, Plaridel South, Lopez Jaena, Calamba and Baliangao during the School Year 2017-2018. Plaridel North district is composed of 10 schools. There were also 13 schools in Plaridel South District. Schools from other areas which are along the highway or more accessible were also selected to be part of the conduct of this study. The researcher included seven schools in Lopez Jaena district, 6 in Calamba and seven schools in Baliangao district.

Respondents

Grade 6 teachers of Plaridel North, Plaridel South, Lopez Jaena, Calamba and Baliangao district responded the study. There were 18 teachers from Plaridel North District, 17 from Plaridel South District, 20 from Lopez Jaena, 12 from Calamba and eight from Baliangao district. A total of 75 Grade 6 teachers participated in the study and were chosen using purposive sampling. Each teacher-rated three (3) pupils to measure their pupils' behavior in the class. A total of 225 students were included in the study using MS Excel randomizer.

Instruments

A. Teachers' Self-Efficacy Questionnaire. This study utilized Teachers' Sense of Efficacy Scale developed by Tschannen-Moran and Woolfolk Hoy (2001) to measure teacher efficacy (Appendix A). Originally named the Ohio State Teacher Efficacy Scale (OSTES), the instrument involved three dimensions, such as instructional strategies, student engagement, and classroom management. The questionnaire had twenty-three statements that were used by the teachers in assessing their self-efficacy.

The teachers' self-efficacy is interpreted using the following scale:

Responses	Continuum	Interpretation
5- A Very Great Deal (AVGD)	4.2-5.0	Very High Efficacy (VHE)
4- Quite a Bit (QB)	3.40-4.19	High Efficacy (HE)
3- Some Influence (SI)	2.60-3.39	Average Efficacy (AE)
2- Very Little (VL)	1.80-2.59	Fair Efficacy (FE)
1- Nothing (N)	1.0-1.79	No Efficacy (NE)

B. Pupils' Academic Performance. The research uses documentary analysis. The study utilized the first and second-grade ratings of the pupils from their teachers. In determining the academic performance of the pupils, the following scale was used based on the DepEd grading system:

Rating	Interpretation
90-100	Outstanding (O)
85-89	Very Satisfactory (VS)
80-84	Satisfactory (S)
75-79	Fairly Satisfactory (FS)
74 and below	Did not Meet Expectation (DME)

Data Collection

The researcher requested certification and a letter of request from the Graduate School of Misamis University. Then, approval of the Schools Division Superintendent in the Division of Misamis Occidental followed for the conduct of the study. The District Supervisors of the five districts and the principal of the elementary schools included in the research received similar approval. Three (3) numbers from 1-50 using randomizer in MS Excel was randomly selected to identify the pupils to be included in the study. Through documentary assessment, the pupils' grades came from their advisor. Then, research instruments were administered to the respondents personally by the researcher to ensure fast retrieval of data. The data gathered were tallied, presented through tables, interpreted, and analyzed.

Ethical Consideration

The researchers considered the following ethical principles to ensure the integrity of the research process. They obtained (1) Informed consent of the participants and respondents before involving them in the study. (2) They did not subject to coercion the members of the sample group. (3) They ensured the privacy of the research respondents (4) Debriefing of the research respondents about the aims and objectives of the study before the primary data collection process followed. (5) Works that do not belong to the author of this paper were acknowledged using the APA referencing system in an appropriate format. (6) Analysis of data was filtered through the researcher's particular theoretical position and biases (7) The researchers were held responsible in case of harm inflicted to the researcher. (8) They maintained top priority and confidentiality during the study at all times.

Data Analysis

With the use of Minitab software, the researchers used the following statistical tools in interpreting the data of this study:

Mean, and the standard deviation was utilized in determining the level of the teachers' self-efficacy and pupils' academic performance.

Pearson Product Moment Correlation Coefficient. It is used in exploring the significant relationship between the respondents' self-efficacy and academic performance.

RESULTS AND DISCUSSION

Level of the Teachers' Self-efficacy

The study revealed that the teachers have a high self-efficacy (mean = 3.90; SD =0.54) (Table 1). This finding implies that teachers have a high sense of belief that they can influence pupils' performance and achievement.

Teachers help pupils think critically, develop their creativity, and encourage them to value learning. They implement varied strategies in the classroom and adjust the lessons to suit the level of the pupils. They craft the right questions and provide an alternative explanation or example to make pupils understand the experience. Moreover, they establish routines and classroom rules to eliminate disciplinary issues among pupils.

The teachers who have high self – efficacy have high expectations of success (Alrefaei, 2015). Teachers' behavior is the manifestation of their beliefs (Deepika, 2017). Educators who think they can effectively teach varied learners are likely to strive to a greater extent to attain fixed objectives. They persevere to a higher degree when confronted with barriers than educators who are unsure about their ability to tackle the requirements of these learners effectively (Keller Johnson, 2013).

Teachers who have a high self-efficacy can perform well their duties and responsibilities as educators and carry out the mission and vision set by the Department of Education. Their top belief about their ability to perform specific behavior will lead to excellent performance and positive outcome. They can also influence children to persevere and achieve their goals. So it is vital to comprehend the effect of one's convictions, dreams, and vision translated into behavior as they shape one's future as the precursor of citizen construction.

Table 1

Level of the teachers' self-efficacy

Constructs	M	StDev
Student engagement	3.81	0.55
Instructional strategies	3.94	0.51
Classroom management	3.94	0.55
Overall efficacy	3.90	0.54

Note: 4.2-5.0 (Very High); 3.40-4.19 (High); 2.60-3.39 (Average); 1.80-2.59 (Low); 1.0-1.79 (Very Low)

Pupils' Academic Performance

The data revealed that pupils had a satisfactory academic performance (M= 83.29; SD= 4.61) (Table 3). This finding means that the pupils were able to meet the standards set by the Department of Education satisfactorily. It means that in the two grading phases, the students obtained the abilities and competencies of all subject fields. Teachers identified, evaluated, tracked, and encouraged the performance of pupils in school. Academic achievement was assessed to promote the enhancement and make full use of the teaching method.

Results offered a structure for discussing how learners work in college and a uniform standard for all learners. Performance results also allowed pupils to be ranked and given awards or recognitions. Pupils were rated according to their written work, a performance task, and quarterly assessment. Grade six pupils had acquired the necessary skills to perform their academic task successfully. They can express their ideas in written or orally, and they can transform their ideas into performance. They also motivated to perform well in school. They review their lessons for the exam and strive to achieve a high rate in the quarterly assessment.

The academic achievement of the learners will be enhanced by the growing participation of the learners in the classroom. Also, actively participating in the school, asking and explaining their view, performing the job of people or organizations, and adding time to study can help (Ariani, 2016). Moreover, when students realize that their thoughts control their activities, and they can positively affect their own beliefs, motivation, and academic performance (Aijaz, & Aijaz, 2014). Furthermore, if primary school teachers are not motivated, the pupils cannot learn effectively, thus affecting their academic performance (Ndifon & Cornelius-Ukpepi, 2014).

Teachers need to motivate the learners to set high goals to perform well in school. Teachers must provide varied instructional strategies and adequate pupils' engagement in the teaching and learning process. Pupils who have satisfactory academic performance will improve their skills and achieve higher when they will be more motivated and engaged in more challenging activities.

Table 2
 Pupils' Academic Performance (n = 225)

Constructs	M	StDev	Min	Max
First Grading	82.92	4.63	70.00	96.00
Second Grading	83.65	4.58	73.00	96.00
Overall performance	83.29	4.61	70.00	96.00

Note: 90-100 (Outstanding); 85-89 (Very Satisfactory); 80-84 (Satisfactory); 75-79 (Fairly Satisfactory); 74 and below (Did Not Meet Expectation)

Test of Significant Relationship between the Teachers' Self-efficacy and The Pupils' Academic Performance

The study showed that there was a significant relationship between teachers' self-efficacy in terms of student engagement and pupil's academic in the first and second grading period (p-value = 0.027). A meaningful relationship between teachers' self-efficacy in terms of instructional strategies and pupils academic performance in the second grading period, as evidenced by the p-value of 0.034 was found. However, there was no significant relationship

between teachers' self-efficacy in terms of classroom management and pupils' academic performance (Table 3).

The result implies that as educators believe that they can reach out to pupils in many aspects, they also discover ways to help learners accomplish and learn more in the classroom. Additionally, if teachers think that they are sufficiently skilled in the teaching-learning process, they teach well by providing more examples and varied drill activities that fit the diverse learners. Thus, they improve pupils efficiency and performance. Teachers, as the second mother in school motivated pupils who showed low interest in school work, encouraged pupils to do well in school and value learning. They interacted with their pupils, helped them think critically and fostered pupils' creativity. Teachers stimulated pupils' comprehension skills by asking thought-provoking questions, and providing varies assessment. They also adjusted the lesson to the level of the pupils and provided examples and clear explanations to the confused pupils.

The more the students engage in critical thinking, cooperative learning, and use of simulations, the better is their academic performance (Riaz, 2015). The self- efficacy of teachers linked with the adjustment of students academically, the behavior of the teacher and their practices in the classroom, and their well-being, that includes accomplishment, satisfaction in the job, and commitment (Zee & Koomen, 2016). Also, teachers who have high efficacy could influence students to achieve well despite the environmental obstacles (Bellezza, 2015). There is a need to increase self-efficacy levels and expectations of teachers to ensure that teachers can reach students and helped them succeed academically (Rodriguez, 2014).

Student engagement and instructional strategies were essential skills that teachers must acquire. Teachers had to reach out to their pupils, especially those who are less privileged ones. Asking help from the parents and boasting the learners' interest in learning support the learners get involved in the class activities and perform better in their lessons. Designing activities that suit the style and intelligence of the learners can also assist pupils in doing well in the classroom, both in planning, designing classes, and evaluating the teaching of the students. These will lead to the achievement of objectives and promote excellent performance among pupils. Teachers have to strengthen these skills through training and professional readings.

Table 3.

Test of Significant Relationship Between the Teachers' Self-efficacy
 and Pupils' Academic Performance

Teachers' Self Efficacy	Pupils' Academic Performance	
	First Grading r(p)	Second Grading r(p)
Student engagement	0.229*(0.048)	0.256*(0.027)
Instructional strategies	0.194(0.096)	0.245*(0.034)
Classroom management	0.166(0.155)	0.209(0.072)

Note: * means significant at 0.05 level; r means r- value ; p means P-value

CONCLUSIONS AND RECOMMENDATIONS

This study discloses that the teachers' self-efficacy influenced the performance of their pupils in the class. Moreover, the high self-efficacy demonstrated by teachers affects the academic performance of the pupils. The teachers' ability to reach out to all his pupils regardless of their interests and family background, became part of the pupils' learning. The teachers' ability to vary his teaching strategies and assessment tools becomes essential indicators of their pupils' success in the subject. Pupils satisfactorily perform the required competencies because of the engagement extended and the effective instructional strategies used by their teachers.

Based on the vital results of this research, it is recommended that educators perform an evaluation inventory that can test the learning styles and multiple intelligences of the students. It may serve as a basis for designing school operations; educators create educational approaches such as differentiated instruction that can address their students' variations.



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